



◀ Several of the figures on the wall represent the famous masked Dogon dancers, who perform symbolic dances. [Modern photo of the village meeting place in Ireli, Dogon Country, Mali]

400 B.C.E. TO 1500 C.E.

African Civilizations

CHAPTER 7

ASKING ESSENTIAL QUESTIONS

Why do people trade? • How does religion shape society? • How does culture shape society?

What Will I Learn? I will learn about the origins and development of African civilizations, including the importance of trade and culture.

Why Does This Matter to Me? Contact between African civilizations and other parts of the world led to a far-reaching cultural exchange that helped shape the world we live in today. The ongoing celebration of African art and traditions such as storytelling, music, and traditional art forms has influenced many of today's cultures.

How Will I Know That I Learned It? I will be able to describe the major civilizations of Africa and their cultural characteristics, and I will be able to explain the role that trade played in shaping and influencing culture.

Using Your Inquiry Journal As you read this chapter and examine the primary sources, use your Inquiry Journal to help you make notes and expand your list of questions. As you gather information, think about how you will answer the Essential Questions above.

LESSON 1

The Rise of African Civilizations

LESSON 2

Africa's Governments and Religions

LESSON 3

African Society and Culture



FOLDABLES[®] Study Organizer

Go to the Foldables[®] library in the back of your book to make a Foldable[®] that will help you take notes while reading this chapter.

PLACE & TIME African Civilizations 400 B.C.E. to 1500 C.E.

The earliest civilizations in Africa emerged about five thousand years ago. These early kingdoms developed rich cultures that excelled at many art forms. Later African empires were affected by the arrival of Islam and then Europeans. All had an impact in creating the Africa we know today.



The geography of Africa has determined where people settle. This aerial photo of Cape Town, South Africa, shows a coastal city. The Table Bay Harbour is visible in the foreground. Near it stands the Greenpoint Stadium, home of the 2010 men's soccer World Cup.

STEP INTO THE PLACE



GEOGRAPHIC REASONING

The vast and varied landscape of Africa influenced the development of civilizations on the continent.

- 1. EXPLORING PLACE** In which part of Africa would you find the most land that is difficult to farm?
- 2. PATTERNS AND MOVEMENT** What impact do you think the Great Rift Valley might have had on where people settled?

Wildlife abounds in Africa. Individual countries now have laws protecting their wildlife. These elephants, living near Kilimanjaro, are a protected species. Environmentalists are concerned about other types of wildlife. All over the continent, animal life is recognized as one of Africa's most valuable resources.



STEP INTO THE TIME

CHRONOLOGICAL THINKING

A variety of climates is found in Africa. According to the time line, where and in what climate zone did the earliest kingdoms appear?

