

# African Civilizations

## ESSENTIAL QUESTION

### *Why do people trade?*

Think about how this question might relate to the cultural exchanges between African civilizations and other parts of the world during this time period.

COLLABORATE



#### TALK ABOUT IT

Discuss with a partner what type of information you would need to know to answer this question. For example, one question might be: How did the establishment of trade routes across the Sahara and Sahel regions impact African society?

**DIRECTIONS:** Now write down three additional questions that would help you explain how trade developed among African civilizations, as well as between Africa and other parts of the world.

#### MY RESEARCH QUESTIONS

Supporting Question 1:

---

---

Supporting Question 2:

---

---

Supporting Question 3:

---

---

**ESSENTIAL QUESTION**  
*Why do people trade?*

**THE STORY BEGINS...**

**LESSON 1**  
**The Rise of African Civilizations**

Written by Ghana to see that the king was a powerful and wealthy man. All of the gold and silver were taken to his palace and stored in a vault. Nothing, however, could prevent the king from the acquisition of the gold and silver. Not only was the king allowed to store the gold and silver in his vault, but he was also allowed to trade it with other kings.

As an audience or to their generation (generation), people often do in a more general (general) sense. And the king was not only allowed to trade, but he was also allowed to trade with other kings. The king was not only allowed to trade, but he was also allowed to trade with other kings. The king was not only allowed to trade, but he was also allowed to trade with other kings.

—from *The Rise of African Civilizations*, 2012



# The Rise of African Civilizations

**DIRECTIONS:** Search for evidence in Chapter 7, Lesson 1 to help you answer the following questions.

### ESSENTIAL QUESTION

*Why do people trade?*

- As you gather evidence to answer the Essential Question, think about:
- the role of geography in the rise of civilizations.
  - how trade encouraged cultural exchange.

### My Notes

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**1A IDENTIFYING CAUSE AND EFFECT** What elements of the landscape impacted where civilizations developed in Africa?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**1B** How did the Sahara and Sahel zones impact cultural exchange between East and West Africa?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**2 GEOGRAPHY** Why was the Niger River important to the rise of civilizations in West Africa?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

- 3 IDENTIFYING CAUSE AND EFFECT** The participation of West African civilizations in the Africa-Europe-Asia trade network between 400 B.C.E. and 1400 C.E. greatly impacted these societies. In the graphic below, identify why the following elements of trade were so important to the West African kingdoms.

ELEMENT OF TRADE	VALUE
CAMELS	
SALT	
GOLD	

- 4 ECONOMICS** Complete the following chart to record the impact of how the development of trade and trade routes influenced the West African kingdoms.

Economic Impact of Trade

## ESSENTIAL QUESTION

*Why do people trade?*

## Equestrian Figure from the Mali Empire

**DIRECTIONS:** Examine the following image and answer the accompanying questions.

**EXPLORE THE CONTEXT:** The image below is a terra-cotta sculpture, created between 1200 and 1400 C.E. and found near the city of Djenne. This city became an important stop in the trans-Saharan trade route. The Mali warrior is depicted dressed in military gear and astride a horse. Some Arabic documents note that Mansa Musa had a cavalry of more than 100,000 during his reign in the early 1300s C.E. Horses were not native animals to Africa and required tremendous care and maintenance.

**PRIMARY SOURCE: SCULPTURE**

Copyright © McGraw-Hill Education; Werner Forman/Universal Images Group/Getty Images

**1 ANALYZING** What do the warrior and horse appear dressed to do in this sculpture?

---

---

---

---

---

**2 HISTORY** How might the history of the rise of the Mali Empire be illustrated in this sculpture?

---

---

---

**3 ANALYZING TEXT EVIDENCE** After referring to the text, describe the significance of this warrior being depicted on horseback.

