

Chapter 12 Organizer

Name _____

Use with Student Text pages 318–40.

Fill in the outline as you study the chapter.

I. Africa may be studied by its five regions. (pp. 318–21)

- A. Northern
- B. Eastern
- C. Western
- D. Central
- E. Southern

II. Africa may be studied by its topography. (pp. 318–21)

- A. A region with little rainfall and few plants—desert
 1. In northern Africa—Sahara
 2. In southern Africa—Namib and Kalahari
- B. A region located on the Horn of Africa with little rain—rain shadow desert
- C. A tropical area near the equator with huge trees and vines—rainforest
- D. A grassland with few trees between the deserts—savanna
- E. A raised area formed by volcanic activity—mountain ranges

III. Africa may be studied by various ways other than written records. (pp. 322–23)

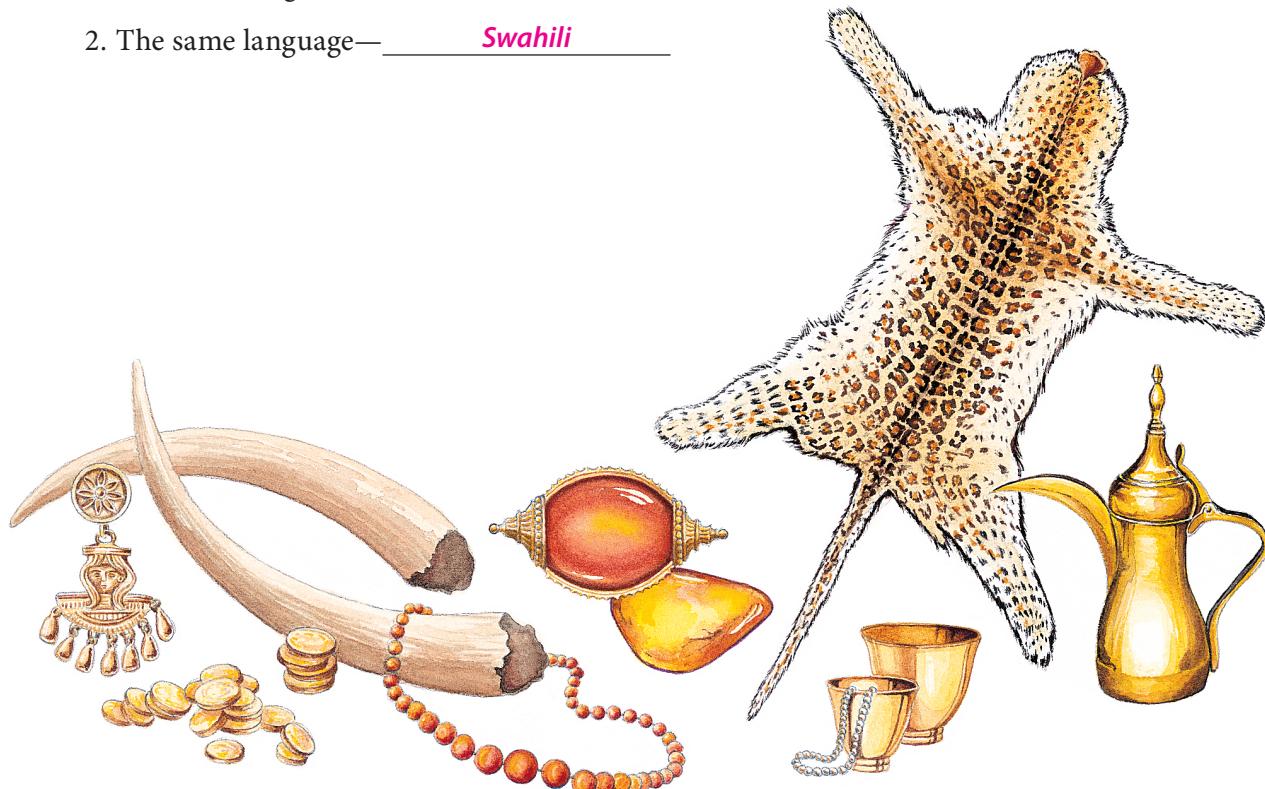
- A. The study of the structure and changes of languages—linguistics
- B. The study of plants and tracing the movement of people by their crops—botany
- C. The study of ruins, burial sites, and artifacts from the past—archaeology
- D. Stories passed from one generation to another by word of mouth—oral history

