

Chapter 12: Ancient Africa

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Vocabulary
128	355–59	317–21	175–77	<ul style="list-style-type: none"> Distinguish a creation myth from biblical truth Locate Africa's major regions and five ancient kingdoms on a map Describe various geographic features of Africa Identify the biomes of Africa on a map Identify animal life in each of Africa's biomes 	desert oasis rain shadow desert rainforest savanna
129	360–63	322–23, 423–24	175–76, 178	<ul style="list-style-type: none"> Identify methods of learning about civilizations that did not have a written language Explain how linguistics can be used to track the migration of a people group Explain how botany can be used to gain information about a people group Identify types of information that can be learned from archaeology Identify the role of an African griot in preserving a people's history Analyze a tale from Africa's oral history 	linguistics botanist oral history griot
130	364	324	179	<ul style="list-style-type: none"> Identify oral history in the Bible Orally communicate a historical family event Listen to the oral histories of others Demonstrate being a respectful audience member Practice reciting oral histories from memory 	
131	365–68	325–28	175–76, 180–81	<ul style="list-style-type: none"> Distinguish characteristics of the African peoples Identify the common method of dividing Africa's early people groups Describe the Tuareg and locate their region Describe the Maasai and locate their region Describe the Pygmies, the Bushmen, and the Khoikhoi, and locate their region Compare traditional African beliefs with biblical truth 	
132	369–72	329–32	175–76, 182–83, 241–51	<ul style="list-style-type: none"> Contrast characteristics of African civilizations Describe Aksum's culture, language, and resources Identify what likely influenced Ezana's spiritual conversion and how it influenced his kingdom Examine the biblical account of the queen of Sheba in light of history Locate ancient Ghana on a map and identify the modern country in which it was located Describe the importance of trade to Ghana's economy 	
133	373	333	184	<ul style="list-style-type: none"> Identify the time in different African time zones Relate the art of fabric dyeing to African trade Make a tie-dyed shirt 	
134	374–76	334–36	175–76, 185	<ul style="list-style-type: none"> Locate ancient Mali and the modern country of Mali on a map Locate ancient Songhai on a map Determine causes and effects of events Identify Mali's two famous rulers and their accomplishments Describe the values, culture, and economy of ancient Mali Summarize the rise and fall of the empires of Mali and Songhai Identify the most significant ruler of Songhai and his accomplishments Recognize legends based on the lives of ancient African heroes 	
135	377–78	337–38		<ul style="list-style-type: none"> Define <i>economy, consumer, demand, and supply</i> Analyze how the law of supply and demand affects prices in an economy Predict what will happen to a country's economy in different scenarios Discuss predictions with classmates 	
136	379–82	339–42	175–76, 186–87, 241–51	<ul style="list-style-type: none"> Label places on a map of Africa Locate ancient Mwene Mutapa and the modern country of Zimbabwe on a map Identify features of buildings of the ancient Shona Identify common features of the coastal cities in eastern Africa Identify how traders and explorers influenced Africa and whether the results were positive or negative Identify ways to aid in the spread of the gospel 	clan zimbabwe
137	383		188	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 12 	
138	383			<ul style="list-style-type: none"> Demonstrate knowledge of concepts from Chapter 12 by taking the test 	

A complete materials list for the chapter is provided on the Teacher's Toolkit CD.

Chapter 12

Ancient Africa

Chapter Overview

This chapter focuses on the geography and the empires of ancient Africa. Oral history is an important source for knowledge about these ancient kingdoms. Other sources of information are linguistics, botany, and archaeology. The student will read about the different peoples of Africa, such as the camel-riding Tuareg and the Bushmen, who speak with clicks. Africa, a land glittering with diamonds and gold, has through the centuries attracted traders, explorers, and missionaries from other lands. It is a continent rich not only in natural resources but also in tradition. By studying this chapter, the student will gain an appreciation for the diverse culture and characteristics of Africa.



Web links—Check www.bjupress.com/resources for Web links that will enhance your lessons. Links have been carefully selected from reputable sites. However, be sure to carefully evaluate all material before you present it. Also be aware that links to some sites may become outdated, though efforts are made to keep them current.



Learning names of modern countries—Challenge the student to learn and memorize the names and locations of the modern countries in the region covered in this chapter. Blank outline maps are provided on the CD.

♦ Lesson 128 ♦

Objectives

- Distinguish a creation myth from biblical truth
- Locate Africa's major regions and five ancient kingdoms on a map
- Describe various geographic features of Africa
- Identify the biomes of Africa on a map
- Identify animal life in each of Africa's biomes

Vocabulary

desert	rainforest
oasis	savanna
shadow desert	

Materials

- Victoria Falls, V 12.1
- Chapter 12 Organizer, AM pp. 175–76
- Regions of Africa, M 12.1
- Biomes of Africa, M 12.2
- Biomes—Desert Animals, V 12.2a–b
- Biomes—Rainforest Animals, V 12.3a–b
- Biomes—Savanna Animals, V 12.4a–b
- Africa Then & Now, M 12.3

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

Direct attention to the picture on page 317.

• This is a picture of Victoria Falls, located on the border of Zambia and Zimbabwe in eastern Africa. The name given to the falls by local African people is Mosi-oa-Tunya (MOH-see OH-ah TOO-nyah), which means “the smoke that thunders.” Why do you think they call it by this name? *Elicit that the spray from the falls rises like smoke, and the sound of the falling water is like thunder.*

Display the Victoria Falls visual.

• This is a photograph of Victoria Falls taken from the air. The falls are 5,604 feet (1,708 m) wide.

• Is the width of the falls more or less than a mile? *more (5,280 feet in a mile)*

• Compare the size of the falls with the size of the bridge on the right side of the picture.

► Rivers and waterfalls are only a few of the many geographic features of Africa. Our study of the continent of Africa will show us its great variety as well as its interesting history.

Teach for Understanding

Guide the student in completing the appropriate sections of the *Chapter 12 Organizer*.

Discussion

page 318

► Where is Namasha as the story opens? *in her village in the rainforest*

💡 What do you learn about the rainforest from this brief description? *It has noisy birds, monkeys, and insects. It is warm.*

► What is the purpose of the storyteller's tale? *how the mountains came to be*

💡 Is the story fanciful or true? *fanciful*

📖 Many cultures have fanciful stories called creation myths about how the world came into being. Where can you find the true account of creation? *Genesis 1–2*

► How does Namasha feel about the old man's stories? *She loves them, but sometimes she longs to hear new ones.*

► What Congolese proverb did her father often quote? *"No matter how full the river, it still wants to grow."*

💡 What does the proverb mean? *possible answer: People naturally desire to grow and increase in knowledge.*

💡 What empire is shown first on the timeline? *the Aksum Empire*

💡 When was the period of slave trade? *around 1400s–1808*

💡 What century are the 1400s? *fifteenth century*

💡 What century is 1808 in? *nineteenth century*

► What pattern do you see between the year and the century? *The century is one more than the first two numbers in the year (thousands and hundreds place).*

💡 Which was established first—eastern African trade or western African trade? *western African trade*

1. What is one way that geographers study the continent of Africa?

2. What land features make Africa a land of great variety?



Voices called from the rainforest—not human voices, but voices of birds and monkeys and insects. The sun blazed down on Namasha, warming her face and arms. It turned the distant river to gold. She glanced around her at the faces of the other village children. Their eyes were fixed on the storyteller.

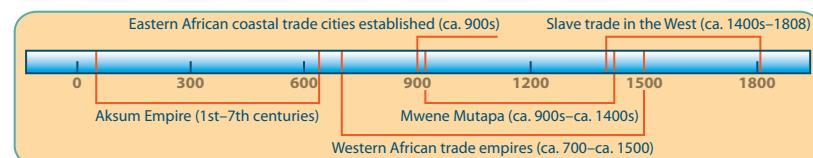


"This is a tale of how the mountains came to be," said the old man seated before them. "Long, long ago, before any of us were born, the earth was smooth and flat like this river stone I hold in my hand. But one day, the earth decided to have a conversation with the sky. She rose

up high, higher than birds fly, until she touched the sky. The earth and the sky told one another their secrets. When they finished talking, the earth said good-bye to the sky and started to return to her place. But on the way down, she became very tired. Parts of her became so tired that they stopped right where they were before reaching the ground. Now we call these parts mountains and hills."



Namasha looked at the other children and smiled. She loved the old man's stories. Stories about mountains and rivers and lakes and animals. Stories about the ancient people who had lived here before. The old stories were fascinating, but sometimes Namasha longed to hear new ones. She squinted beyond the old man toward the river. Namasha remembered the old Congolese proverb her father often quoted: "No matter how full the river, it still wants to grow."



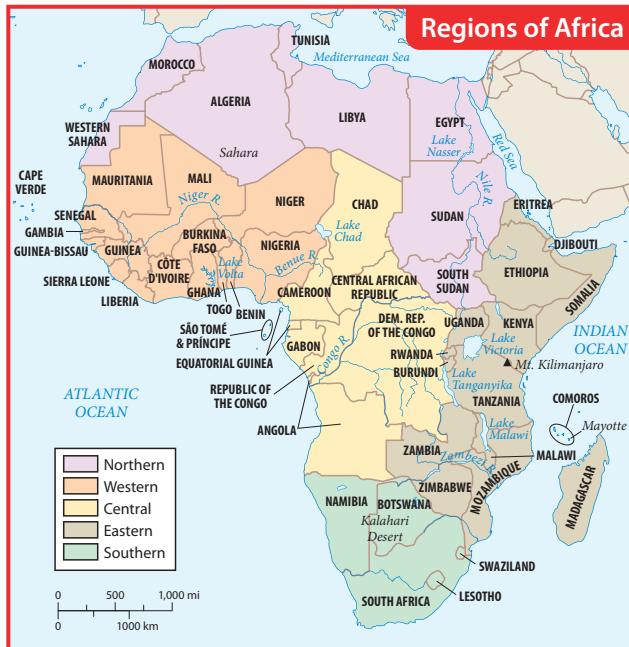
318



Victoria Falls—The falls were named by missionary and explorer David Livingstone, the first European to see the falls. He called them "the most wonderful sight [he] had witnessed in Africa." Located in the Zambezi River, the falls are formed by the river's plunge into a huge chasm. Victoria Falls is considered the largest wall of falling water in the world, being over a mile wide and over three hundred feet high at the deepest part of the chasm. During the rainy season, when the river is at its peak, the falls can shoot spray over one thousand feet into the air.

FOCUS Answers

1. by dividing it into regions
2. mountains, deserts, lakes and rivers, rainforests, and savannas



Regions of Africa

earlier chapters. This chapter introduces several other civilizations that developed in ancient Africa.

Africa's Regions

There are different ways to organize a study of Africa's land and peoples. One of the easiest ways is to divide the continent into regions. Geographers often divide Africa into its northern, western, central, eastern, and southern regions.

Northern Africa includes the modern countries of Algeria, Egypt, Libya, Morocco, Sudan, South Sudan, Tunisia, and Western Sahara. Western Africa includes Niger and Nigeria and all the countries west of them. Central Africa extends from Chad in the north down to Angola in the south. It also includes the small islands of São Tomé and Príncipe. Eastern Africa includes more countries than any other region in Africa. It extends from Eritrea in the north to Mozambique in the south. It includes the large island of Madagascar with the smaller islands that surround it. Southern Africa includes the remaining countries of Namibia, Botswana, Swaziland, Lesotho, and South Africa.

The Continent of Africa

Africa is a large continent. It has large lakes, grand mountain ranges, mighty rivers, vast deserts, and lush rainforests. In ancient times Africa was also a land of many thriving civilizations. Many of Africa's great empires rose and fell in isolation from the other empires you have read about. For hundreds of years, the people of Europe, Asia, and the Americas knew little about the interior of Africa. You have already read about the people of Egypt, Kush, and Carthage in

Discussion

page 319

- 💡 What makes Africa a difficult continent to organize and study? *It is very large and made up of many diverse lands and peoples.*
- How do geographers often organize their study of Africa? *by dividing it into geographic regions*
- ❖ Display the *Regions of Africa* map. During the discussion allow the student to locate places on the map.
- Which civilizations of Africa have you already studied? *Egypt, Kush, and Carthage*

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- ❖ Which African region contains the most coastal countries? *western Africa*

- ❖ Which region contains the least number of countries? *southern Africa*

Eastern Africa contains the most countries. Some island countries that are part of eastern Africa are not shown on this map, but you can see them on the map on page 321.

- Look at the western coast of Africa. In which region are the islands of São Tomé and Príncipe? *central Africa*

- ❖ In which region is the large island of Madagascar? *eastern Africa*



Map construction—Challenge the student to construct a relief map to illustrate the geographic differences of Africa.



News article—Direct the student to imagine that he discovered Victoria Falls. Instruct him to write a news article about the experience.



David Livingstone—Challenge the student to research or read a biography of David Livingstone. Encourage the student to present what he learned in first person. He may choose to dress up as David Livingstone for the presentation.



Discover—Challenge the student to research the types of plants and animals that live in Africa. Instruct the student to prepare a collage of his findings.