---

---

---

---

---

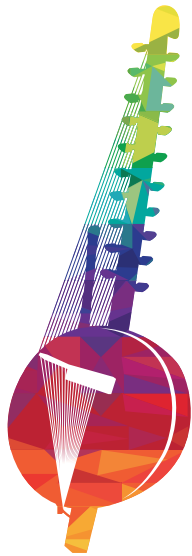
**4 DRAWING CONCLUSIONS** What important clues does this statue provide about the Mali Empire?

---

---

---

## ESSENTIAL QUESTION

*Why do people trade?*

## VOCABULARY

*prowess*: skill, talent*exploits*: heroic acts, adventures*accentuated*: highlighted*decisive*: significant*provocations*: causes of anger

## The West African Griot

**DIRECTIONS:** Read the following excerpt and answer the accompanying questions.

**EXPLORE THE CONTEXT:** Griots served an important role in the royal courts of West African rulers. These artists were storytellers who relayed the history of the empires to the people.

## PRIMARY SOURCE: BOOK

“The bard, or griot, in West Africa, who used to relate the epic, was first and foremost an artist. His aim was to entertain the listeners who were fond of hearing about the prowess and exploits of the kings and warriors. The griot usually accentuated the superhuman dimensions of the hero. In order to make his tale more pleasant, he skillfully used his art, the literary form of his narrative, the beauty of this language and any other device which could strike the imagination of his listeners. He emphasized decisive moments such as fights, provocations, plots and magical scenes. . . . in order to make his narrative enjoyable, the griot was usually accompanied by a musical instrument. Indeed, in West Africa, the strong rhythm of the epic was almost always punctuated by a ngoni, a khalam, or a tam-tam, and the crowd participated by repeating the refrain in chorus.”

—from *An Introduction to the African Prose Narrative*, 2004

**1 CITING TEXT EVIDENCE** What was the goal of most griots?

---



---



---



---

**2 DETERMINING MEANING** What can you determine about the meaning of the words “ngoni, a khalam, or a tam-tam” based on this context?

---

---

---

---

---

**3 ANALYZING TEXT EVIDENCE** After referring to the text, describe what you know about the people of West Africa based on the role of the griot in this society. Think about the elements that unified the culture.

---

---

---

---

---

---

---

---

---

---

**4 DRAWING CONCLUSIONS** What point of view does this historian use when describing the griot?

---

---

---

---

---

---

---

**ESSENTIAL QUESTION**  
 • How does religion shape society?

**THE STORY BEGINS...**

**LESSON 2**  
**Africa's Governments and Religions**

Mansa Musa was a deeply religious man. In fact, religion was so important to him that he traveled thousands of miles from his home in Mali on a pilgrimage to Mecca. Of course, as the king of the wealthy empire of Mali, Mansa Musa traveled in great style. Courtiers, people and animals journeyed as a part of the caravan. The pack animals carried more than just food and water for the caravan to survive. They also carried enormous amounts of gold. Mansa Musa was generous with his riches and gave away much gold on his trip. In Timbuktu, a Muslim historian recorded the effect of Mansa Musa's generosity in Songhai.

44 The son of Mansa Musa, Suleiman, came with his identification [passports] to the city to take over [the position] of ruler of a royal office without the gift of ransom of gold. The Caliph made considerable [and unexpected] profits out of him with his selling, buying, and selling and giving and taking. They exchanged gold with the [silver] and silver in [gold] and caused the price to fall. 45



© 2014 Pearson Education, Inc. or its affiliate(s). All rights reserved. This material is intended solely for educational use and is not to be distributed or used in any other manner without the prior written permission of Pearson Education, Inc.

# Africa's Governments and Religions

**DIRECTIONS:** Search for evidence in Chapter 7, Lesson 2 to help you answer the following questions.

**1 INTERPRETING** Why did some West African leaders originally accept Islam?

---



---



---



---



---

**2 CITING TEXT EVIDENCE** Use the chart to describe how the elements of adopting Islam in African civilizations impacted their society.