IV. Historians study Africa's early peoples by language. (pp. 325–28)

- A. The Berber language group—The greatest of these nomadic people were the Tuareg.
- B. The Nilotc language group—The best known were the Maasai.
- C. The Bantu language group
 1. Bantu peoples
 2. Some Pygmy tribes who lived in the Congo basin also spoke Bantu languages.
- D. Click languages—Bushmen and Khoikhoi

V. Historians also study Africa's ancient peoples according to their empires or cities. (pp. 329–40)

- A. The empire of Aksum—located in eastern Africa and ruled by King Ezana in the AD 300s
- B. The empire of Ghana—located along the Niger River; controlled the trade of salt and gold
- C. The empire of Mali—conquered Ghana; ruled by Sundiata
- D. The empire of Songhai—became independent of Mali
1. Ruler—Sunni Ali
 2. Center of Islamic faith and learning—Timbuktu
- E. The kingdom of Mwene Mutapa—ancestors of a people that historians called the Shona
1. Organized themselves into clans
 2. Built big stone houses called zimbabwe
- F. The eastern coastal cities built for trade—northernmost city of Mogadishu and southernmost city of Sofala
1. The same religion—Muslim
 2. The same language—Swahili



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Africa's Regions

Name _____

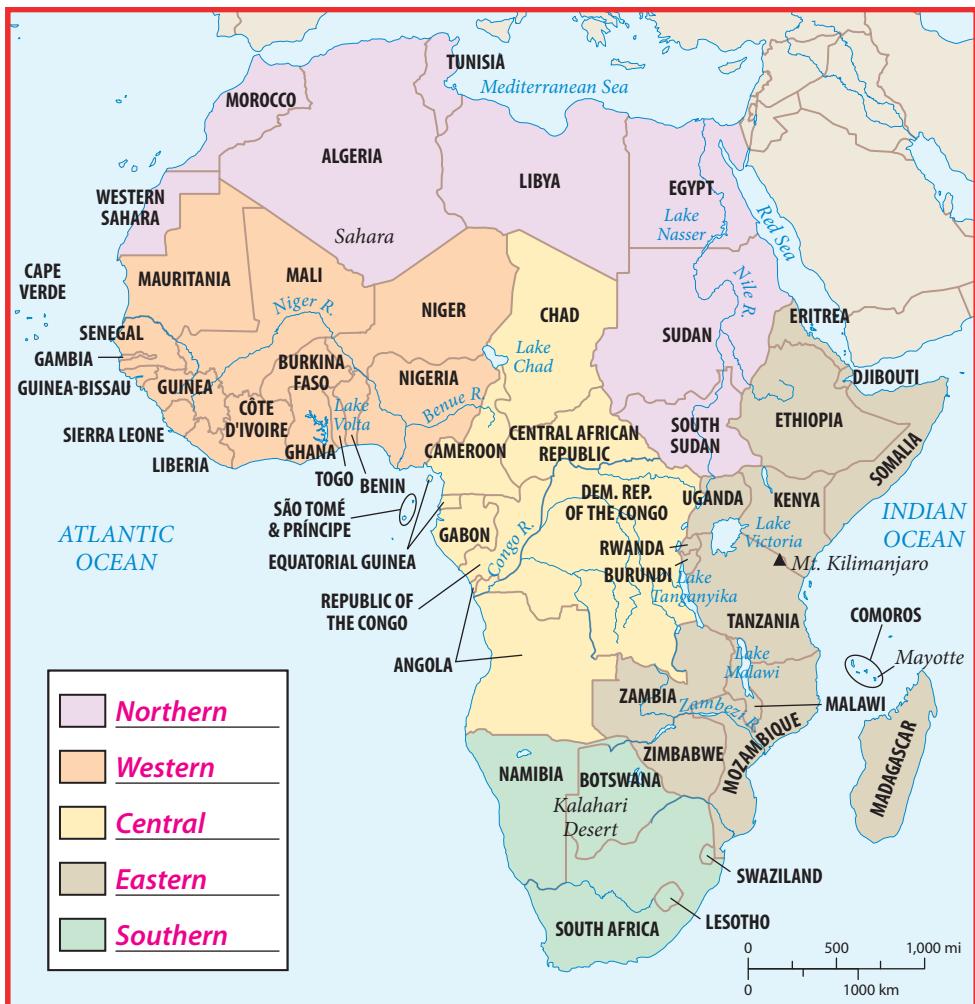
Use with Student Text pages 318–21.