Discussion

page 320

- ❖ Display the *Biomes of Africa* map.
- 💡 **What is a biome?** *a large area of the earth with plants and animals that share a similar environment*
- ❖ Look at the map key. How many biomes does Africa have? *five*
- ❖ Name the biomes. *rainforest, desert, savanna, Mediterranean, highland*
- ❖ What is the large biome located in northern Africa? *desert*
- What is unusual about Africa's deserts? *Africa is the only continent to have deserts both north and south of the equator.*
- ❖ Locate the northern and southern desert regions on the biome map. Which region is the larger? *the northern region, the Sahara*
- What deserts are in the south? *Kalahari Desert and Namib Desert*
- ❖ The Sahara extends over most of northern Africa. Which three regions of Africa are at least partially included in the desert? *northern Africa, western Africa, and central Africa*
- What is the topography of the desert like? *It is made up of seas of sand, rocky plains, stony plateaus, and dunes.*
- The Sahara is so large that the entire continental United States could fit within it.
- ❖ In the picture on the page, what features of topography are primarily visible? *dunes and seas of sand*
- How much rainfall does the Sahara receive? *Most of it receives less than three inches a year.*
- What kind of water source makes it possible for people to live in the Sahara? *an oasis*
- ❖ Display the *Biomes—Desert Animals* visual and discuss the variety of animal life.
- ❖ Display the *Regions of Africa* map.
- ❖ Locate Somalia on the map. Based on its shape, what is this part of Africa called? *the Horn of Africa*
- Identify and describe the kind of desert that Somalia is. *It is a rain shadow desert, formed because wind blows water vapor high into the mountains instead of letting it fall on the lowlands.*
- Which lake is considered the source of the White Nile? *Lake Victoria*

For information about the source of the Nile and Lake Victoria, refer to the history link on Teacher's Edition page 64.

- Which two lakes are man-made? *Nasser and Volta*
- ❖ Display the *Biomes of Africa* map.
- Which geographic area of Africa is the largest of its kind on any continent? *the tropics*

Africa's Geography

Africa is both a dry and a wet land. If you were to walk along the equator, you would be walking right through the heart of Africa. It is the only continent to have **deserts** both north and south of the equator. The main deserts of Africa are the Sahara in the north and the Kalahari Desert and the Namib Desert in the south.

The Sahara is the largest desert in Africa. It covers most of the northern half of Africa. The Sahara is made up of vast seas of sand, rocky plains, and stony plateaus. Winds blow the sands and create ridges or hills called sand dunes. The dunes continually change in shape and size. Some dunes rise to over four hundred feet high. Most of the Sahara receives less than three inches of rainfall a year. However, people can live there if they live near an **oasis**, a fertile area with water. An oasis can support animals and crops. Oases are scattered throughout the desert.

Do you think a desert could exist on a peninsula surrounded by water? Somalia in eastern Africa is part of a peninsula known as the **Horn of Africa**. The land of Somalia is a kind of desert called a rain shadow desert. A **rain shadow desert** forms when the wind blows the water vapor high into nearby mountains without allowing rain to fall on the lowlands.

Africa is also home to many lakes and rivers. Lake Victoria, in eastern Africa, is generally considered the source of the White Nile River. Lake Chad supplies water for four different African countries. Lake Nasser and Lake Volta are both man-made lakes that supply electricity.

Africa has the largest tropical area of any continent. The tropics are just north and just south of the equator. Much of the tropics is made up of **rainforests**. Some parts of it receive as much as one hundred inches of rainfall per year. Rainforests are filled with huge trees and vines and the largest variety of wildlife in the world. The soil in the rainforest is not very fertile. Farmers cannot raise good crops there because the constant rain washes many nutrients out of the soil.

The area between the Kalahari Desert and the Sahara (excluding the rainforest) is called the **savanna**. With tall grasses and few trees, the savanna is where the people raise crops and cattle. Wild antelope, giraffes, zebras, elephants, leopards, and lions also live on the savanna.

Africa has many mountain ranges. Mount Kilimanjaro, in Tanzania, is over nineteen thousand feet high. This mountain and others, such as those in the Sahara, were formed by volcanic activity.

320

- ❖ What biome makes up most of the tropics? *the rainforest* Locate this biome on the map.

- ❖ What are the features of a rainforest? *high rainfall of as much as one hundred inches a year, huge trees and vines, and the largest variety of wildlife in the world*

- Why is it hard for farmers to grow crops in a rainforest? *The nutrients in the soil are constantly being washed out by rain, so it is not fertile.*

- ❖ Display the *Biomes—Rainforest Animals* visual and discuss the variety of animal life.

- ❖ Display the *Biomes of Africa* map.

- ❖ Locate the savanna on the biome map. What is a savanna? *a region with tall grass and few trees where crops and cattle are raised*

- What wild animals live on the African savanna? *antelope, giraffes, zebras, elephants, leopards, and lions*

Display the *Biomes—Savanna Animals* visual and discuss animal life in an African savanna.

Background

Sahara—Since the word *Sahara* means “desert,” this desert can be referred to simply as “the *Sahara*” rather than the “*Sahara Desert*.”

Lake Victoria—Lake Victoria was named by the British explorer John Hanning Speke. Its earlier Arab name was Ukerewe, and it is also known by local African people as Victoria Nyanza. Located on the borders of Uganda, Kenya, and Tanzania, the lake has an area of 26,828 square miles.

The Region Today

Africa

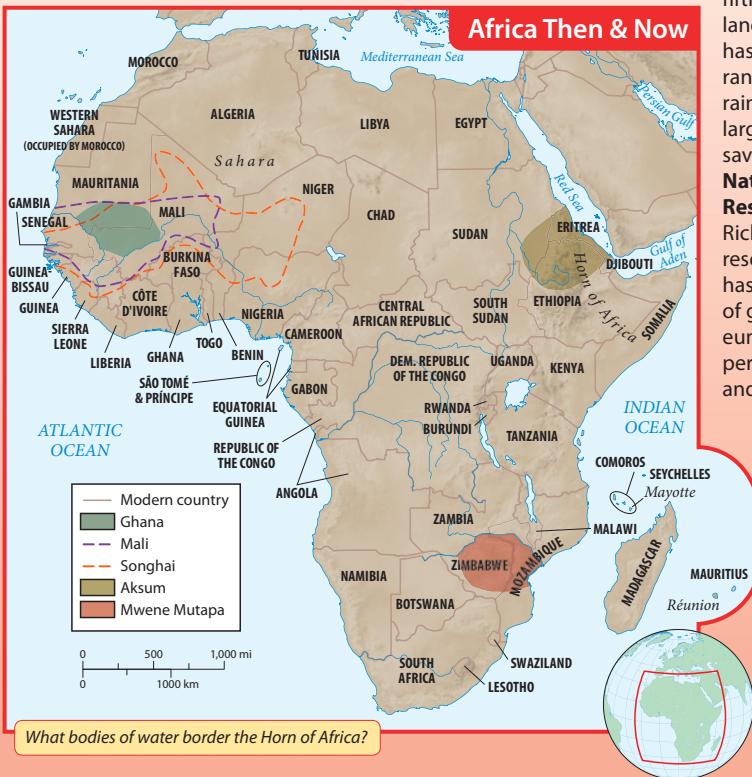
Location—Africa, the second largest continent, lies to the southwest of Asia. It includes the islands of Madagascar, Comoros, Réunion, Mauritius, Mayotte, and Seychelles in the Indian Ocean. Africa is divided almost in half by the equator.

Climate—Much of the land has a tropical climate, with warm temperatures during

the day and cool temperatures at night. Other parts have a dry desert climate. Temperatures in the Sahara range from 50°F (10°C) in the winter to 100°F (38°C) in the summer. In northern Somalia, summer temperatures of 115°F (46°C) or higher are common.

Topography—Deserts cover about two-fifths of Africa's land. Africa also has mountain ranges, rivers, rainforests, large lakes, and savannas.

Natural Resources—Rich in mineral resources, Africa has deposits of gold, petroleum, oil, copper, diamonds, and natural gas.



321

Discussion

pages 320–21

► What is the highest mountain in Africa, and how high is it? *Mount Kilimanjaro, over nineteen thousand feet*

⊕ Display the *Africa Then & Now* map.

💡 Africa is described as the second largest continent. What is the largest continent? *Asia*

⊕ Locate each of the islands or island groups mentioned in the first paragraph. In which region of Africa are they located? *eastern Africa*

⊕ Locate the five ancient kingdoms you will be studying in this chapter. Which two kingdoms have the same name as a modern African country? *Ghana and Mali*

- ⊕ Africa is divided almost in half by the equator. Which country name gives you a hint where the equator is? *Equatorial Guinea*
- ⊕ Caption answer: *the Red Sea, the Gulf of Aden, and the Indian Ocean*
- What is the climate like in much of Africa? *tropical—warm during the day and cool at night*
- Besides tropical, what other kind of climate does Africa have? *a dry desert climate*
- In what type of resource is Africa rich? *mineral resources*

Activity Manual

Study Skill—pages 175–76

This organizer helps the student study by arranging the chapter information in an outline.

Map Skill and Reinforcement—page 177

This page allows the student to write definitions for vocabulary and identify the five regions of Africa on a map.



Additional pronunciation

Seychelles (say SHELL)

Note: Sources vary on the pronunciations of African names and places. Many cannot be found. The spellings of the islands have a French influence, so French phonetic rules may apply to their pronunciations.

Lesson 129**Objectives**

- Explain how linguistics can be used to track the migration of a people group
- Explain how botany can be used to gain information about a people group
- Identify types of information that can be learned from archaeology
- Identify the role of an African griot in preserving a people's history
- Analyze a tale from Africa's oral history

Vocabulary

linguistics	oral history
botanist	griot

Materials

- Chapter 12 Organizer from Lesson 128
- Understanding Ancient Peoples, V 12.5
- Africa's Land Features, M 12.4
- Biomes—Desert Animals from Lesson 128
- The Story of Liongo Fumo (Resource Treasury)
- Africa Then & Now from Lesson 128

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- Have you ever read any written records of your family's past, such as diaries, journals, or notes in a scrapbook?
- How have you learned about the civilizations you have studied in this book? *by reading about them and looking at pictures*
- Historians often learn about the past through written language. Civilizations that leave behind few or no written records present a challenge for historians to study them.

Teach for Understanding**Discussion**

page 322

Guide the student in completing the appropriate sections of the Chapter 12 Organizer.

- How were the ancient Egyptians different from most other ancient African civilizations? *They had a written language and left records on stone and papyrus.*
- What is the study of the structure and changes of languages called? *linguistics*

- FOCUS**
- What methods were used to track the migration routes of African peoples?
 - How do historians evaluate the truth of a story that has been passed down orally?

Keys to Africa's Past

We often learn about people and their history from what we read in books. We know that the Egyptians left written records on both stone and papyrus. But most of the people of ancient Africa did not have a written language. How then can we know anything about them? There are many ways of learning about people other than by reading written records.

Linguistics

One way is to study the spread of languages. Long ago the **Bantu**, an early African people, left their homes on the Benue River and migrated into central and eventually eastern and southern

Africa. This migration took place over hundreds of years. When the Bantu migrated, they took their language with them. After settling in a new area, they learned to speak with the people already living there. Both groups shared and borrowed bits of language. Slowly, each language changed.

The study of the structure and changes of languages is known as **linguistics**. By studying the words and grammar that people lent and borrowed, linguists can learn of people's migration routes. Linguists helped trace the migration route of the Bantu.

Botany

While linguists follow people through changes in their language, **botanists**, scientists who study plants, can trace the movements of people by their crops. Botanists can also make assumptions about why people moved or spread out and how their methods of food gathering and production changed.

When the Bantu farmers moved to new homes, they took seeds with them so that they could plant crops to feed their families. By tracking the spread of crops, botanists helped trace the Bantu migration routes.



An African farmer plowing fields with oxen.
How does this farmer compare with the farmer pictured on page 4?

322

- Display the *Understanding Ancient Peoples* visual. Add details around each puzzle piece to help organize lesson information.
- How can linguists use spoken language to track the movements of a people group? *Linguists can study the way a language changed and connect those changes to certain locations where that language may have been shared and borrowed.*
- Write the way a language changed as it spread next to the linguistics puzzle piece.
- Display the map *Africa's Land Features*.
- Locate the Benue River. What early African people migrated from the Benue River into eastern and southern Africa? *the Bantu*
- Over how many years did this migration take place? *hundreds of years*
- What causes language to change over time? *the borrowing and sharing of a language with new people*
- Display the *Understanding Ancient Peoples* visual.
- What are scientists who study plants called? *botanists*

FOCUS Answers

- studying the change of languages and where they spread, tracing people's movements by crops, archaeological discoveries, stories of journeys in oral history
- by comparing the story with others from different areas



Bushman paintings found on caves in the Namib Desert in southern Africa. *What kind of information do these paintings give an archaeologist?*

Archaeology

Another important source of information comes from archaeology. Discoveries of ancient city ruins show exactly where people lived and sometimes reveal their manner of life. Burial sites are also an important means of learning about the past. Jewelry, pottery, and other artifacts at these sites are often clues to social structure and religious beliefs.

In some areas of Africa, archaeologists have found caves with paintings on the walls. From these drawings they know about the weapons that the early African people used for fighting and hunting, as well as what animals they hunted. Some of the paintings are accompanied by symbols that may have been part of a written language. Unfortunately, no one has discovered what these symbols mean.