ADOPTION OF ISLAM	IMPACT
Trade with Muslim merchants and civilizations	
Adoption of Islamic laws	
Teaching the Quran	

## ESSENTIAL QUESTION

*Why do people trade?*

As you gather evidence to answer the Essential Question, think about:

- the role of trade in the spread of Islam in Africa.
- the influence of Islam on African society and government.

## My Notes

---



---



---



---



---



---



---



---



---

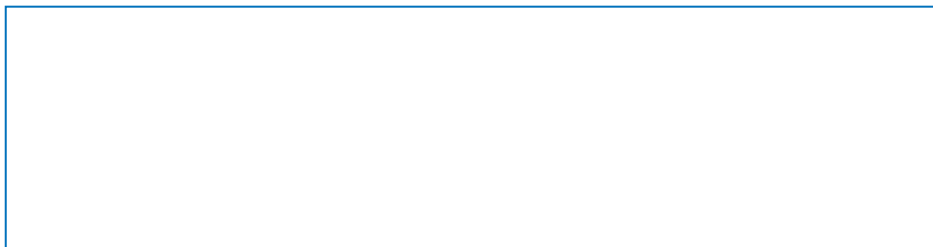
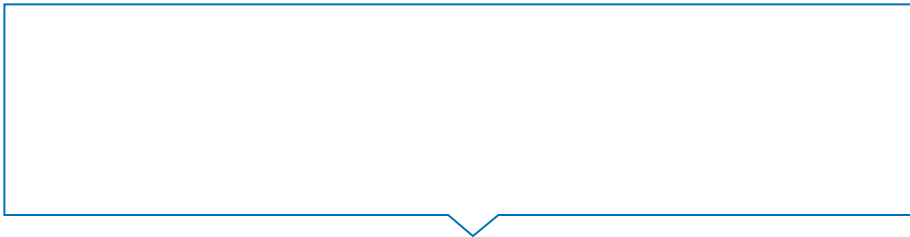
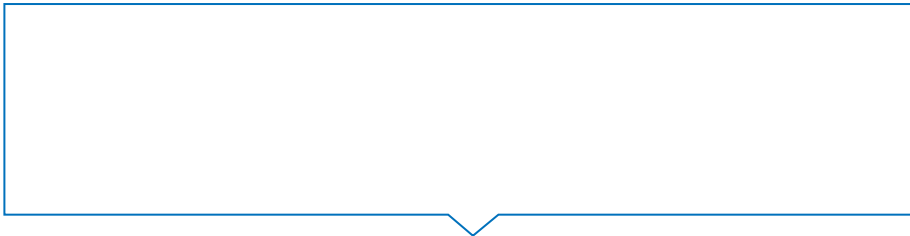


---



- 3 **HISTORY** Use the chart to identify some results that sprang from the introduction of Islam to the kingdoms in Africa.

**RESULTS OF THE INTRODUCTION OF ISLAM TO AFRICAN KINGDOMS**



## ESSENTIAL QUESTION

*Why do people trade?*

## West African Military and Trade

**DIRECTIONS:** Read the following excerpt and answer the accompanying questions.

**EXPLORE THE CONTEXT:** The historian John Powell describes the importance of the trans-Saharan trade route as a source of wealth. African rulers taxed the goods being traded and also raised funds by offering protection to travelers along trade routes.

## SECONDARY SOURCE: BOOK

“Ghana’s emergence as the first of the West African empires ultimately set the stage for subsequent developments identified with the establishment of the kingdoms of Mali and Songhai. In each instance the intensification of trade along the trans-Saharan trade network was a critical factor underlying the expansion, influence and institutionalization of the military orders of the day. In fact, much of the wealth generated to support the maintenance of professional armies—documented by various Islamic writers to have ranged between 40,000 and 200,000 soldiers—was derived directly from the military and police protections afforded foreign travelers merchants on the trans-Saharan trade corridor.”