A. Write a definition or description for each word. Use the glossary in the Student Text.

1. desert *a region with few plants that receives less than ten inches of rain a year*
2. equator *an imaginary line that divides the earth into northern and southern hemispheres*

3. Horn of Africa *a peninsula on the eastern coast of Africa*
4. oasis *a fertile area in the desert with water*
5. rain shadow desert *a lowland area that receives little rain because the wind blows water vapor high into nearby mountains*
6. rainforest *a tropical forest filled with huge trees and vines and a large variety of wildlife; receives annual rains of one hundred inches or more*
7. sand dune *a hill or ridge of wind-blown sand*
8. savanna *an area with tall grasses and few trees*

B. Write the five regions of Africa in the key. Color each region and the corresponding rectangle in the key.



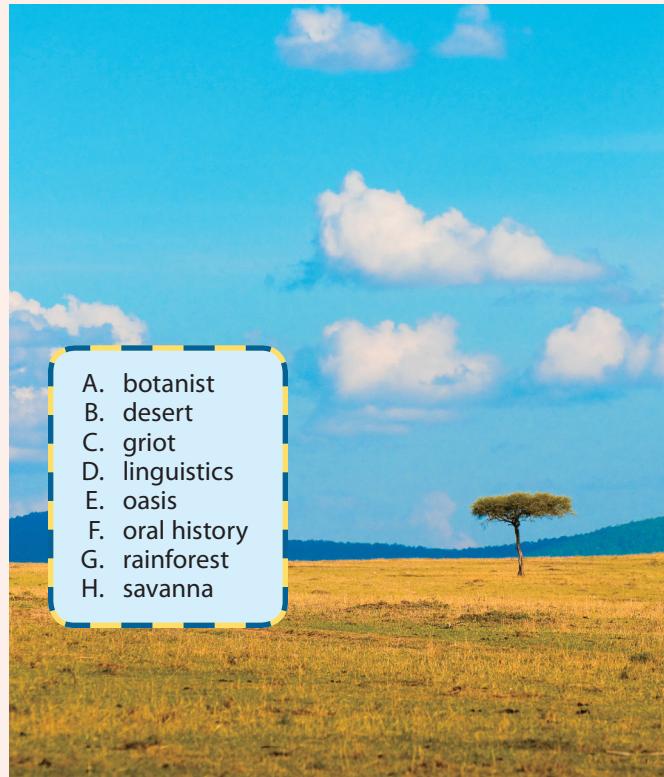
Study Guide

Use with Student Text pages 318–23.

Name _____

A. Match the description to the correct term.

- C** 1. an African oral storyteller
- H** 2. an area with tall grasses and few trees
- A** 3. a scientist who studies plants and traces the movements of people by their crops
- F** 4. stories about the past that are spoken instead of written down
- E** 5. a fertile area in the desert with water
- G** 6. a tropical forest filled with huge trees and vines and a large variety of wildlife; receives annual rains of one hundred inches or more
- B** 7. a region with few plants that receives less than ten inches of rain a year
- D** 8. the study of the structure and changes of languages



- A. botanist
- B. desert
- C. griot
- D. linguistics
- E. oasis
- F. oral history
- G. rainforest
- H. savanna

B. Complete the section.

9. Identify one way that geographers organize Africa for studying. by regions (or by topography)

10. Identify the peninsula on the eastern coast of Africa. Horn of Africa

11. Explain why Somalia is called a rain shadow desert. The wind blows water vapor high into the mountains to the west of Somalia without allowing rain to fall on the lowlands.