Oral History

Do you have an older friend or relative who tells stories about the times when he or she was a child? Such stories

are called **oral history** because they are spoken and not written.

Most African villages had at least one official storyteller, or **griot** (gree OH). It was his job to learn the village's history. He did not write it down; instead he kept it in his mind and passed it on by word of mouth. The griot taught the children and reminded the adults of their past. He described the journeys of their ancestors when they looked for new farmland. He told of the deeds of past leaders and heroes, and he reminded the villagers about their ancient traditions.

The village griot told his stories at every opportunity. He wanted to keep the village's history from being forgotten. Modern historians know that oral history is important in learning about the past. They often try to evaluate the truth of a story by comparing it with stories from different areas. If many different parts of Africa have stories of the same past event, modern historians can assume that the event really happened.

323

Discussion

pages 322–23

► How do botanists trace the movements of ancient peoples? *by studying and tracking the spread of the peoples' crops*

► Write *track the spread of crops* next to the botany puzzle piece.

► What other assumptions can botanists make based on their study of crops? *why people moved and how their methods of food gathering and production changed*

► What is the occupation of people who study ancient sites to gather information about a civilization? *archaeologist*

► What types of objects does an archaeologist study? *jewelry, pottery, paintings, and other artifacts*

► Write *artifacts* next to the archaeology puzzle piece.

► What additional information can archaeologists learn from studying artifacts? *a people's manner of life, social structure, and religious beliefs*

► What have archaeologists learned from studying African cave paintings? *the types of weapons early Africans used, the kinds of animals they hunted, and the symbols used for a possible written language*

► The cave painting pictured on page 323 was found in the Namib Desert in southern Africa. The animals appear to be a kind of desert antelope.

► Caption answer: *possible answers: The artist had seen antelope in the area. The artist wanted to hunt antelope. The artist admired the beauty of antelope as they ran.*

- Display *Biomes—Desert Animals* Visual 12.2a.
- Which of these desert animals does the cave painting appear to portray? *the springbok antelope*
- Display the *Understanding Ancient Peoples* visual.
- What is oral history? *stories passed down by word of mouth rather than in writing*
- Write *stories passed down* next to the oral history puzzle piece.
- What was the official storyteller in an African community called? *griot*
- What was the griot's responsibility? *to learn and remember the village's history and pass it on to the villagers and to remind them of their heroes and their ancient traditions*
- How can the truth of a story from oral history be evaluated? *by comparing it with stories from different areas to see if they have stories of the same event*



Current events—Challenge the student to choose several modern countries from the *Africa Then & Now* map on Student Text page 321. Instruct him to find a news article about one of the countries.

Discussion

page 423

Display *The Story of Liongo Fumo*.

- This story comes from a collection of myths and legends from the Bantu-speaking people. It is a tale of a local hero, Liongo Fumo, of the Shaka tribe. Because his story is so well-known, it is thought that he actually existed, although certain elements of his story are probably more legendary than factual.
- What historical information about the tribe of Shaka do you learn from the introductory note? *The tribe of Shaka probably lived near Mombasa, Kenya. Liongo's descendants are thought to still be living there. Shaka was a principality (territory ruled by a prince or a princess) founded by the Persians and later conquered by Sultan Omar of Pate.*
- ❖ Display the *Africa Then & Now* map. Challenge the student to locate the country of Kenya.
- 💡 What do you think caused the conflict between Liongo and his brother Mringwari? *possible answer: dispute over who was most qualified to succeed their father as the shah*
- For what special characteristics was Liongo known? *extraordinary height and strength, skill with the bow, and poetic talents*
- Why did Liongo leave Pate (an island off the coast of Kenya) for the mainland? *because bad feelings had arisen against him and the sultan of Pate was determined to have him killed*
- How did the forest tribes he took refuge with try to betray him? *They accepted money from Pate to kill Liongo. They planned to shoot him while they were gathering nuts from the palm trees.*
- How did Liongo outwit the forest people? *Instead of climbing the tree and putting himself in a defenseless position to be shot, he remained on the ground and shot the nuts down with his bow.*
- How was Liongo finally captured? *He was seized while asleep and put in prison, where his feet were chained to a post and his hands were placed in fetters.*
- Who was behind Liongo's capture and imprisonment? *his brother Mringwari*
- Why was Liongo not put to death right away? *His captors were debating about how to get rid of him; they feared him because he was dangerous.*
- How were Liongo's daily meals provided for him? *His mother sent her slave-girl to the prison every day with food for him.*
- What did Liongo choose as his last wish? *to have a gungu dance performed in front of him*

The Story of Liongo Fumo

Liongo Fumo was of the ruling family in the tribe of Shaka, near what is now Mombasa, Kenya. His descendants are thought to live in the area to this day, and many there can tell his story. Shaka was founded by Persians, and its rulers took the Persian title "shah." Shaka was conquered by Sultan Omar of Pate.

Liongo, as we have seen, was of the house of the Shaka Mashah, but, though the eldest son, could not succeed his father, his mother having been one of the inferior wives. He seems, however, to have been in every way more able than his brother, the lawful Shah Mringwari. His extraordinary stature and strength, his courage, his skill with the bow, and his poetical talents have been celebrated over and over again in song and story.

Liongo and his brother were not on good terms. . . . It would seem as if Liongo had been living for some time at Pate . . . no doubt as a result of the quarrel with his brother. But now some one . . . stirred up trouble; "enmity arose against him," and, finding that the sultan had determined on his death, he left Pate for the mainland. There he took refuge with the forest-folk, the Wasanye and Wadahalo. These soon received a message from Pate, offering them a hundred *reals* (silver dollars) if they would bring in Liongo's head. They were not proof against the temptation, and, unable to face him in a fight, planned a treacherous scheme for his destruction. . . . They were to dine off *makoma*, (the fruit of the *Hyphaene* palm), each man taking his turn at climbing a tree and gathering for the party, the intention being to shoot Liongo when they had him at a

disadvantage. However, when it came to his turn, having chosen the tallest palm, he defeated them by shooting down the nuts, one by one, where he stood.

The Wasani now gave up in despair, and sent word to the sultan that Liongo was not to be overcome either by force or guile. He, unwilling to trust them any further, left them and went to Shaka, where he met his mother and his son. . . . Here, at last, he was captured by his brother's men, seized while asleep . . . then secured in the prison in the usual way, his feet chained together with a post between them, and fetters on his hands. He was guarded night and day by warriors. There was much debating as to what should be done with him. There was a general desire to get rid of him, but some of Mringwari's councillors were of opinion that he was too dangerous to be dealt with directly. . . .

Meanwhile Liongo's mother sent her slave-girl Saada every day to the prison with food for her son, which the guards invariably seized, only tossing him the scraps.

Mringwari, when at last he had come to a decision, sent a slave-lad to the captive, to tell him that he must die in three days' time, but if he had a last wish it should be granted. . . . Liongo sent word that he wished to have a *gungu* dance

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Additional pronunciations

Pronunciations of the names and terms in the story were not available.



African traditional dances—African dances are most common among the sub-Saharan peoples and take many different forms. They are used in festivals; in association with important events, such as weddings, funerals, or preparation for war; and for communicating with the spirit world. Patterns and types of dances vary from tribe to tribe. African dances are usually performed in groups, often of a single gender only. They are commonly accompanied by singing and various musical instruments.

dance performed where he could see and hear it, and this was granted.

He then fell to composing a song, which is known and sung to this day:

O thou handmaid Saada, list my words to-day!
Haste thee to my mother, tell her what I say.
Bid her bake for me a cake of chaff and bran, I pray,
And hide therein an iron file to cut my bonds away,
File to free my fettered feet, swiftly as I may;
Forth I'll glide like serpent's child, silently to slay.

When Saada came again he sang this over to her several times, till she knew it by heart—the guards either did not understand the words or were too much occupied with the dinner of which they had robbed him to pay any attention to his music. Saada went home and repeated the song to her mistress, who lost no time, but went out at once and bought some files. Next morning she prepared a better meal than usual, and also baked such a loaf as her son asked for, into which she inserted the files, wrapped in a rag.

When Saada arrived at the prison the guards took the food as usual, and, after a glance at the bran loaf, threw it contemptuously to Liongo, who appeared to take it with a look of sullen resignation to his fate.

When the dance was arranged he called the chief performers together and taught them a new song—perhaps one of the “Gungu Dance Songs” which have been handed down under his name. There was an unusually full orchestra: horns, trumpets, cymbals (*matoazi*), gongs (*tasa*), and the complete set of drums, while Liongo himself led the singing. When the band was playing its loudest he began filing at his fetters, the sound being quite inaudible amid the din; when the performers paused he stopped filing and lifted up his voice again. So he gradually cut through his foot-shackles and his handcuffs, and, rising up in his might, like Samson, burst the door, seized two of the guards, knocked their heads together, and threw them down dead. The musicians dropped their instruments and fled, the crowd scattered like a flock of sheep, and Liongo took to the woods, after going outside the town to take leave of his mother, none daring to stay him.

Excerpted from Chapter 10 of *Myths and Legends of the Bantu* by Alice Werner (1933).

💡 **What does this story communicate about the values of the Shaka people?** *possible answers: They valued heroism, strength, height, poetic skill, marksmanship, the relationship between mothers and sons, clever thinking, resourcefulness, and the ability to outwit one's enemies.*

Activity Manual

Study Skill—pages 175–176

Review—page 178

This Study Guide reviews Lessons 128 and 129.

Assessment

Quiz 12A

The quiz may be given anytime after completing this lesson.

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Discussion

page 424

💡 **What information can you infer about the *gungu* dance by reading this story?**
It was a loud tribal dance accompanied by horns, trumpets, cymbals, gongs, and drums.

➤ **How did Liongo communicate his plan to his mother's slave girl?** *He composed a song and sang it to her several times while the guards were not listening.*

➤ **What did Liongo tell his mother to do in the song?** *bake an iron file into a bran cake and send it to him*

💡 **How did Liongo use the *gungu* dance to his advantage?** *He used it to cover the sound of the file as he filed at his chains.*

➤ **How did Liongo finally escape the prison?** *He leaped up suddenly when he had freed himself, knocked the heads of the two guards together, and ran into the woods.*

💡 **Do you think this story is entirely factual?** *possible answer: It is hard to know for sure. It is possible that the strength and skill of Liongo are exaggerated.*

➤ **In the last paragraph, how is Liongo compared to Samson?** *He is portrayed as being as strong as Samson.*

💡 **What does this story communicate about the culture of the Shaka people?** *possible answers: They enjoyed poetry, song, and dance. They ate palm nuts and bran cakes. They used the bow as a weapon. They had political and justice systems.*

♦ Lesson 130 ♦**Objectives**

- Orally communicate a historical family event
- Listen to the oral histories of others
- Demonstrate being a respectful audience member
- Practice reciting oral histories from memory

Vocabulary

There are no vocabulary words to introduce.

Materials

There are no materials needed.

Introduction

- Every family has interesting stories about things that have happened to them. Think about things that have happened in your family—stories your parents or grandparents have told you or stories you remember yourself. What funny, scary, unusual, or interesting things have happened?

Teach for Understanding**Discussion**

page 324

Divide the students into groups of four or five.

- Decide on the story you want to tell your group. Make sure it is a story that will take three minutes or less to tell.
- Listen carefully as the others in your group tell their stories.

Provide time for the students to tell their stories.

- Read and follow the directions for passing on your group's stories to your partner.

Provide time for the students to retell stories.

- What did you like best about this activity?
- What was the hardest part of this activity—telling your story, listening to the other stories, or remembering all the stories to tell someone else?

Activity Manual

Bible Connection—page 179

This page introduces examples of oral history in Scripture.

Assessment

- ➊ Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.

Discovering How**Preserving History Orally**

1. Think of an important event in the history of your family, such as an adventure or a meaningful accomplishment. It should be something you could tell about in less than three minutes.
2. In your group, tell your own story and listen to the stories of the other group members. Try to remember the details of each story.
3. Now find a student from another group. Tell him your own story and the stories of your group members. Listen as he tells you his story and the other stories from his group. Do you think you could remember all these stories to tell someone else?



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Family story—Write a short story that you have heard either a parent or a grandparent tell about a childhood experience.

- FOCUS**
- What people in northern Africa was known for its use of camels?
 - Which peoples settled in southern Africa?

Africa's People

Ancient Africa was home to many different peoples. Historians divide Africa's early peoples into groups by common language. These language groups migrated, spread out, and eventually settled in various regions. Distinct tribes formed, and many different dialects came into use.

Northern Africa

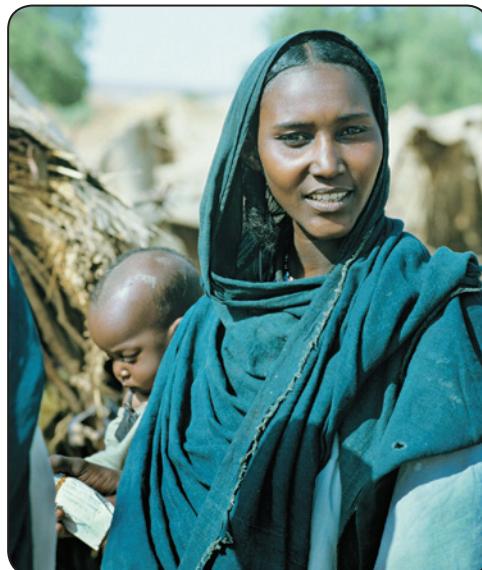
More than in other African regions, the people of northern Africa were influenced by the rest of the world. The presence of gold, copper, and ivory drew traders from Europe and Asia. Some cities on Africa's northern coast, such as Carthage, were established for trading by outside civilizations. As part of the Roman Empire after the Punic Wars, the northern coast was strongly influenced by western culture. Christianity entered northern Africa in the first century.