— John Powell, *Weapons & Warfare: Modern Weapons and Warfare (since c. 1500)*, 2010

## VOCABULARY

*ultimately:* finally  
*subsequent:* later  
*intensification:*  
building up,  
strengthening

*institutionalization:* to  
establish as  
usual, or normal  
*derived:* developed

- 1 CITING TEXT EVIDENCE** According to John Powell, how did West African armies pay for their large armies?

---



---



---



---



---

**2 DETERMINING MEANING** What does Powell’s description of the military tell you about the structure of West African governments?

---

---

---

---

---

---

---

---

---

---

---

---

**3 CITING TEXT EVIDENCE** Which phrase does Powell use to describe the relationship between trade and the size of the military? Underline the words he used.

---

---

---

---

---

---

---

---

**4 HISTORY** How does this perspective on African government influence our understanding of how trade impacted West African life?

---

---

---

---

---

---

---

---

## ESSENTIAL QUESTION

*Why do people trade?*

## Rituals and Beliefs of the Nyakyusa

**DIRECTIONS:** Read the following excerpt and answer the accompanying questions.

**EXPLORE THE CONTEXT:** The Nyakyusa were a Bantu-speaking people who lived in the area north of Tanzania, in the Ngonde plain. Monica Wilson records the rituals and beliefs of this people in the following excerpt focused on the ruler called King Kyungu.

**SECONDARY SOURCE: ANTHROPOLOGICAL STUDY**

“Great precautions were taken to preserve his health. He lived in a separate house with his powerful medicines . . . When the Kyungu did fall ill he was smothered by the nobles who lived around him at Mbande, and buried in great secrecy, with a score or more of living persons—slaves—in the grave beneath him, and one or two wives and the sons of commoners above. And in the midst of all this slaughter the nobles brought a sheep to look into the grave that the dead Kyungu might be gentle (mololo) like the sheep! The living Kyungu was thought to create food and rain, and his breath and the growing parts of his body—his hair and nails and the constantly replaced mucus of his nose—were believed to be magically connected with the fertility of the Ngonde plain. When he was killed his nostrils were stopped so that he was buried ‘with the breath in his body’; while portions of his hair and nails and of his nasal mucus were taken from him beforehand and buried by the nobles of Ngonde in the black mud near the river. This was ‘to defend the country against hunger, to close up the land, to keep it rich and heavy and fertile as it was when he himself lived in it.’”

— Monica Wilson, *Communal Rituals of the Nyakyusa*, 1970

**VOCABULARY**

*precautions:* safety measures  
*nasal:* having to do with the nose  
*beforehand:* in advance

**1 ANALYZING** What is one of the primary roles of the Kyungu as described in this excerpt?

---

---

---

---

---

**2 HISTORY** What does the role of the Kyungu illustrate about the Bantu people's relationship with their environment?

---

---

---

---

---

**3 ANALYZING TEXT EVIDENCE** After referring to the text, describe what you know about the practices and beliefs of the Nyakyusa.

---

---

---

---

---

**4 DRAWING CONCLUSIONS** What can you determine about the Nyakyusa beliefs by examining how they treat the Kyungu when he falls ill?

---

---

---

---

---

**ESSENTIAL QUESTION**  
"What does culture shape society?"

**LESSON 3**  
**African Society and Culture**

Around the year 5000 B.C.E., a group of people known as the Bantu began to migrate from West Africa and spread out across the continent. Like migrants in other parts of the world, the Bantu carried their culture with them and influenced the societies where they settled. An important part of Bantu culture of the past and present is the use of pottery, or hard earthenware that is made by heating clay in a kiln.

**THE STORY BEGINS...**

**44** You are all beautiful one way. This one said. "I don't notice the beauty of ability until I see others" he said. "I notice the beauty of your jawline!"

This one "he will get his work!" They said this and in that moment of that hour, a dawn comes. They rise, saying "let us build a great wall!"

He had the beauty of teeth, but in truth, he wanted only to be. He had the beauty of ability to build a wall. The other comes, it is the sun. Now, the beauty of teeth is accepted because he had been treated; it is shared by all. The sun comes.