12. Name four ways of learning about people and their history other than written records.

- ◆ linguists
- ◆ archaeology
- ◆ botany
- ◆ oral history

13. Explain how a historian evaluates the truth of a story that has been passed down orally.

The historian compares the story with stories from different areas. If there are matching stories of the same past event, the historian can assume that the event really happened.

14. Identify three land features of Africa. possible answers: deserts, rain shadow desert, lakes and rivers, tropics or rainforests, mountain ranges

- ◆ _____
- ◆ _____
- ◆ _____

15. Identify the people whose migration route from the Benue River to southern Africa was traced by linguists. Bantu

Oral History

Name _____

A. Answer the questions. *Wording may vary depending on the Bible version being used.*

1. What three things did God command be taught in Deuteronomy 6:1? commandments, statutes/
decrees, and judgments/laws/rules
2. Why did God want these to be taught (Deut. 6:2)? so people would fear the Lord God
3. What phrase in this verse shows oral history being passed on? "thou, and thy son, and thy
son's son"
4. What three benefits did God promise the Israelites in the Promised Land for keeping these commands (Deut. 6:2–3)?
 - ◆ Their days would be prolonged/long.
 - ◆ It would be well with them.
 - ◆ They would increase mightily or multiply greatly.
5. When were the Israelites to pass on the oral history (Deut. 6:7)? When they sat in their houses,
when they walked by the way, when they lay down, and when they rose up.
6. What did Joshua ask each man to pick up as he crossed the Jordan River (Josh. 4:5)? a stone
7. What were these objects used for (Josh. 4:7)? a memorial to the children of Israel forever
8. What history did God want the Israelites to remember (Josh. 4:21–22)? Israel crossed the Jordan
on dry land.

In Isaiah 43 God gives His people an oral history reminding them of His blessings.

9. What three civilizations are named in Isaiah 43:3? Egypt, Kush/Cush/Ethiopia, and Seba
10. What civilization is named in Isaiah 43:14? Chaldean or Babylonian
11. Why does God review the history of the Israelites (Isa. 43:11)? He is reminding them that He is their
Savior and their Lord.

B. Write three sentences telling what God has done for you. This is part of your history to be passed on to your children and grandchildren.

12. _____
13. _____
14. _____

Africa's People

Use with Student Text pages 325–28.

Name _____

A. Write the information under the correct heading.

Bantu peoples
Berber language group
blue turbans and loose garments
Bushmen
camels were most valuable possession
Khoikhoi
Maasai

measured wealth and social standing by the number of cattle they owned
Nilotic language group
Pygmies
sounds made with the tongue, teeth, and lips
tall and slender
Tuareg



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Africa's People

Use with Student Text pages 325–28.

Name _____

B. Contrast traditional African beliefs with biblical truth.

Traditional African beliefs	Biblical truth
Most Africans believed in a god who was a <u>supreme being</u> but relied on <u>tradition</u> to explain what this god was like.	The Bible teaches that God is <u>Creator</u> of the universe (Isa. 40:28). Christians rely on the <u>Bible</u> to explain what God is like (1 Thess. 2:13).
Most Africans believed that their god could be reached through <u>sacrifices</u> and offerings.	The Bible teaches that only Christ's sacrifice is sufficient to <u>reconcile</u> people to God (2 Cor. 5:19).
Most Africans believed that spirits controlled natural forces for <u>good</u> or for <u>evil</u> . Many African religions taught <u>animism</u> , which is the belief that spirits live in animals or things in nature such as trees and rivers.	The Bible teaches that there is only one God, Who <u>created</u> all things for His own glory, and He alone deserves to be worshiped (Rev. 4:11).
Most Africans relied on a man thought to have magical powers, such as a <u>medicine man</u> or a <u>rainmaker</u> , to connect them with the supernatural world.	The Bible teaches that God may be approached only through <u>Christ Jesus</u> (1 Tim. 2:5).
Africans believed that the spirits of their departed relatives <u>visited</u> them and <u>influenced</u> their lives.	The Bible warns people not to try to <u>contact</u> the dead (Deut. 18:10–11; a necromancer is a person who inquires of the dead).