In the north there also lived the nomads of the Sahara. Most of these nomads belonged to a language group called the Berbers. The greatest of

these nomadic people were the Tuareg (TWAH REG).

The Tuareg dressed in loose, flowing garments and rode swift camels. The men wrapped their heads with a long piece of dark blue cotton that acted as both a turban and a veil. It hid the man's face except for a narrow slit for his eyes. Sometimes it stained his skin, earning the Tuareg the name "blue people."

The Tuareg were farmers and herders. They were also traders. They knew the best ways for caravans to cross the desert and often acted as guides. But they were also feared for their skill as warriors. Bands of Tuareg frequently attacked caravans. They even attacked towns built on the edges of the desert.



A Tuareg woman with her baby

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◆ Lesson 131 ◆

Objectives

- Identify the common method of dividing Africa's early people groups
- Describe the Tuareg and locate their region
- Describe the Maasai and locate their region
- Describe the Pygmies, the Bushmen, and the Khoikhoi, and locate their region
- Compare traditional African beliefs with biblical truth

Vocabulary

There are no vocabulary words to introduce.

Materials

- Chapter 12 Organizer from Lesson 128
- Regions of Africa from Lesson 128
- Biomes of Africa from Lesson 128
- African Masks, V 12.6

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- FOCUS** What is unique about the woman's clothing in the photograph? *possible answers: the draped style, the head covering, the striking blue color*

- FOCUS** What do you think her occupation is? *possible answer: The child in background suggests that she is a mother.*

- Africa is home to many different groups of people who speak, dress, and live in different ways. In this lesson you will learn about a few of these peoples.

Teach for Understanding

Discussion

page 325

Guide the student in completing the appropriate sections of the *Chapter 12 Organizer*.

- How do historians divide Africa's early peoples for the purpose of studying them? *by common language*
- How did different dialects form from these language groups? *People who spoke the same language migrated, spread out, and settled in various regions, and distinct tribes formed with their own dialects.*
- What do you think are some reasons people of Europe and Asia influenced northern Africa more than other African regions? *possible answers: Northern Africa was closer to Europe and Asia. Natural resources in northern Africa drew traders from Europe and Asia. The northern coast of Africa was part of the Roman Empire after the Punic Wars and was strongly influenced by Western culture.*
- To which language group did most of the Saharan nomads belong? *the Berbers*
- Which was the greatest of these Berber peoples? *the Tuareg*
- What kind of clothing were the Tuareg known for? *dark blue cloth that sometimes stained their skin blue*
- Why do you think the Tuareg wore turbans and veils? *possible answers: to keep cool, to keep the sand out of their faces, to conceal their identity*
- What were the main occupations of the Tuareg? *farmers and herders, traders, guides for trading caravans*
- Why were they feared? *They were skilled warriors and frequently attacked caravans and towns.*

FOCUS Answers

- Tuareg
- Bantu, Pygmy, Bushmen, and Khoikhoi

Discussion

page 326

- Why was the camel a valuable possession to the Tuareg? *It could live and work well in the desert because it could travel a long time without water, and it provided hides for tents and milk for butter and cheese.*

- What can you learn about camel riding from the top picture? *possible answers: The rider sits just in front of the hump. A special saddle is required. The reins are similar to those used when riding a horse.*

- Caption answer: *He is wearing blue.*

- ⊕ Display the *Regions of Africa* map. Guide the student in locating the countries where Tuareg people still live today—Algeria, Mali, Niger, Mauritania, Burkina Faso, and Libya.

- ⊕ In what two regions of Africa are the Tuareg found? *northern and western*

- What caused the people on the savanna and in the forests south of the Sahara to prosper? *fertile soil for farming and trade*

- Missionaries from what continent traveled into central Africa with the gospel? *Europe*

- What language group migrated into the central portion of Africa? *Nilotic*

- In what modern countries did the Nilotic group eventually settle? *Kenya, Tanzania, and Uganda*

- ⊕ Guide the student in locating Kenya, Tanzania, and Uganda on the map.

- What people are the best known of the Nilotic group? *Maasai*

- What was the main occupation of the Maasai? *cattle herders*

- How old do you think the Maasai boy in the picture is? *possible answer: about twelve*

- What two tools is he carrying, and what do you think he uses them for? *possible answer: a spear for protecting the herd from enemies and a stick for prod-ding the herd to move*

- Caption answer: *Answers will vary.*



Tuareg traveling through the desert
Why would this man be part of the “blue people”?

The camel was one of the most valuable possessions of the Tuareg. Camels had been introduced into northern Africa shortly after the birth of Christ. Though ill-tempered and stubborn, the camel was a necessity because of its ability to live and work in the desert. Horses and cattle often could not survive the long distances between oases. Camels could travel much longer without water. With camels, the

Tuareg could move freely across the Sahara. They also used camel hides to make tents, and from camel milk they made butter and cheese.

Tuareg people still live in the countries of Algeria, Mali, Niger, Mauritania, Burkina Faso, and Libya.

Central Africa

In the grassy savanna and the forests south of the Sahara lived many prosperous peoples. Some farmed the fertile soil. Others built cities and sent their goods across the Sahara to the Mediterranean coast. These peoples formed great empires to protect themselves and their trade routes. Some of these empires are covered later in this chapter. It was also to this area of Africa that European missionaries first traveled with the gospel.

The Nilotic (ny LOT ik) language group originally lived in the area that is the modern country of South Sudan. Then they migrated to the shores of Lake Victoria and into what are now the countries of Kenya, Tanzania, and

Uganda. Perhaps the best known of these peoples are the tall and slender Maasai (MAH sy). The Maasai were herders. They measured their wealth and social standing by the number of cattle they owned.



A young Maasai herder
How do your chores compare with his?

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Additional pronunciation

Khoikhoi (KOY koy)



Missionary—Choose a missionary serving in Africa. Challenge the student to write the missionary for information about his needs and the challenges he faces on the mission field. Encourage the student to pray and raise support for the missionary.



Even today Maasai brides wear these bright-colored bead necklaces at their weddings.

Young Maasai warriors had to go through certain ceremonies to prove their manhood. They would paint their skin red and go live in the wilderness to learn about survival. The young men were required to build a village and live in it together for a period of time. They also had to kill a lion using only a spear.

Maasai men could buy a bride in exchange for cattle. Many had more than one wife. Maasai women learned to care for their homes, husbands, and children. The women built the family huts from tree branches and grass. They milked cows and fetched water.

The Maasai still live in Kenya today. Their government has ended the practice of killing lions, but many of their traditions remain the same.

Southern Africa

Much of the rest of Africa was settled by the Bantu, who migrated from the Benue River. They wandered east and south and finally settled in the Congo basin. For perhaps two hundred years or more, the Bantu prospered and their numbers grew. Finally, the land could support no more villages. Some of the Bantu packed their belongings and moved southeast once more, all the way to the southern tip of Africa.

The Bantu were not the only ones living in the area south of the Sahara. Pygmies, a people of very small stature, lived deep in the rainforest of the Congo basin. The Bushmen and Khoikhoi lived there too. When these two groups lost their land to the Bantu, they moved to the south and the west, where they formed small family groups of hunters and gatherers.

Both the Bushmen and the Khoikhoi spoke unusual click languages. Think of all the noises that can be made with the tongue, teeth, and lips that are not words at all. In a click language, these sounds have meaning. Try talking to a friend and adding a few clicks and pops as you speak. It is not easy!



Today the Pygmy people make beautiful cloth from hand-beaten tree bark and paint it with various designs.

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Discussion

page 327

► What did young Maasai men do to prove their manhood and worthiness to be warriors? *They lived in the wilderness in a village they built together. They also had to kill a lion using only a spear.*

► What were the responsibilities of Maasai wives? *caring for their husbands and children, building the family huts, milking cows, and fetching water*

► What can you learn from the picture of the two Maasai girls about the importance of jewelry in their culture? *possible answer: Wearing elaborate, colorful jewelry is considered very important for a bride to look her best.*

► In what country do the Maasai still live today? *Kenya*

► Which language group settled much of the rest of Africa? *the Bantu*

► How far south in Africa did the Bantu settle? *all the way to the southern tip*

⊕ Display the *Biomes of Africa* map.

⊕ Locate the rainforest biome in the area of the Congo basin. What other people besides the Bantu-speaking people lived in the rainforest? *Pygmies, Bushmen, and Khoikhoi*

► What was unusual about the languages of the Bushmen and the Khoikhoi? *They included clicking sounds made with the tongue, teeth, and lips.*



Additional pronunciations

Nilo-Saharan (NY-loh suh-HAR-uhn)

Khoisan (KOY sahn)

Background

Maasai jewelry—The Maasai women of the past and of today make their own jewelry out of beads. Jewelry is a sign of a Maasai woman's social status, and the colors of the beads used convey certain messages or symbolic meanings. A Maasai woman might collect many flat, disc-shaped necklaces during her married life and wear them in layers.

African languages—Africa has an estimated number of 1,500 to 2,000 spoken languages today. Linguists divide them into four major families: Afro-Asiatic, Nilo-Saharan, Niger-Congo, and Khoisan (click languages). A fifth language family, Austronesian, is found on the island of Madagascar. New dialects of these different languages are continually being discovered and studied.

Discussion

page 328

- In the 1600s Europeans from what two countries settled on the southern tip of Africa? *Netherlands (the Dutch) and England*
- What two religions came into Africa from outside nations? *Christianity and Islam*
- What did most Africans believe about their god? *that he was a supreme being who could be reached by sacrifices and offerings*
- What did the Africans base their religious beliefs on? *tradition*

Remind the student that some of what was passed on by oral tradition was based on truth, but much of it had become corrupted.

 Choose a student to read Ephesians 2:8–9. Discuss what the Bible teaches about having a relationship with God. Include that man must be reconciled to God through the sacrifice of Jesus Christ. People come into a relationship with Christ only through repentance of sin and faith in Him. [Bible Promise E. Christ as Sacrifice]

- What did most Africans believe about nature? *that natural forces were controlled by spirits for good or evil, that these spirits needed to be worshiped and kept happy, and that spirits lived in natural objects like animals, trees, and rivers*
- What is the belief that spirits live in natural objects called? *animism*

 Choose a student to read Revelation 4:11.

 How does the Bible's teaching about nature differ from traditional African belief? *The Bible teaches that God controls all the forces of nature for His own glory and He alone should be worshiped.*

- What person did Africans rely on to connect them with the spirit world? *a medicine man or rainmaker believed to have magical powers*

 Choose a student to read 1 Timothy 2:5.

 According to the Bible, who is the only person through whom we can approach God? *Jesus Christ*

- What did Africans believe about their relatives who had died? *that the spirits of these relatives visited them, influenced their lives, and required offerings to be kept happy*

 What does the Bible teach about the dead? *It warns people not to try to contact them and implies that once a person is in heaven or hell, he does not return to earth until after Christ returns.*

- Do any Africans still hold traditional beliefs today? *Yes, many still do.*

In the middle of the 1600s, large groups of Europeans came to live in Africa. The Dutch found a beautiful place on the southern tip of Africa. They set up a station there to provide water and food for ships that were on their way to India.

The Dutch also thought the land would be a good place to live. People from England joined them about 150 years later. Descendants of both the Dutch and the English have lived in South Africa ever since.

TRADITIONAL AFRICAN BELIEFS

Until Christianity and Islam were introduced to Africa from other nations, Africa's people had certain traditional beliefs that varied slightly from tribe to tribe. Their religious beliefs influenced every area of their lives. Many Africans still hold these beliefs today.

Most Africans had a concept of a god as a supreme being, but they relied on their tradition to explain what this god was like. They believed he could be reached through sacrifices and offerings. But only Christ's sacrifice is sufficient to reconcile people to God. God's Word tells us that people come into a personal relationship with God only through repenting of their sins and trusting Jesus Christ (Eph. 2:8–9).

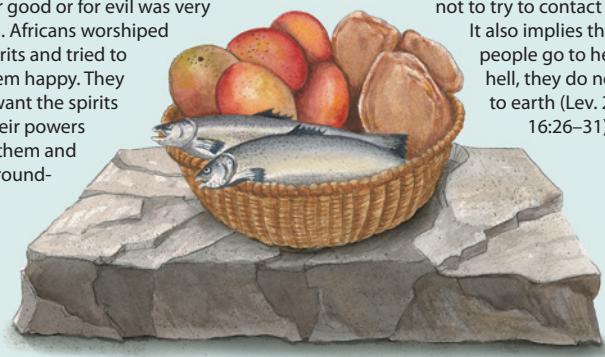
The belief in spirits who control natural forces for good or for evil was very common. Africans worshiped these spirits and tried to make them happy. They did not want the spirits to use their powers to harm them and their surround-

ings. Many African religions taught that spirits lived in animals or things in nature such as trees and rivers. This belief is known as *animism*. 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 (Rev. 4:11).