—from the story of Anansi (from a collection)



# African Society and Culture

**DIRECTIONS:** Search for evidence in Chapter 7, Lesson 3 to help you answer the following questions.

## ESSENTIAL QUESTION

*Why do people trade?*

As you gather evidence to answer the Essential Question, think about:

- the cultural traditions and ideas that many African societies share.
- the reasons for the origination of slavery in Africa.

### My Notes

---

---

---

---

---

---

---

---

---

---

**1A IDENTIFYING CAUSE AND EFFECT** How did Bantu people spread their beliefs and ideas to large portions of Africa?

---

---

---

**1B** What role did families play in African society?

---

---

---

---

---

---

---

**2 GEOGRAPHY** How did geography determine which regions were most impacted by the Atlantic slave trade?

---

---

---

---

---

---

---

---

---

**3 HISTORY** Use the chart to identify some cultural results of the family serving as the central unit of African society.

**CULTURAL RESULTS OF AFRICAN SOCIETY BASED ON FAMILY**

Blank box for notes.

Blank box for notes.

Blank box for notes.

Blank box for notes.

**4 INTERPRETING** How did the capture and forced removal of enslaved people impact African societies?

Four horizontal lines for writing.

## ESSENTIAL QUESTION

*Why do people trade?*

## African Folktales

**DIRECTIONS:** Read the following excerpt and answer the accompanying questions.

**EXPLORE THE CONTEXT:** The Bantu people, a term that includes a large variety of ethnic groups, have common mythology and folklore. The following is typical of Bantu narratives that feature talking animals that are symbolic of different human attributes. These were most often used to educate the listener.



## PRIMARY SOURCE: FOLKTALE

“The hyena, for no apparent reason beyond ingrained ill-nature, put the tortoise up into the fork of a tree, where he could not get down. A leopard passed by and saw him: “Do you also climb trees, Tortoise?” “The hyena is the person who put me there, and now I can’t get down if I try.” The leopard remarked, “Hyena is a bad lot,” and took the tortoise out of the tree. We are not told what the leopard looked like at this time, but he would seem to have been ‘self-coloured,’ for the tortoise, offering out of gratitude for his rescue to “make him beautiful, did so by painting him with spots, saying, as he worked, “Where your neighbour is all right, be you also all right [*makora*].” The leopard, when he went off, met a zebra, who admired him so much that he wanted to know who had made him beautiful, and himself went to the tortoise. In this way he got his stripes. This “Just-so” story accounts not only for the markings of the leopard and the zebra, but for their being creatures of the wild, for when the people, hoeing their gardens, saw them they exclaimed, “Oh! the big beauty! Catch it and let us domesticate it!” or words to that effect, so both of them fled into the bush, where they have remained ever since.”

—“How the Leopard Got His Spots” from *Myths and Legends of the Bantu* [Date unknown]

## VOCABULARY

*ingrained:* deep-rooted

*tortoise:* a land-dwelling turtle

*lot:* sort

*self-coloured:* being of a single color

*makora:* Swahili word for “scamp” or “rascal”

*domesticate:* tame



**1 CITING TEXT EVIDENCE** How is the hyena portrayed here?

---

---

---

**2 DETERMINING MEANING** What is the significance of this narrative and the belief, “Where your neighbour is all right, be you also all right?”

---

---

---

---

---

---

---

---

**3 ANALYZING TEXT EVIDENCE** After referring to the text, what do you know about the Bantu people? Why is a story featuring animals important to understanding this civilization?