Ancient African masks that were sometimes used in religious ceremonies

Study Guide

Use with Student Text pages 325–32.

Name _____

A. Write one or two sentences to answer each statement.

1. Identify how historians divide Africa's early peoples into groups. *Historians divide Africa's early peoples into groups by common language.*

2. Identify the people of small stature who lived in the rainforest of the Congo basin. *The Pygmies lived in the rainforest of the Congo basin.*

3. Explain how Christianity became Aksum's official religion. *The king, Ezana, became a Christian, likely through the influence of his servant Frumentius, and made Christianity the official religion of Aksum.*

4. Describe how Ghana acquired Islam but kept its traditional beliefs. *Many traders converted to Islam after Arabian merchants brought Islam to Ghana, but the king of Ghana continued to practice traditional beliefs. Eventually, a separate Islamic community was founded there.*

B. Complete the chart.

5–7. Describe the dress, the occupations, and the valuable possession of the Tuareg.

Tuareg	
Dress	<i>dressed in loose, flowing garments; wrapped their heads with a long piece of dark blue cotton that acted as both a turban and a veil</i>
Occupations	<i>farmers, herders, traders, guides, warriors</i>
Valuable possession	<i>camels</i>

C. Write a sentence that contrasts the given characteristic of the civilizations. Possible answers are given.

8. Aksum's spoken language ♦ Aksum's written language *Aksum's educated people spoke Greek, but they developed a written language called Ge'ez.*

9. Aksum's religion ♦ Ghana's religions *Aksum's official religion was Christianity, while Ghana's religions included Islam and traditional African beliefs.*

10. Aksum's location ♦ Ghana's location *Aksum was in the area that is modern Ethiopia, and Ghana was located in modern Mauritania. (Students may also mention that Aksum was on the eastern side of Africa, while Ghana was on the western side.)*

11. goods Aksum traded ♦ goods Ghana traded *Aksum traded precious stones, gold, elephants, ivory, ebony, incense, and myrrh, while Ghana controlled the trade of salt and gold.*

Study Guide

Use with Student Text pages 325–32.

Name _____

D. Write a sentence explaining the reason each factor was significant in making Ghana a wealthy empire.

12. Factor: Ghana's location was ideal.

Reason: *It was on the edge of the Sahara and was near the only source of water for miles around.*

13. Factor: The gold mines were to the south of Ghana.

Reason: *Ghana could control all the trade of salt and gold.*

14. Factor: The merchants of Ghana traded with European merchants.

Reason: *They were able to trade gold for necessities as well as luxuries.*

E. Write *T* if the statement is true. If the statement is false, draw a line through the incorrect part and write the correction in the blank.

T

15. Maasai measured their wealth and social standing by the number of cattle they owned.

T

16. Young Maasai warriors had to go through certain ceremonies to prove their manhood.

cattle

17. Maasai men could buy a bride in exchange for *camels*.

T

18. The Bushmen spoke an unusual click language.

southern

19. Both the Dutch and the English came to the *northern* tip of Africa.

T

20. The king of Ghana charged taxes on all trade with his kingdom, making himself wealthy.

Ezana

21. The empire of Aksum was ruled by King *Frumentius*.

Ethiopia

22. Many scholars believe that the kingdom of Sheba was located in what is now *Egypt*.

T

23. Jesus used the queen of Sheba as an example of the eager faith with which the Jews should have welcomed Him.

F. First, plan the essay on your own paper. Then, write it below.

24. Contrast traditional African beliefs with biblical truth.

The student's essay should include three of the following contrasts: Most Africans believed their god could be reached through sacrifices and offerings. The Bible teaches that only Christ's sacrifice is sufficient to reconcile people to God. Africans worshiped spirits who control natural forces for good or for evil. Many African religions taught that spirits lived in animals or things in nature such as trees and rivers. The Bible teaches that there is only one God, Who controls all the forces of nature for His own glory. He is the only One Who deserves to be worshiped. Africans often relied on a person thought to have magical powers to connect them with the supernatural world. The Bible teaches that God may be approached only through Jesus Christ. Africans believed that the spirits of their departed relatives visited them and influenced their lives. The Bible warns people not to try to contact the dead.