Africans often relied on a person thought to have magical powers, such as a medicine man or a rainmaker, to connect them with the supernatural world. The Bible teaches that God may be approached only through Jesus Christ (1 Tim. 2:5).

Africans believed that the spirits of their departed relatives visited them and influenced their lives. The people gave offerings to these spirits and tried to stay in favor with them. However, the Bible warns people not to try to contact the dead.

It also implies that once people go to heaven or hell, they do not return to earth (Lev. 20:27; Luke 16:26–31).



Bread, mangoes, and fish left for a departed relative

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Display the *African Masks* visual. Relate that the masks served several purposes. Some masks were used in religious rituals. The wearer of a mask was believed to take on the characteristics of and possibly become the spiritual being that the mask represented.

Activity Manual

Study Skill—pages 175–76

Reinforcement—pages 180–81

Background

Masks—Check www.bjupress.com/resources for Web links about the design and uses of masks.

- FOCUS**
- How did Christianity become Aksum's official religion?
 - How did Ghana acquire its great wealth?

African Empires

Aksum

On the eastern side of Africa lies the modern nation of Ethiopia. Long before the birth of Christ, farmers settled in this area and eventually built the empire of **Aksum**. Aksum was a wealthy and powerful kingdom. It supplied precious stones, incense, gold, ivory, ebony, myrrh, and elephants to the Egyptian pharaohs, and it traded with Arabs and Europeans.



BIOGRAPHY

- Who:** Ezana
What: king of Aksum
When: ruled AD 300s
Where: eastern Africa

Ezana became a Christian, likely through the influence of Frumentius, and made Christianity the official religion of Aksum. He was the first to issue coins with a Christian symbol, the cross, on them.

as well. It is the kingdom that eventually conquered Kush in AD 330.

Archaeologists who have studied the ruins of Aksum say that walled castles dominated the capital city. Stone inscriptions found among the ruins indicate that Aksum's educated people spoke Greek. Linguists believe that the Aksumites visited the Greek city of Byzantium often, perhaps to trade. Eventually Aksum developed a written language of its own called Ge'ez (gee EZ).

A system of social classes developed in Aksum. The king and the nobles were the highest class, followed by merchants, then artisans and tradesmen, and then servants.

King Ezana ruled the empire of Aksum in the AD 300s. He had great wealth and built many beautiful palaces, temples, and monuments. At least one of his steles, or upright stone pillars, has survived until today. Under Ezana, Aksum became the strongest empire in eastern Africa, conquering neighboring kingdoms.

Byzantine traders may have introduced Christianity into eastern Africa in the 300s. After Ezana conquered the people of Kush, he is recorded as giving thanks to the Lord for the victory. A Syrian Christian named Frumentius had become a servant to King Ezana. It was probably through his influence that Ezana became a Christian. With Ezana's conversion, Christianity became Aksum's official religion.

King Ezana's stele in Aksum is seventy feet tall.



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◆ Lesson 132 ◆

Objectives

- Describe Aksum's culture, language, and resources
- Identify what likely influenced Ezana's spiritual conversion and how it influenced his kingdom
- Examine the biblical account of the queen of Sheba in light of history
- Locate ancient Ghana on a map and identify the modern country in which it was located
- Describe the importance of trade to Ghana's economy

Vocabulary

There are no vocabulary words to introduce.

Materials

- items for trading (See Teacher Helps.)
- Chapter 12 Organizer from Lesson 128
- Africa Then & Now from Lesson 128
- Trade in Western Africa, M 12.5

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

Display the items the students have brought to trade. Direct a trading activity, helping students negotiate with

one another until several agreements have been reached and items have been traded.

Discuss the reasons the student traded his item for another. Draw the conclusion that the item he traded for was something he needed or wanted.

- **Africa's ancient empires had resources that other countries wanted. Trade played a major role in the economy of ancient Africa.**

Teach for Understanding

Discussion

page 329

Guide the student in completing the appropriate sections of the *Chapter 12 Organizer*.

- **Where did the ancient empire of Aksum begin? *in what is now modern Ethiopia***
- ⊕ Display the *Africa Then & Now* map.
- ⊕ Discuss the location of Aksum and that the empire eventually extended into portions of modern Sudan and modern Eritrea.
- **What resources did Aksum have that made it a wealthy and powerful kingdom? *precious stones, incense, gold, ivory, ebony, myrrh, and elephants***
- **With what other peoples did Aksum trade? *Egyptians, Arabs, and Europeans***
- **What other ancient civilization did Aksum eventually conquer? *Kush***
- **What evidence of European influence has been found in ancient Aksum? *stone inscriptions indicating that some of its educated people spoke Greek***
- **What was Aksum's own language called? *Ge'ez***
- **What group was the highest social class in Aksum? *the king and the nobles***
- **What was the lowest social class? *servants***
- **Who was the most famous king of Aksum? *Ezana***
- **What were his greatest accomplishments? *constructing beautiful buildings, conquering neighboring kingdoms, and promoting Christianity***

FOCUS Answers

- King Ezana made Christianity the official religion after his conversion.
- It controlled the trade of salt and gold.



Items for trading—Direct the student to bring one or two small items that he can trade with another student. Provide a selection of items for those who may not have anything to trade.

In the Bible

Discussion

pages 329–30

Choose a student to read Colossians 3:22–24.

In what way did the servant Frumentius exemplify this passage? *Elicit that he remembered that he was serving Christ, not just Ezana; he used his position to influence Ezana for Christ.*

► How did Ezana's conversion to Christianity affect his kingdom? *He made Christianity the official religion of the empire.*

► When did Ezana rule? *AD 300s*

Look at the History TimeLine in the Activity Manual. What continent do you look at to find Ezana's rule? *Africa*

Who ruled the Roman Empire around the same time Ezana ruled Aksum? *Diocletian and Constantine*

► What change did Ezana make in the coins of his empire? *He issued coins with the Christian symbol of the cross on them.*

► Where do some scholars believe Sheba was located? *in what is now modern Ethiopia*

► What do the queen's gifts indicate about Sheba? *It was a wealthy kingdom.*

Choose a student to read 1 Kings 10:10.

What resources did Sheba apparently have in great abundance? *gold, spices, and precious stones*

Why did the queen of Sheba travel to visit Solomon? *She had heard of his great wealth and his wisdom, and she wanted to experience them firsthand.*

What did Solomon do for the queen of Sheba? *answered her questions and gave her gifts in return*

► What decision do some believe the queen made as a result of her visit? *that she put her faith in Israel's God and brought the Jews' religion back to her own people*

How did Jesus use the queen of Sheba as an example? *Jesus used her willingness to travel far to see Solomon's wealth and wisdom as an illustration of the eager faith with which the Jews should have welcomed their Messiah (Matt. 12:41–42).*

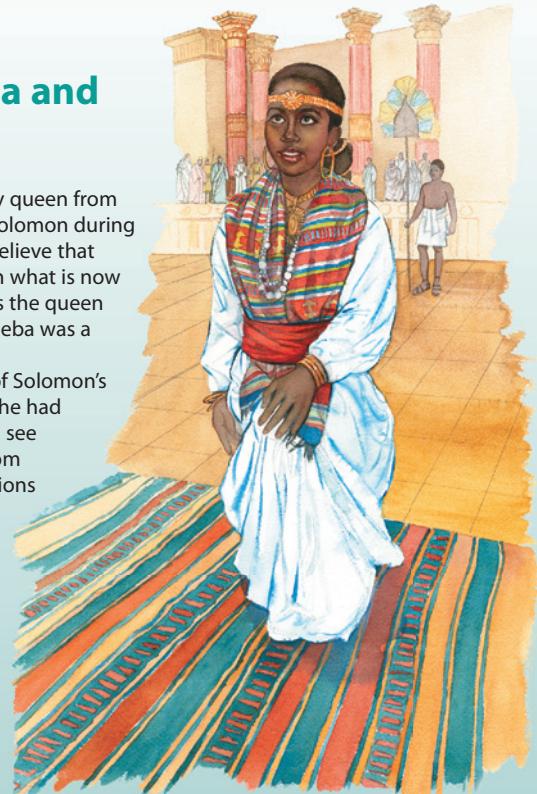
The Queen of Sheba and King Solomon

First Kings 10 tells how a wealthy queen from the kingdom of Sheba visited King Solomon during his reign over Israel. Many scholars believe that the kingdom of Sheba was located in what is now Ethiopia. The descriptions of the gifts the queen brought to Solomon indicate that Sheba was a wealthy kingdom.

The queen of Sheba had heard of Solomon's great wealth and about the wisdom he had gained from the Lord. She wanted to see Solomon's wealth and hear his wisdom firsthand. She devised difficult questions to ask Solomon, and he answered all of them, revealing his vast knowledge. After he showed her his treasures and the richness of his lifestyle, she admitted that the reports she had heard were true. She told Solomon that his riches and wisdom were even greater than the stories claimed.

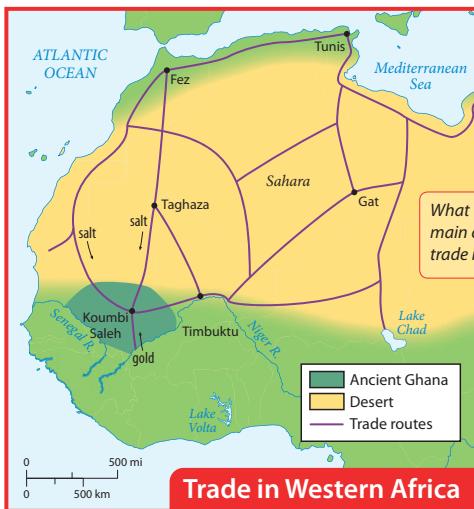
Solomon gave the queen gifts in return for those she had brought him. Anything that she requested he gave her. Many believe that the queen of Sheba came to personal faith in Israel's God and brought the religion of Judaism back to her own people.

In the New Testament, Jesus used the queen of Sheba as an example of the eager faith with which the Jews should have welcomed Him, their Messiah. The



queen had come from "the uttermost parts of the earth" to hear Solomon's wisdom and had seen the glory of Solomon's God. Someone much greater than Solomon, Christ Himself, had brought the glory of God to the Jewish people, but they did not receive Him in faith (Matt. 12:42).

After the fall of Rome, Aksum's trade dwindled. Then in the 600s, Muslim armies conquered Egypt and cut Aksum off from its trade with the Mediterranean world. The power of the kings declined as the kingdom grew poorer. Yet even after the kingdom disappeared, the civilization continued. It formed the basis for the modern state of Ethiopia.



In the grassy savanna of central and western Africa, three great empires flourished: Ghana, Mali, and Songhai. You can see the outlines of these empires on the map on page 321.

Ghana

The ancient empire of **Ghana** was located along the Niger River. It was not in present-day Ghana but in what is now Mauritania. No one knows who founded ancient Ghana, but the kingdom probably

appeared about three hundred years after the birth of Christ. By 700 Ghana was an empire. It was governed by African kings; in fact, the word *ghana* was the title these rulers used for themselves.

Many Arabian merchants traveled back and forth to Ghana, and some lived there. They introduced the use of camels on trade routes across the Sahara. Much of what historians know about this empire is from the merchants' accounts.

Ghana became a wealthy center of trade. Its location was ideal. Ghana was situated at the edge of the Sahara and was near the only source of water for miles around. To the south of Ghana, there was a land that had gold mines. Gold was traded for goods from merchants from all over the world. The main item traded for was salt. Ghana controlled all the trade of salt and gold.

Trade for gold and salt was done in a unique way—the traders never saw one another. This system was called silent trade. Merchants placed their slabs of rock salt in a special place and left. Then the traders brought their gold and left it beside the salt before retreating. The merchants then returned to take the gold. If either side was not satisfied with the amount that had been left, the deal was not complete. The merchants and the traders continued to come and go, adjusting their amounts until the deal was acceptable to both. This method of trade kept both sides happy and the location of the gold mines a secret.

► In what modern country was the ancient empire of Ghana located? **Mauritania**

⊕ Locate modern Ghana on the map. Discuss that modern Ghana is not in the same location as ancient Ghana.

► By what year was Ghana an empire? **AD 700**

⌚ Look at the History TimeLine in the Activity Manual. Locate the empire of Ghana.

⌚ What empire in Europe existed at the same time as the empire of Ghana? **the Byzantine Empire**

► What title did an African king in the empire of Ghana use? **ghana**

► How do we know so much about the empire of Ghana? *from the accounts of Arabian merchants who traded there*

► Why was Ghana an ideal center of trade? *It was near water, the Niger River and the Senegal River, and near the gold mines.*

► What were the two main items that were traded in Ghana? **gold and salt**

⊕ Display the *Trade in Western Africa* map.