AFRICAN CIVILIZATIONS

c. 250 B.C.E.
Mali is West Africa's largest trading center

c. 250 C.E.
Bantu peoples settle south of Sahara

400 B.C.E.

1 C.E.

400 C.E.

THE WORLD

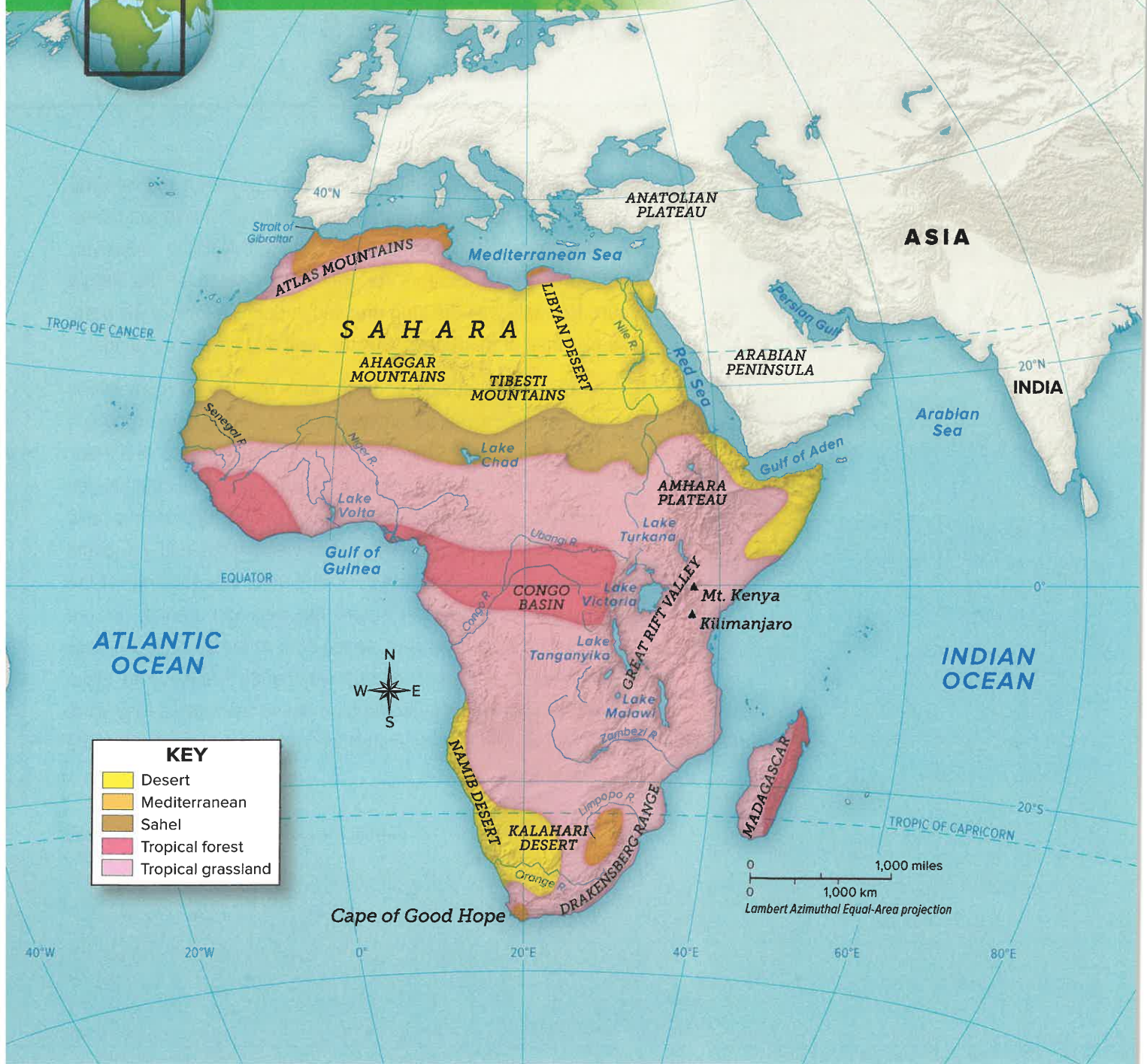
c. 312 B.C.E.
Romans build Appian Way

c. 44 B.C.E.
Julius Caesar killed

c. 400 C.E.
Yamato control Japan



CLIMATE ZONES OF AFRICA



KEY

- Desert
- Mediterranean
- Sahel
- Tropical forest
- Tropical grassland

c. 800s–900s C.E.
Ghana is trading empire

c. 1352 C.E.
Ibn Battuta reaches West Africa

c. 1441 C.E.
First captives in European slave trade

c. 1493 C.E.
Muhammad Ture rules Songhai

800 C.E.

1200 C.E.

1500 C.E.

c. 800 C.E.
Pope crowns Charlemagne

c. 1000 C.E.
Vikings reach North America

c. 1215 C.E.
King John signs Magna Carta

c. 1492 C.E.
Spain defeats Moors

ESSENTIAL QUESTION

- *Why do people trade?*

THE STORY BEGINS...

Gold, like these modern-day bars from the Ashanti region of Africa, made the kingdom of Ghana wealthy.

LESSON 1

The Rise of African Civilizations

Visitors to Ghana knew that the king was a powerful and wealthy man. After all, his vast kingdom was home to extensive salt mines and gold mines, all of which he controlled. Nothing, however, could prepare the visitors for the extravagance of the king's court. Not only was the king dressed in riches, so were his pets. The historian al-Bakri describes the king and his surroundings:

“He sits in audience or to hear grievances [complaints] against officials in a domed pavilion [building] around which stand ten horses covered with gold-embroidered materials. Behind the king stand ten pages [attendants] holding shields and swords decorated with gold, and on his right are the sons of the (vassel) kings of his country wearing splendid garments and their hair plaited [braided] with gold. The governor of the city sits on the ground before the king and around him are ministers seated likewise. At the door of the pavilion are dogs of excellent pedigree [heredity] who hardly ever leave the place where the king is, guarding him. Round their necks they wear collars of gold and silver studded with a number of balls of the same metals.”