Africa's Time Zones

Name _____

Finding the time in areas other than your own involves addition or subtraction based on the directions of east and west. For every zone you travel to the *east*, you must *add one hour* to the time in your own time zone. For every zone you travel to the *west*, you must *subtract one hour* to the time in your own time zone.

A. Answer the questions. Use the map on Student Text page 321.

1. A plane left Cairo, Egypt, at 1:00 PM and traveled to Praia, Cape Verde. The trip took 7 hours and 30 minutes. What time is 7 hours and 30 minutes later than 1:00 PM? 8:30 PM Which direction did the plane travel? west Do you subtract or add? subtract How many time zones did the plane travel over? 3 What time did the plane reach Cape Verde? 5:30 PM

2. Malkia met Rozi at a summer camp. Malkia lives in Kikwit in the Democratic Republic of the Congo. Rozi lives in Antananarivo, Madagascar. Malkia called Rozi at 10:00 AM. What direction did the phone call travel? east Do you subtract or add? add How many time zones did the phone call travel through? 2 What time did Rozi receive the phone call? 12:00 PM

3. Mr. and Mrs. Jonas celebrated their anniversary at Victoria Falls. They left Chiume, Angola, at 8:00 AM. The trip took 6 hours, and they stopped for 1 hour to enjoy some local cuisine. What time did they arrive at their bed and breakfast in Livingstone, Zambia? 4:00 PM
4. Miss Colas's last stop on the Horn of Africa was Mogadishu. Then she flew to Cairo, Egypt, for a Nile River boat ride. Her flight out of Mogadishu was at the early hour of 5:00 AM. She was able to get more sleep on the 3-hour flight. What time did Miss Colas land in Cairo, Egypt? 7:00 AM

B. Complete the chart. Use the map on Student Text page 321.



Mali and Songhai

Name _____

Use with Student Text pages 334–36.

A. Match the description with the correct term.

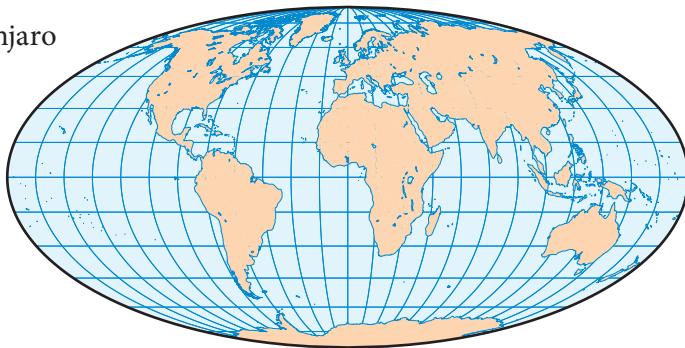
- 3° 1. the word for ruler in the Malian language
4' 2. the ruler of Mali who was famous for his immense wealth and his devotion to Islam
33" 3. the ruler of Mali known as the Lion King
37° 4. Songhai's center of Islamic faith and learning
21' 5. the traveler who described the people of Mali as loving justice and honesty
12" 6. the ruler who established the empire of Songhai

- 12' ghana
21' Ibn Battuta
3° mansa
4' Mansa Musa
33" Sundiata
12" Sunni Ali
37° Timbuktu

B. Write your answers from Section A in order on the blanks.

7. The latitude and longitude of Mount Kilimanjaro is 3° 4' 33" S, 37° 21' 12" E.

To show greater precision, degrees of longitude and latitude are divided into minutes ('') and seconds (""). There are 60 minutes in each degree. Each minute is divided into 60 seconds.



C. Draw a circle around the part of the sentence that states the cause. Underline the part of the sentence that states the effect.