⊕ This map shows the trade routes from northern coastal cities across the desert. Which product went primarily south? **salt** Which product went north? **gold**

⊕ Caption answer: *Koumbi Saleh*

⊕ Name one city from which salt probably came. *possible answers: Taghaza, Fez*

► How did the trading process for gold and salt work? *Traders never saw one another; merchants placed slabs of salt in a special place and left, and traders brought gold and left it beside the salt. Negotiations continued silently until both sides were satisfied.*

► Why was it necessary to deal in this silent way? *It kept the location of the gold mines a secret.*



Silent auction—Instruct the students to donate unwanted items to be sold at a silent auction. Each item will need a tag for students to write their bids on. Set a time for the auction to be over. The highest bid when the auction is over wins the item. Send the earned money to a missionary serving in Africa.

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Discussion

page 331

► What happened to Aksum after the fall of Rome? *Trade dwindled. Eventually Muslim forces cut Aksum off from trade with the Mediterranean world.*

► What modern country was formed from the Aksum civilization that continued after Aksum's decline? **Ethiopia**

► What three empires flourished in the savanna? **Ghana, Mali, and Songhai**

⊕ Display the *Africa Then & Now* map.

⊕ Locate the ancient empires of Ghana, Mali, and Songhai on the map.

► Which of the three empires rose to power first? **Ghana**

Discussion

page 332

- What did the people of Ghana do after they obtained the gold? *They brought it back to the city and traded it with Arabian and European merchants.*
- What else did the Ghanians trade? *cola nuts, honey, textiles, and slaves*
- Caption answer: *salt*
- What did the Ghanians receive in return for items they traded? *copper, dried fruit, cowry shells, horses, cloth, swords, and books*
- What other civilization have you studied that used cowry shells as currency? *China*
- How did the king of Ghana become so wealthy? *through taxes he charged on all trade with his kingdom*
- How do we know of his wealth? *through the descriptions of it from the writings of Arabian geographer al-Bakri*
- The picture shows a mosque in modern Mauritania, where the empire of Ghana once thrived. Who brought Islam to this region of Africa? *Arabian traders*
- Where did a separate Islamic community develop? *Koumbi Saleh, the capital city*
- How did Ghana protect its trade? *with its huge army*
- What caused the decline of Ghana? *wars with the Arabs, weakened kings, declining military power, and defeat by the army of Mali*

Activity Manual

Study Skill—pages 175–76

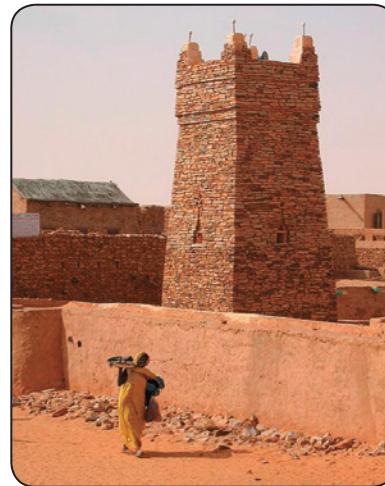
Review—pages 182–83

This Study Guide reviews Lessons 131 and 132.

Assessment

Quiz 12B

The quiz may be given anytime after completing this lesson.



A mosque in modern Mauritania (former Ghana)

The merchants of Ghana brought the gold back to the city and traded it with Arabian and European merchants who traveled across the Sahara. Along with gold, the Ghanians traded cola nuts, honey, textiles, and slaves. One of the main necessities exchanged for gold was salt. There were no sources for salt in Ghana, so salt from the Saharan mines was very valuable. The Ghanians also traded for copper, dried fruit, cowry shells, horses, cloth, swords, and books from North Africa and Europe.

The king of Ghana charged taxes on all trade with his kingdom. The king was fabulously rich. An Arabian geographer

named al-Bakri wrote a work called the *Book of Highways and Kingdoms*. In it he described the king of Ghana's court as reported to him by traders. Gold was lavishly displayed everywhere. The precious metal decorated everything from clothing to swords and shields. Even dog collars and saddles had gold in them.

Arabian merchants brought the religion of Islam to Ghana. The king of Ghana continued to practice traditional beliefs, but many of the traders converted to Islam. As the ancient capital city of Koumbi Saleh grew, a separate Islamic community developed there.

Ghana had a huge army that helped protect its trade. But eventually wars with the Arabs began to interrupt trade and weaken Ghana's kings. The empire's military power declined. When the army of Mali attacked, Ghana could not fight back. The empire of Ghana ended in the thirteenth century.



What item did Ghana not have any source for?



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Currency—Challenge the student to research the history of American currency. Instruct him to include what was used before paper money, who issued the first paper money, and who is pictured on each bill.

Discovering How

Making Tie-Dyed African Cloth

One of the items Africans traded was cloth. Many tribes had their own special styles of cloth. The designs and colors in the fabric had special meaning for them. The Tuareg dyed their cloth in indigo to produce a dark blue color. The Ashanti people of Ghana were known for the intricate designs they wove into their fabrics using looms and brightly colored threads. Some African tribes used tie-dyeing to create designs in their cloth.

1. You will need a white prewashed cotton T-shirt. Label it with your name or initials in permanent ink on the tag. You will also need rubber or latex gloves, rubber bands, prepared dye, and buckets of cool water. Plan to work outside. Cover your work area with plastic to avoid staining it with dye.
2. Fold or twist your shirt and fasten the folds in place with rubber bands. The way you fold and tie your shirt will determine the look of your design. Any part of the fabric that is not "tied" with the rubber bands will be colored when you dip your shirt in the dye.
3. Your teacher will prepare the dye according to the instructions on



the package.

Carefully place your shirt in the dye and leave it for the amount of time specified on the package. Usually the longer you soak your shirt, the deeper the color will be. You may choose to dye part of your shirt in one color and part in another color.

4. When you have finished soaking the shirt in dye, rinse it in cool water until the water runs clear. This part of the process sets the color.
5. Remove the rubber bands and hang your shirt to dry.

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♦ Lesson 133 ♦

Objectives

- Relate the art of fabric dyeing to African trade
- Make a tie-dyed shirt

Vocabulary

There are no vocabulary words to introduce.

Materials

These materials are needed for each student.

- white prewashed cotton T-shirt
- latex gloves
- several rubber bands
- 1-gallon resealable plastic bag
- old shirt to cover clothing

⌚ *Washing and Drying Instructions, IA 12.1 (optional)*

These materials are needed for each group of students.

- permanent marker
- dye in various colors, prepared according to package instructions
- buckets of cool water
- paper towels
- plastic tablecloth, plastic tarp, or several large plastic bags to cover the work area

Introduction

- Which people were known for their dark blue dyed cloth? *the Tuareg*
- Traditional African cloth usually has bright colors with interesting designs. Some designs are woven into the fabric, and some are dyed.

Teach for Understanding

Discussion

page 333

- Read and follow the directions for making your tie-dyed shirt.

When setting the dye, the fabric should be kept wet and chemically active for at least four hours, but preferably for twenty-four hours. This may be done by putting the shirt in a plastic bag or laying plastic over the top of the shirt.

When rinsing tie-dyed shirts you may choose to send the shirt home with each student in a resealable plastic bag with a copy of the *Washing and Drying Instructions*.

Activity Manual

Enrichment & Social Studies Skill—page 184

This page introduces Africa's time zones. Greenwich Mean Time (GMT) has been the worldwide standard for marking time until recently. It is based on the prime meridian, or 0° longitude, the site of the original Royal Observatory in southeastern England. Greenwich Mean Time is now known as Coordinated Universal Time and is abbreviated as UTC. It does not observe daylight-saving time like the United States.

Assessment

⌚ Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.



Optional dyeing items—Instead of using cotton T-shirts, you may want to use cotton handkerchiefs, cotton place mats, or cotton bandanas.

Additional materials—Depending on which dye you choose, you may need other materials such as measuring spoons and cups, salt or soda ash (to set the dye), and a funnel.

Examples and fabric dye—Search the Internet for tie-dyeing kits, examples for tying the shirts, and fabric dye.

Possible key words: *tie dye, tie dye supplies, fabric dye, tie dye shirts, tie dye instructions*

Lesson 134**Objectives**

- Identify Mali's two famous rulers and their accomplishments
- Describe the values, culture, and economy of ancient Mali
- Summarize the rise and fall of the empires of Mali and Songhai
- Identify the most significant ruler of Songhai and his accomplishments
- Recognize legends based on the lives of ancient African heroes

Vocabulary

There are no vocabulary words to introduce.

Materials

- Regions of Africa from Lesson 128
- Chapter 12 Organizer from Lesson 128
- Africa Then & Now from Lesson 128

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

Display the *Regions of Africa* map.

- Locate the region of western Africa. Which of the African empires that you have studied was in western Africa? *Ghana*
- Which river was the empire of Ghana located near? *the Niger River*
- Today you will look at two more empires that later rose to power in the region where the empire of Ghana had been. Each of these empires was bigger than the one that existed before it.

Teach for Understanding**Discussion**

page 334

Guide the student in completing the appropriate sections of the *Chapter 12 Organizer*.

- Display the *Africa Then & Now* map.
- Locate ancient Mali and modern Mali. What do they have in common? *They are located in about the same area.*
- How big was the empire of Mali in relationship to ancient Ghana? *Mali was several times bigger.*
- Who was Mali's ruler in the 1200s? *Sundiata*

- FOCUS**
- Who were the two greatest rulers of Mali?
 - Under whose leadership did Songhai become a great empire?

Mali

The empire of **Mali** included all of Ghana and much more land as well. In the 1200s Mali had a strong ruler named **Sundiata** (suhn JAHT ah). After taking the throne of Mali, Sundiata and his army conquered Ghana. In just a few years, Sundiata gained control of the gold and salt trade and built his capital on the main trade route across the Sahara. Legends grew that were based on Sundiata's life. He became the hero of an epic that was popular with West Africans.

Sundiata and his successors were called by the title mansa. **Mansa** is the word for "ruler" in the language of Mali's people. The kings of Mali grew wealthy from the gold trade, just as the kings of Ghana had before them. Most of them adopted the religion of Islam.



Materials used in an Islamic school

Ibn Battuta, a traveler from Tangier, visited Mali in the 1300s. He described the people as loving justice and honesty.

They are seldom unjust, and have a greater abhorrence of injustice than any other people. Their sultan shows no mercy to anyone who is guilty of the least act of it. There is complete security in their country. Neither traveller nor inhabitant in it has anything to fear from robbers or men of violence. (Trans. and ed. H. A. R. Gibb, *Travels in Asia and Africa, 1325–1354* [London: Broadway House, 1929])

Although the people of Mali did many good deeds, they did not follow Christ. Islam and traditional beliefs dominated the kingdom.

**BIOGRAPHY**

Who: Sundiata

What: king of Mali

When: ruled AD 1200s

Where: western Africa

Sundiata was the first mansa of Mali. The famous *Epic of Sundiata*, a legend handed down through oral history, tells about his life. He became known as the Lion King. The story credits him with overcoming a disability and miraculously beginning to walk after seven years of paralysis.

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- What were some of Sundiata's major accomplishments? *He conquered Ghana. He gained control of the gold and salt trade. He built a capital on the main trade route across the Sahara.*
- What famous legend tells of Sundiata's life? *the Epic of Sundiata*
- What nickname was he given? *the Lion King*
- According to the legend, what miraculous event took place in Sundiata's early life? *He overcame a disability and started walking after seven years of paralysis.*
- What title was given to all the kings of Mali, and what did it mean? *mansa, which means "ruler"*
- What religion was commonly adopted by the mansas of Mali? *Islam*

Direct the student to read aloud the quote by Ibn Battuta.

- How were the people of Mali described by the traveler Ibn Battuta? *lovers of justice and honesty*

Even though Ibn Battuta gave a glowing description of the Malians, the Bible says that all people are sinners (Rom. 3:23).

What was missing from all the good deeds that the Malians did? *following Christ* [BAT: 7b Exaltation of Christ]

Can a person who is not a Christian do right? *yes*

FOCUS Answers

- Sundiata and Mansa Musa
- Sunni Ali

Famous People

Mansa Musa

The most famous of all the Malian kings was **Mansa Musa**. Musa ruled from AD 1312 to 1337. He was famous for his immense wealth and his devotion to Islam.

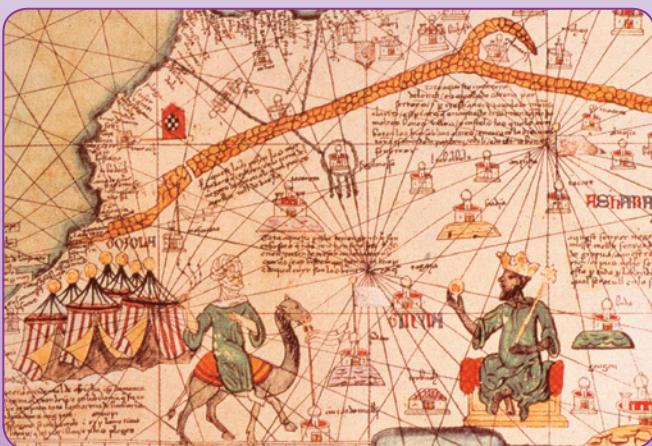
In 1324 Mansa Musa made a pilgrimage to Mecca, as faithful Muslims are required to do. People who witnessed his procession wrote descriptions of the scene. Hundreds of slaves marched along with him, many of them carrying golden staffs. Camels loaded down with gold also traveled in the grand parade. The stories claim that he carried more than a ton of gold.