—from *The Book of Routes and Realms*, 1068



West African Kingdom	Product

ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the three major West African trading kingdoms and at least one product that each kingdom traded. Use a chart like this one to organize the information. Explain how these early empires grew wealthy and powerful.

AFRICAN BEGINNINGS

GUIDING QUESTION *How did early peoples settle Africa?*

Scientists believe that the first humans appeared in eastern and southern Africa between 150,000 and 200,000 years ago. These early peoples lived as hunters and gatherers, moving from place to place to hunt and gather food.

About seven or eight thousand years ago, they began to settle in villages. They learned to tame animals and grow crops. Around 3000 B.C.E., farming villages became more widespread and organized. Africa’s first civilizations, Egypt and Kush, developed.

A VAST AND VARIED LANDSCAPE

The people of Africa found opportunities and challenges in the geography of the continent. First of all, Africa is very large in size. After Asia, Africa is the world’s largest continent.

Most of Africa lies in the Tropics. However, this enormous continent is made up of five geographic zones.

Rain forests stretch along the Equator, which slices through the middle of the continent. These forests make up about 10 percent of Africa’s land **area**. The rain forest zone gets heavy rainfall, and it is warm there all year long. The dense growth of trees and plants can make farming difficult. Farmers, however, clear some of the forestland to grow root crops, such as yams.

GRASSLANDS AND DESERTS

Vast grasslands make up the second zone, stretching north and south of the rain forest. **Savannas** (suh•VAN•uhz) are tropical grasslands dotted with small trees and shrubs. These flat or rolling plains cover about 40 percent of Africa’s land area. The savannas have high temperatures and uneven rains. However, they get enough rainfall for farming and herding. Farmers grow grains, such as sorghum (SAWR•guh•m), and herders raise cattle and other animals.

In northern Africa, the savannas connect with a third zone—one with even drier grasslands known as the Sahel (SA•hil).

ANALYZING KEY IDEAS AND DETAILS

1. DETERMINING CENTRAL IDEAS

What is the central idea of the section?

2. SUMMARIZING

What does each part of the section discuss?

DETERMINING MEANING

What are some differences between a rain forest and a **savanna**?

DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of **adequate**?



GEOGRAPHIC REASONING

Differences in geographic features, such as climate, have had a strong influence on life in Africa's geographic zones.

1. **EXPLORING PLACE** Which geographic feature covers most of East Africa?
2. **SPATIAL THINKING** How might the geographic zones of Africa have affected interaction between people from the northeastern and northwestern parts of the continent?

Plants that grow there provide barely enough food for people and animals. The people of the Sahel were traditionally hunters and herders.