8. Sundiata built his capital on the main trade route across the Sahara because he had gained control of the gold and salt trade.
9. Sundiata became known as the Lion King after he overcame a disability and miraculously began to walk after seven years of paralysis.
10. Mansa Musa was a devout Muslim, so he made a pilgrimage to Mecca.
11. Because there were no more strong kings after Mansa Musa's death, the Malian empire slowly weakened and broke apart.
12. The Moroccan army was better trained and had muskets; therefore, they defeated the empire of Songhai.
13. Most of the empires in ancient Africa rose to power because of wealth they gained through trade.
14. When people received free gold from Mansa Musa, the price of gold dropped.

Study Guide

Use with Student Text pages 334–42.

Name _____

A. Match the description to the correct term.

- F** 1. the ancestors of the Shona
C 2. a city of stone-slab buildings and the Great Enclosure
J 3. a big stone house
A 4. a group of families descended from a common ancestor
G 5. the strong ruler of Mali known as the Lion King
E 6. a Malian king famous for his immense wealth and his devotion to Islam
H 7. the ruler who established the empire of Songhai
I 8. Songhai's center of Islamic faith and learning

- A. clan
B. Ezana
C. Great Zimbabwe
D. Madagascar
E. Mansa Musa
F. Mwene Mutapa
G. Sundiata
H. Sunni Ali
I. Timbuktu
J. zimbabwe

B. Complete the section.

9. Explain how Mali became an empire. *Sundiata and his army conquered Ghana, gained control of the gold and salt trade, and built a capital on the main trade route across the Sahara.*

10. Why did Mansa Musa travel to Mecca? *He was a faithful Muslim, and Muslims are required to make a pilgrimage to Mecca.*

11. Why did the price of gold go down in the region where Mansa Musa traveled? *He gave away so much gold that gold was no longer worth as much.*

12. Explain how the city of Songhai became an empire. *Sunni Ali led Songhai to win its independence from Mali and conquered the cities around Songhai to establish an empire.*

13. Describe the architecture of the Shona. *All the buildings had stone slabs tightly stacked on top of one another without any mortar. The walls were more than fifteen feet wide and up to thirty-two feet tall.*

C. Complete the chart.

14–17. List the similarities of the independent cities of eastern Africa's coast.

Religion	<i>Islam</i>
Goods for trade	<i>gold, ivory, rhinoceros horns, tortoise shells, and animal skins</i>
Language	<i>Swahili</i>
Occupations	<i>trading, fishing, farming, masonry, and shipbuilding</i>