In spite of his love of pomp and extravagance, Mansa Musa was very

generous. During his pilgrimage, he gave away so much gold that the price of gold went down in that region for the next several years. Upon his return to Mali, he used his wealth to build many mosques, schools, and even a university in the city of Timbuktu. The university became a great center of Islamic learning.

After Mansa Musa's death, there were no more strong kings in Mali. Men fought over who had the right to the throne, and the great empire slowly weakened. The fighting inside the empire encouraged enemies on the outside to attack. Parts of the empire gradually broke away. After four hundred years, Mali was once again a small village on the banks of the Niger River.

The Granger Collection, New York



A 1375 map of Africa showing Mansa Musa with a gold nugget and a scepter at his capital of Timbuktu
Why would Mansa Musa be drawn with a gold nugget in his hand?

335

Discussion

pages 334–35

When a person does right, he shows that he knows right from wrong. The Bible tells us that God has written His law on our hearts, and our conscience testifies to knowing the law when we do right or wrong.

- Who was the most famous of all the Malian kings? **Mansa Musa**
- When did Mansa Musa rule? **AD 1312–1337**
- For what was Mansa Musa known? **im-
mense wealth and devotion to Islam**
- How did Mansa Musa show his extravagance during his pilgrimage to Mecca? **His procession included hundreds of slaves carrying golden staffs and camels loaded with gold.**

➤ How did Mansa Musa show his generosity? **He gave away much gold.**

💡 How did Mansa Musa's acts of generosity affect the economy? **The price of gold went down for the next several years.**

➤ What building projects did he spend his money on? **mosques, schools, and a university in Timbuktu**

📸 Caption answer: ***It is how the mapmaker depicted Mansa Musa's wealth.***

➤ What caused the empire of Mali to weaken? **Internal fighting over who would take the throne encouraged outside enemies to attack. Parts of the empire gradually broke away.**

Background

The Catalan Atlas—The map shown on page 335 is a detail from *The Catalan Atlas*, a medieval map drawn by Jewish cartographer Abraham Cresques and published for Charles V of France. Cresques based his drawing on reports brought by Jewish traders in the Sahara. After its publication the map was influential in attracting travelers to Africa from many European countries. The camel rider near Mansa Musa on the map is thought to represent the Tuareg people.

 **Value of gold**—Instruct the student to record the price of gold over a certain period. Direct him to take the data and make a line graph that shows the rise or fall of the gold's value.

Discussion

page 336

- What was Songhai before it became an empire? *an important town in the empire of Mali*
- Under whose leadership did Songhai win independence from Mali? *Sunni Ali*
- How did Songhai become an empire? *Sunni Ali conquered all the cities around him.*
- What legendary belief did some people have about Sunni Ali and his army? *that he was a magician who could change himself, his horses, and his soldiers into other creatures or make them invisible*
- What were Sunni Ali's other major accomplishments? *taking control of trade routes and the best farmland, building a fleet of canoes to patrol the Niger River, and building several capital cities*
- What city became Songhai's center of Islamic faith and learning? *Timbuktu*
- 💡 We often hear the name Timbuktu used to mean a faraway, primitive place that no one is likely to have been to. How do you think this idea is different from the actual city of Timbuktu in Songhai? *possible answer: Timbuktu was a major center of religion and learning, so many people likely lived and traveled there.*

Caption answer: *Islam*

- What ruler after Sunni Ali conquered even more territory for Songhai? *Askia Muhammad*
- ❖ Display the *Africa Then & Now* map.
- ❖ Locate the ancient empire of Songhai on the map. How did Songhai compare in size to Mali? *Songhai was much bigger.*
- ❖ Into what two modern countries did the eastern border of Songhai extend? *Niger and Nigeria*
- How long did the empire of Songhai last? *more than one hundred years*
- To what country did the empire finally fall? *Morocco*

Activity Manual

Study Skill—pages 175–76
Reinforcement—page 185

Songhai

Songhai (SONG HY) was an important town in the empire of Mali. Like Mali, it depended on trade and sent merchants to other parts of Africa, Europe, and Asia.

In the 1400s, under the leadership of a ruler named **Sunni Ali**, Songhai won its independence from Mali. Sunni Ali conquered the cities around him to establish the large empire called **Songhai**.

Sunni Ali was a man of war, and he was never defeated. Some people believed that he was a magician who could change himself, his horses, and his soldiers into other creatures or even make them invisible. Sunni Ali fought Mali for twenty-eight years. Eventually he controlled all the trade routes and the best farmland. Sunni Ali built a fleet of canoes to patrol the Niger River. He also built several capital cities to rule his empire better. The ancient city of

Timbuktu became Songhai's center of Islamic faith and learning.

After Sunni Ali's death, another ruler, Askia Muhammad, took control. He fought more wars and conquered even more territory. Songhai became larger than either Ghana or Mali had been. It looked as though no one would ever be able to defeat Songhai.

The empire of Songhai continued for more than a hundred years. Finally Morocco, one of its neighbors to the north, attacked. The Moroccan army had muskets, and its soldiers were better trained than Songhai's. The army of Songhai was defeated, and its government was destroyed.

Other enemies attacked Songhai, and soon the empire disappeared. In its place appeared many smaller kingdoms that frequently fought each other over land and trade.



These merchants are conducting trade in different goods in front of a famous mud-brick mosque. It was the largest and most elaborate structure of its kind.
What religion would have been practiced in this mosque?

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The Great Mosque—The Great Mosque, pictured on page 336, is located in the town of Djenné, Mali, which was once part of the empire of Songhai. The mosque is the largest mud-brick structure in the world. It stands on the site of the original mosque built in the thirteenth century, which lasted nearly six centuries before it fell into ruin. The current mosque is a reconstruction from the early twentieth century and is similar in size to the original.



Map skill—Challenge the student to determine the distance to Timbuktu, Africa, from his hometown.

Exploring Together

Making Economic Predictions

Most of the empires in ancient Africa rose to power because of the wealth they gained through trade. Each of these empires had a healthy economy. A country's economy is the way that country handles its money and products.

An economy is based on a country's production of goods, its selling of goods, and its buying of goods. Most economies depend on the *law of supply and demand*.

People who buy products are called consumers. What and how much consumers are willing to buy at a given price is called *demand*. In ancient African economies, Arabian and European traders were consumers of gold and ivory. They wanted to buy these items from Africans.

The items available for consumers to purchase are the *supply*. The Africans tried to produce only as much gold, ivory, and other items as the traders and the Africans themselves wanted. If there was a greater supply of gold or ivory than people wanted, the prices would go down.

When Mansa Musa gave away gold on his journey to Mecca, he created a change in the economy. The demand for gold decreased because people had received the gold they wanted for free. This caused the price of gold to go down.

Law of Supply and Demand			
	Supply goes up.	Supply goes down.	Supply stays the same.
Demand goes up.	Prices do not change.	Prices rise.	Prices rise.
Demand goes down.	Prices fall.	Prices do not change.	Prices fall.
Demand stays the same.	Prices fall.	Prices rise.	Prices do not change.

- What is demand? *what and how much consumers are willing to buy at a given price*
- Who were the consumers of gold and ivory in ancient Africa? *Arabian and European traders*
- What is supply? *the items available for consumers to purchase*
- What part did the Africans play in the supply of gold and ivory? *They tried to produce only as much as the traders and they themselves wanted.*

Direct attention to the chart on page 337.

- What would happen to prices if supply were greater than demand? *Prices would go down.*
- How did Mansa Musa's generosity with gold affect the law of supply and demand? *Demand decreased because people had received the gold they wanted for free. Gold prices went down.*
- What happens to the prices when demand is greater than supply? *Prices go up.*
- What happens to prices when both supply and demand go up or down? *Prices do not change.*
- What happens to prices when the demand and the supply both stay the same? *Prices stay the same.*

337

♦ Lesson 135 ♦

Introduction

Objectives

- Define *economy, consumer, demand, and supply*
- Analyze how the law of supply and demand affects prices in an economy
- Predict what will happen to a country's economy in different scenarios
- Discuss predictions with classmates

- What is a country's economy? *the way that a country handles its money and products*

- Today you will explore how the law of supply and demand affected the economy of ancient African countries.

Teach for Understanding

Vocabulary

There are no vocabulary words to introduce.

Materials

There are no materials needed.

Discussion

page 337

- In ancient Africa, what was the main factor in each of the empires' rise to power? *wealth gained through trade*
- In an economy, what do we call people who buy products? *consumers*

Discussion

page 338

Divide the students into groups to work on their predictions for each of the situations described on page 338.

- Read each of the situations on page 338. Predict what will happen to the economy based on the trends described in the chart on page 337.
- With your group discuss your predictions and be prepared to share them with the rest of the class.

Answers:

1. *Demand goes down.*
Supply goes up.
Prices fall.
2. *Demand goes up.*
Supply stays the same.
Prices rise.
3. *Demand stays the same.*
Supply goes down.
Prices rise.
4. *Demand stays the same.*
Supply goes up.
Prices fall.

Assessment

🕒 Rubric—pages R 2–5

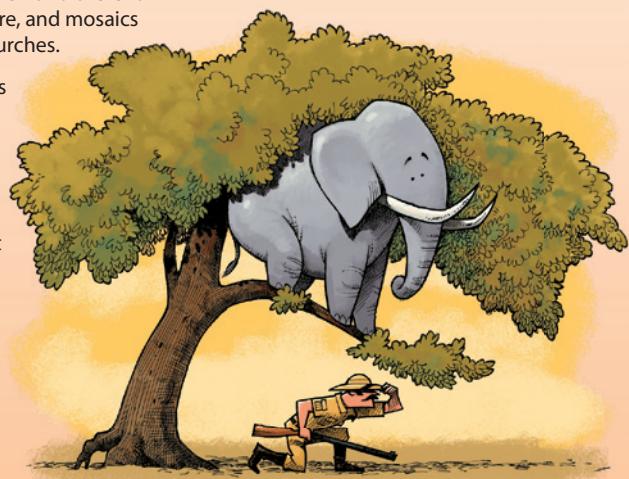
Select one of the prepared rubrics or design a rubric to include your chosen criteria.



Ivory—Direct the student to research and write a paragraph about the history of ivory trade. He may want to include sources for ivory, what ivory is used for, how much it is worth, and the current ban of ivory trade in Africa.

Pretend you are a citizen of an imaginary African country called Tanzimar. You are located near some gold mines, and you also have elephant herds in the surrounding area. Predict what will happen to your economy in each of the following situations.

1. A band of Tuareg brings news that new gold mines have been discovered farther north. Merchants traveling across the Sahara have been stopping to trade there rather than coming south to your country.
2. Merchants from Arabia inform you that more and more people in the Byzantine Empire need ivory. Ivory is in great demand there for carvings, furniture, and mosaics to be used in churches.
3. Elephant hunters return from an expedition. They report that a drought in the savanna has caused most of the elephant population to migrate hundreds of miles to the south to look for food and water. Even if hunters from
4. Your army fought with a growing country to the west and conquered its people. Your country now owns its gold mines in addition to your own.



1. What was a zimbabwe?
2. What did the coastal cities in eastern Africa have in common?

FOCUS

Mwene Mutapa

Far to the south of ancient Ghana, Mali, and Songhai is the land that is present-day Zimbabwe. Today many ruins of stone walls and buildings lie there. These are the ruins of the Mwene Mutapa kingdom.

The **Mwene Mutapa** were the first settlers in ancient Zimbabwe. They were the ancestors of a people that historians call the Shona. Some Shona still live in Zimbabwe today. The ancient Shona settled near the Zambezi River to have more room to live and plant crops. They organized themselves into **clans** and built big stone houses that they called **zimbabwes**.

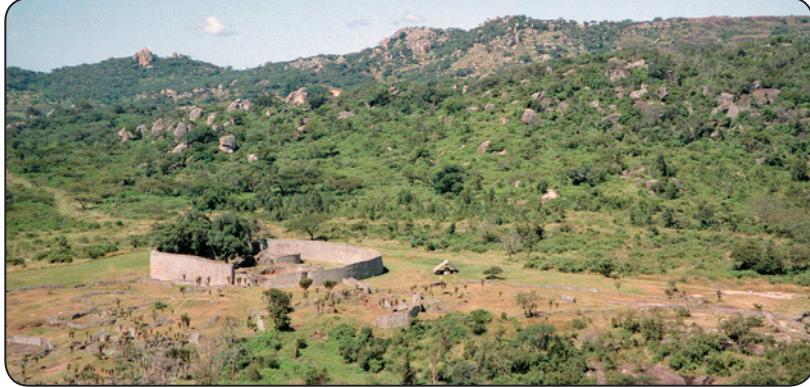
One city was known as **Great Zimbabwe**. Historians believe this city

could have been home to as many as twenty thousand people. All the buildings were built of stone without any mortar. Stone slabs were tightly stacked on top of one another to create a smooth surface. In some places, the remaining walls are more than fifteen feet wide and up to thirty-two feet tall.

In the city was a large zimbabwe that historians believe may have been the king's palace. They call it the Great Enclosure. A huge outer wall surrounds the Great Enclosure. This wall is over eight hundred feet long.

The ancient Shona were farmers and raised cattle. The Shona found gold along the rivers and streams and traded it for textiles, glass beads, and porcelain. Why the Shona moved away during the 1400s remains a mystery. The empire may have grown too big for the land to support them or the center of trade may have moved farther north.