---

---

---

---

---

---

---

---

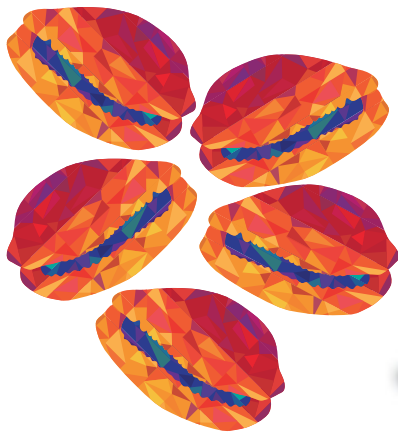
**4 DRAWING CONCLUSIONS** What can you determine about the Bantu culture based on this folktale?

---

---

---

## ESSENTIAL QUESTION

*Why do people trade?*

## West African Money Cowries

**DIRECTIONS:** Read the following excerpt and answer the accompanying questions.

**EXPLORE THE CONTEXT:** Cowries functioned in African societies as currency, jewelry, and religious accessories. These shells symbolized strength, fertility, and wealth. Cowrie shells played an important role in the Atlantic trade of enslaved people, as well. Cowrie shell artifacts have been discovered in old enslaved peoples' quarters that were dug up for study in the United States.

## SECONDARY SOURCE: BOOK

“In sub-Saharan West Africa, cowries were the most popular currency for centuries. These so-called “money cowries” are the shells of small snail-like creatures that live in the tropical waters of the Indian and Pacific Oceans. As early as the 13th century, Arab traders were carrying cowries from the Maldiv Islands in the Indian Ocean to Egypt, then across the desert to the markets of sub-Saharan West Africa. Europeans were interested to find that in commercial transactions, Africans tended to prefer cowries to gold, and by the 16th century the shells were being imported in the ships of Dutch and English traders to the Guinea coast of West Africa.”

—from *Empires of Medieval West Africa: Ghana, Mali, and Songhay*, 2005

## VOCABULARY

*currency*: money

*commercial*

*transactions*: business dealings

*advent*: beginning

**1 CITING TEXT EVIDENCE** What role did cowries play in Atlantic trade?

---



---



---



---



---

**2 DETERMINING POINT OF VIEW** What perspective does this author give on the value of cowries compared to gold in West African society?

---

---

---

---

---

---

---

---

**3 CITING TEXT EVIDENCE** Which words serve as a clue to understanding why cowries might be so highly valued by West Africans? Underline the words, and explain why this is the best clue.

---

---

---

---

---

---

---

---

**4 DRAWING CONCLUSIONS:** Why do you think cowries were a good form of currency?

---

---

---

---

---

---

---

---

## ESSENTIAL QUESTION

*Why do people trade?***1 Think About It**

Review the Supporting Questions that you developed at the beginning of the chapter. Review the evidence that you gathered in Chapter 7. Were you able to answer each Supporting Question?

If there was not enough evidence to answer your Supporting Questions, what additional evidence do you think you need?

---

---

---

---

**2 Organize Your Evidence**

Use the chart below to organize the evidence you will use to support your position statement.

Central Idea
Supporting Details

### 3 Write About It

A position statement related to the Essential Question should reflect your conclusion about the evidence. Write a position statement for the ESSENTIAL QUESTION: *Why do people trade?*

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### 4 Connect to the Essential Question

On a separate piece of paper, write a play about a trade caravan crossing the Saharan desert in the 1300s. Think about describing how the traders will make the journey, what goods they might be carrying, what religion they might practice, how long the journey will take, and what risks are involved.

Keep in mind the Essential Question about why people trade as you write about this journey.

# TAKING ACTION



**MAKE CONNECTIONS**

In this chapter, we have explored a folktale from Africa and what that story reveals about beliefs and cultural traditions. Folktales can be found around the world. In the United States, each region has different sets of folktales and fables that reflect the ethnic background and beliefs of the groups that initially settled these places. In some instances, these ideas no longer reflect the ideas and beliefs of the people.

**DIRECTIONS:** Research a folktale from the region where you live. Write an article for the school newspaper about what the folktale reveals about the beliefs and practices of the people who settled your region. Be sure and comment on how these beliefs and cultural traditions are similar to and different from those in your community today.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---