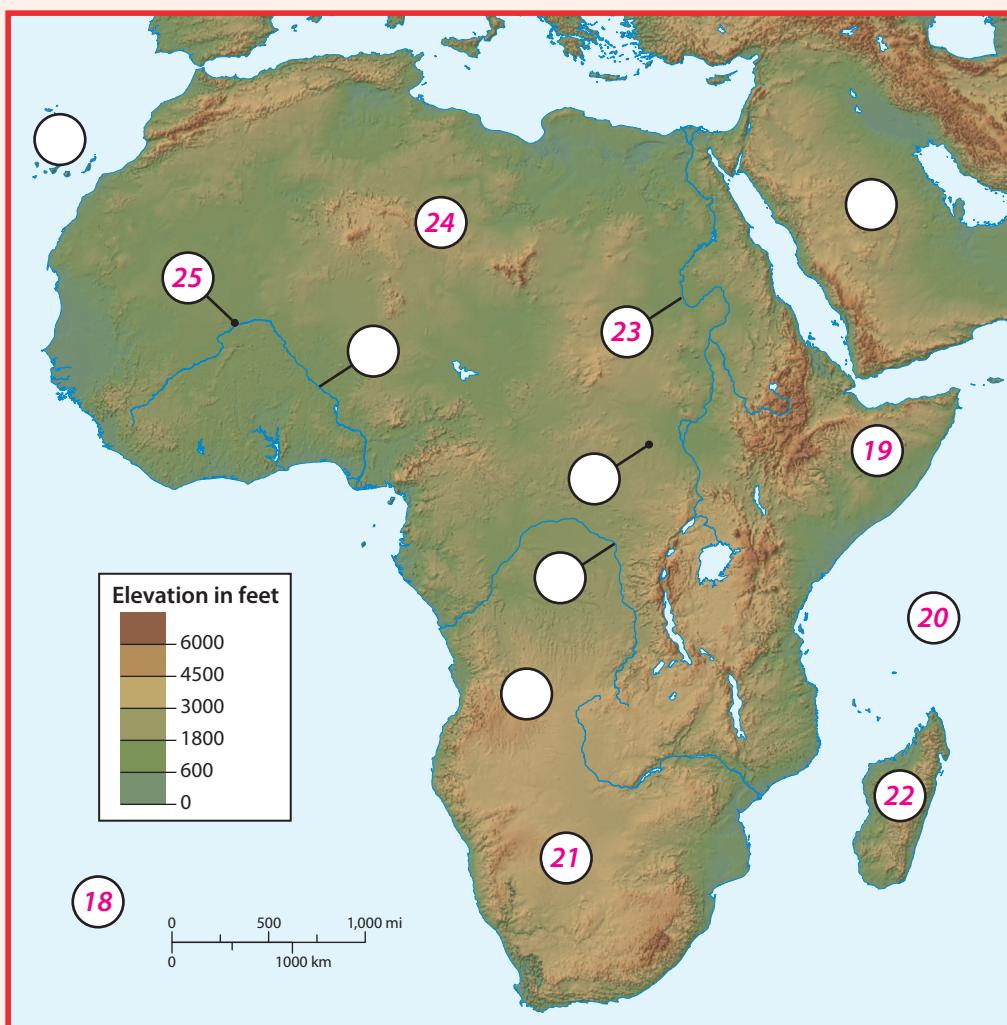
Study Guide

Name _____

Use with Student Text pages 334–42.

D. Write the number of each place on the map.

18. Atlantic Ocean
19. Horn of Africa
20. Indian Ocean
21. Kalahari Desert
22. Madagascar
23. Nile River
24. Sahara
25. Timbuktu



E. First, plan the essay on your own paper. Use the table on the previous page to help you. Then, write your essay below.

26. Describe the similarities of the independent cities of eastern Africa's coast.

The student's essay should include the following points: The cities shared the same religion of Islam. They shared the same language of Swahili. They produced many of the same goods for trade, such as gold, ivory, rhinoceros horns, tortoise shells, and animal skins. The people there had many of the same occupations, such as trading, fishing, farming, and building.

Chapter 12 Summary

Name _____

Define these terms

botanist	oasis
clan	oral history
desert	rainforest
griot	savanna
linguistics	zimbabwe

Locate these places

Atlantic Ocean	Madagascar
Horn of Africa	Nile River
Indian Ocean	Sahara
Kalahari Desert	Timbuktu



Tell about these people

Ezana
Mansa Musa
Sundiata
Sunni Ali

Aerial view of Victoria Falls. Compare the size of Victoria Falls with the size of the bridge on the right side of the picture.

Explain what happened

how the city of Songhai became an empire

Be able to . . .

- Write an essay contrasting traditional African beliefs with biblical truth
- Identify one way that geographers organize Africa for studying
- Identify the land features of Africa
- Explain why Somalia is called a rain shadow desert
- Describe four ways of learning about people and their history other than written records
- Identify the people whose migration route was traced by linguists
- Explain how historians evaluate the truth of a story that has been passed down orally
- Identify how historians divide Africa's early peoples into groups
- Describe the dress, the occupations, and the valuable possession of the Tuareg
- Describe the traditions of the Maasai
- Identify the peoples who lived in the rainforest of the Congo basin
- Identify the peoples who spoke unusual click languages
- Identify the two groups of Europeans who came to the southern tip of Africa
- Identify the modern country scholars believe the queen of Sheba was from
- Explain how Jesus used the queen of Sheba as an example in the New Testament
- Describe the ancient empire of Aksum
- Explain how Christianity became Aksum's official religion
- Describe how Ghana acquired its great wealth and the religion of Islam while keeping traditional beliefs
- Describe the empire of Mali
- Identify the Mwene Mutapa as the ancestors of the Shona
- Describe Great Zimbabwe
- Describe the architecture of the Shona
- Describe the similarities of the independent cities of eastern Africa's coast