The Great Enclosure, part of the Great Zimbabwe ruins



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◆ Lesson 136 ◆

Objectives

- Locate ancient Mwene Mutapa and the modern country of Zimbabwe on a map
- Identify features of buildings of the ancient Shona
- Identify common features of the coastal cities in eastern Africa
- Identify how traders and explorers influenced Africa and whether the results were positive or negative
- Identify ways to aid in the spread of the gospel

Vocabulary

clan zimbabwe

Materials

- Africa Then & Now* from Lesson 128
- Chapter 12 Organizer* from Lesson 128

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

What information can archaeologists learn from the ruins of a city? *possible answer: The remains of buildings, pottery, jewelry, and other artifacts can reveal a civilization's manner of life, social structure, and religious beliefs.*

- In today's lesson you will learn about the ruins of a great city and how it has given clues about the people who lived there long ago.

Teach for Understanding

Discussion

page 339

Guide the student in completing the appropriate sections of the *Chapter 12 Organizer*.

- Display the *Africa Then & Now* map.
- In what modern country was the ancient kingdom of Mwene Mutapa? **Zimbabwe**
- What kind of ruins did the people of the Mwene Mutapa kingdom leave behind? **stone walls and buildings**
- What do historians call the descendants of the Mwene Mutapa people? **the ancient Shona**
- Near what river did the ancient Shona settle? **Zambezi River**
- What name is given to the groups into which the Shona organized themselves? **clans**
- What is a clan? **a group of families descended from a common ancestor**
- What were the Shona's big stone houses called? **zimbabwes**
- What do historians call the ruins of the city that could have been home to as many as twenty thousand people? **Great Zimbabwe**
- What is unusual about the construction of the buildings in Great Zimbabwe? **They were built of tightly-stacked stone slabs without any mortar.**
- What is the large zimbabwe in that city called? **the Great Enclosure**
- How do historians believe it was used? **as the king's palace**
- How long was the outer wall of the Great Enclosure? **over eight hundred feet long**
- How did the ancient Shona earn their living? **by farming, raising cattle, and trading gold found in rivers and streams**
- Judging from the picture, in what type of biome was the city located? **a savanna**
- What mystery surrounds the ancient Shona? **why they moved away in the 1400s**

FOCUS Answers

1. a big stone house built for a clan of ancient Shona people
2. Most were Muslim and used the language Swahili when conducting trade.

Discussion

page 340

- Where did the Shona trade their gold? *on the eastern coast in cities built especially for trade*
- Who controlled these cities in the 900s? *Arabian and Persian merchants*
- ☒ Look at the History TimeLine in the Activity Manual. What line of kings began in Europe about the same time central trade cities were being established in western Africa? *Viking*
- ☒ What happened in Egypt about three hundred years before coastal trade cities were established in western Africa? *The Muslims conquered Egypt.*
- ⊕ Display the *Africa Then & Now* map.
- ⊕ Locate the countries of Somalia and Mozambique on the map. The city of Mogadishu was located in what is now Somalia, and Sofala was in Mozambique.
- Caption answer: *Swahili*
- Although the coastal cities were spread out and not part of an empire, what did they have in common? *Most of them were Muslim, and they used the same trading language, Swahili.*
- How did the language Swahili get its name? *from the Arabic word meaning "coast"*
- Where is Swahili still spoken today? *parts of eastern Africa*
- What types of items were traded in addition to gold? *ivory, rhinoceros horns, tortoise shells, animal skins, and perhaps even live animals*
- What were the people's other occupations along the eastern coast besides trading? *fishermen, farmers, masons, and builders*
- What type of house was popular among the wealthy merchant class? *coral houses*
- How was coral prepared to be used as a building material? *It was brought out of the ocean and exposed to air, which hardened the coral into a sturdy material.*

Eastern Africa's Coastal Cities

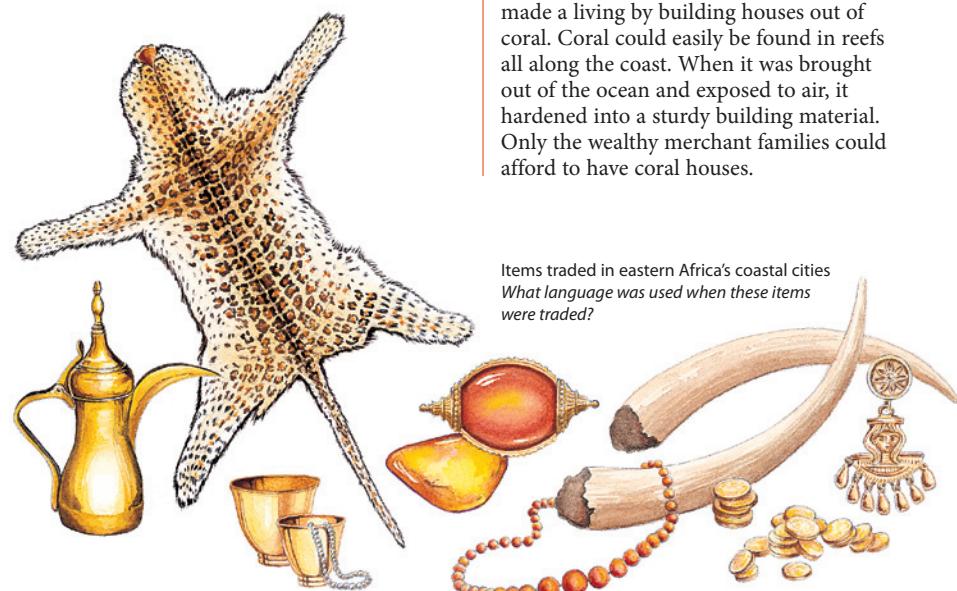
The Shona traded their gold on the eastern coast of Africa in cities built especially for trade. By the 900s these cities were controlled by Arabian and Persian merchants who traded with far-away ports in Asia and India. Mogadishu (MOH guh DEE shoo) was the northernmost city, and Sofala (soh FAHL uh) was the southernmost city.

These coastal cities were not part of any empire. They were independent. However, they still had certain things in common. Almost all the cities were Muslim. They also used the same language when conducting trade. This language was Swahili. Swahili includes many

words from Arabic. In fact, the name Swahili comes from the Arabic word that means "coast." This language is still spoken in parts of eastern Africa today.

As the cities grew, more items became available for trade. In addition to gold, other popular products included ivory, rhinoceros horns, tortoise shells, and animal skins. A Chinese admiral, Cheng Ho, visited eastern Africa's coastal cities. He reportedly brought back live exotic animals to China, such as giraffes, ostriches, and zebras.

Trading was not the only occupation along Africa's eastern coast. Fishermen, farmers, masons, and builders also lived there. Because so many traders needed boats, boat building was a profitable business. In some of the cities, masons made a living by building houses out of coral. Coral could easily be found in reefs all along the coast. When it was brought out of the ocean and exposed to air, it hardened into a sturdy building material. Only the wealthy merchant families could afford to have coral houses.



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Items traded in eastern Africa's coastal cities
What language was used when these items were traded?



Mwene Mutapa—The phrase *Mwene Mutapa* is Shona for "ravager of the lands." Mwene Mutapa was the name of the kingdom and also the name for the line of kings that reigned over the ancient Shona people.

Great Zimbabwe—In the nineteenth century, the site of Great Zimbabwe was investigated by archaeologists who believed the city had been built by foreigners rather than by an indigenous people. Much of the archaeological evidence of the city's inhabitants was carelessly discarded in attempts to find evidence for the theory of a non-African construction. Later archaeological efforts confirmed that the city had been built by an African people.

Swahili—Swahili is still spoken in much of eastern Africa today. There are at least fifteen different dialects of Swahili. It is the native language of many eastern Africans, and it is the lingua franca (common language) for most of Africa's eastern coast. Swahili is essentially a Bantu language but borrows many words from Arabic.



The Cape Coast Castle in Ghana was built for the trade of timber and gold and later used for the slave trade.
Look at both pictures. What else was the castle used for?

the 1400s to the 1800s. Because a popular item of trade was guns, wars and violence increased. Families were torn apart, and fear reigned. Because the Africans often fled from their

cities to avoid capture, civilization and culture in many parts of Africa were hindered from growing.

Trade with the outside world brought new religions into Africa. Often these religions were mixed with traditional African beliefs. Many African peoples who conducted business with Muslim traders adopted Islam. Christianity also began to spread in Africa as European missionaries came to preach the gospel.

Fishermen outside the Cape Coast Castle, where cannons look out onto the Gulf of Guinea



New Influences in Africa

The culture and customs of Africa remained unchanged for centuries. But as trade and exploration increased, new practices and new influences traveled into the continent.

One new practice that harmed Africa was the slave trade. Slaves became one of the most prominent exports from Africa. Slavery had long been practiced within Africa itself, and Africans had sometimes traded slaves to Europe and Asia. But the international trade of African slaves did not become widespread until the 1600s. As Europeans settled and formed colonies on the continents of North and South America, their demand for slaves increased.

The slave trade had many negative effects on Africa. The African population declined. More than ten million Africans were sold into slavery from

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Discussion

page 341

► What was the new practice that was most harmful to Africa? *the slave trade*

🕒 Look at the History TimeLine in the Activity Manual. As the slave trade was beginning in Africa around the 1400s, what empire fell in Europe? *Byzantine*

🕒 Who was the ruler in Mesoamerica about this time? *Montezuma II*

► To what countries were African slaves traded? *to other countries within Africa itself and to countries in Europe, Asia, and eventually North and South America*

► In what years did the international trade of slaves become widespread? *1600s*

► What century are the 1600s? *seventeenth*

► What were some negative effects of slave trade on Africa? *a decline in population, an increase in wars and violence, broken families, fear, and hindered growth of civilization and culture*

► What other new influences came into Africa as a result of trading? *religions, especially Islam and Christianity*

📖 Both positive and negative influences came into Africa as it had more and more contact with other continents through trading. From a biblical worldview, what was the positive result? *People from other continents brought the gospel into many different parts of Africa.*

📷 Caption answer: *defense*

Discussion

page 342

- What do you think was the thick book that the new storyteller carried? *the Bible*
- Who do you think the new storyteller is? *a pastor or a missionary*
- What is the storyteller's story about? *the true account of Creation, the Fall, and redemption through Christ*
- 💡 Why do you think something seems different to Namasha after she hears the new storyteller's stories? *possible answer: God is working in her heart to help her see the truth of the Bible.*
- 📖 In Matthew 24:14 what has God promised about the gospel of Christ's kingdom? *It will be preached to all nations before the end comes.*
- 💡 What are some ways God's people can help in the work of preaching the gospel to all the nations of the world? *possible answers: share Christ with others in their own country, do mission work in other countries, give and pray for gospel ministries* [BAT 5c: Evangelism and missions]

Activity Manual

Study Skill—pages 175–76

Review—pages 186–87

This Study Guide reviews Lessons 134 and 136.



A Ghanaian national missionary

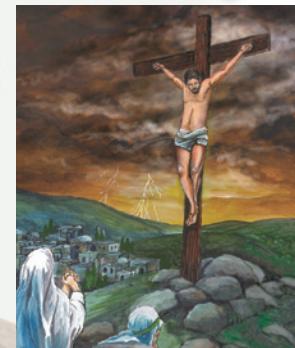
Son. Jesus Christ came to earth to walk and talk with men and women. He came to die for them because He loved them just as His Father did. Now people who believe in Him can be forgiven and spend eternity with God."

Namasha watched the face of this new storyteller. His eyes were kind. His stories came from the thick book that he carried everywhere.

"In the beginning, God created the world—the sky, the trees, the mountains, the hills, the rivers. And then He created man and woman. He walked on the earth and talked with them and loved them. But then they disobeyed Him. He still loved them, even after they had sinned, so He gave them a gift—His only

Ever since this new storyteller had come to the village, something had changed. Monkeys and parrots still called from the forest. Light still slanted through the bamboo trees and made crisscrossed shadows on the village paths. The river still rippled in the distance. But something was different.

Namasha leaned closer as the missionary held up a picture of a man, torn and bleeding, hanging on a wooden cross. She wanted to hear more of these new stories about Jesus.



And this gospel of the kingdom shall be preached in all the world for a witness unto all nations; and then shall the end come.

Matthew 24:14

Chapter 12 Summary

Name _____

Define these terms

botanist	oasis
clan	oral history
desert	rainforest
griot	savanna
linguistics	zimbabwe



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

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

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 Askum
- 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

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Chapter Review



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♦ Lesson 138 ♦

Objective

- Recall concepts and terms from Chapter 12

Introduction

Materials for the Chapter 12 Test will be taken from Activity Manual pages 178, 182–83, and 186–87. You may review any or all of the material during this lesson. The chapter organizer from Activity Manual pages 175–76 may help with review and study. You may choose to review Chapter 12 by playing “Continent Contest” or a game from the Game Bank (G 1–2 ☐).

Activity Manual

Chapter Review—page 188



Continent Contest

Display the *Regions of Africa* map (M 12.1 ☐). Divide the class into teams. Each team chooses a different-colored marker. When a student answers a review question correctly, he draws an X with his team's colored marker on an African country. The team with the most X's at the end of the game wins.