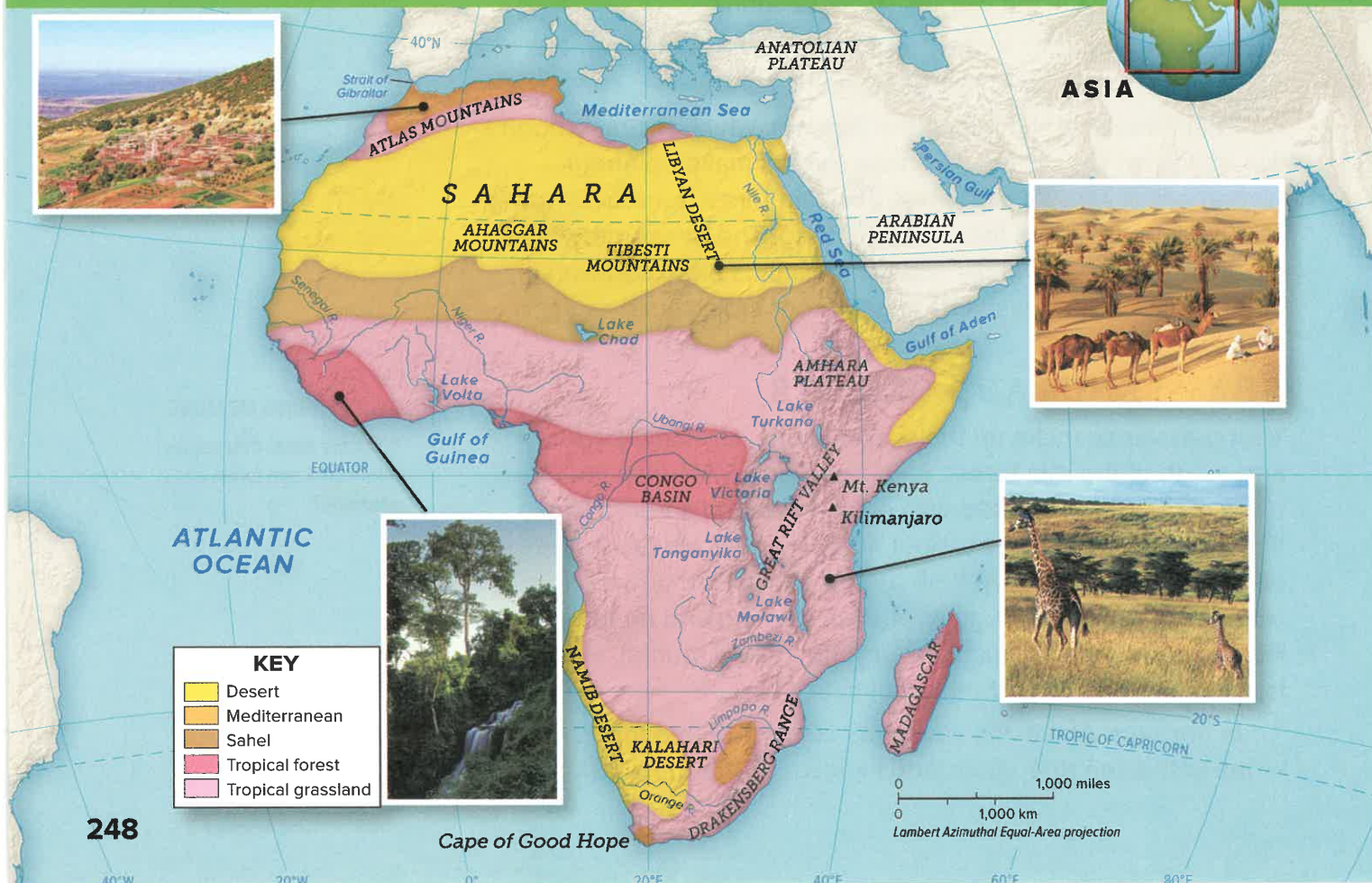
Deserts are Africa's fourth zone. They are found north and south of the grasslands. About 40 percent of the land in Africa is desert. The world's largest desert—the Sahara—stretches across much of North Africa. For years, the deserts limited travel and trade. People had to move along the coastline to avoid these vast seas of sand.

Small areas of mild climate—the Mediterranean—make up the fifth zone. These areas are found along the northern coast and southern tip of Africa. In these areas, **adequate** rainfall, warm temperatures, and fertile land produce abundant crops. This food surplus can support large populations.

AFRICA'S LANDFORMS AND RIVERS

Most of Africa is covered by a series of plateaus. A **plateau** (pla•TOH) is an area of high and mostly flat land. In East Africa, mountains, valleys, and lakes cross the plateau. Millions of years ago, movements of Earth's crust created deep cuts in the

GEOGRAPHY AND CLIMATE ZONES IN AFRICA



COMPARING AFRICA TO THE UNITED STATES

	Africa	United States
Size	11,724,000 square miles (30,365,000 sq. km)	3,794,085 square miles (9,826,680 sq. km)
Population Today	about 1.18 billion people	about 323 million people
Longest River	Nile River 4,160 miles (6,693 km)	Missouri River 2,565 miles (4,130 km)
Largest Desert	Sahara 3,500,000 square miles (9,065,000 sq. km)	Mojave 15,000 square miles (38,850 sq. km)



Encyclopaedia Britannica OnLine s.v., "Africa,"
www.britannica.com; CIA World Factbook, www.cia.gov

surface of the plateau. This activity created the Great Rift Valley. In recent years, scientists have found some of the earliest human fossils in the Great Rift Valley.

Many large river systems are found in Africa. Egypt and Kush flourished along the banks of the Nile River in North Africa. The Niger (NY-juhr) River is a similarly important river in West Africa, or the Sudan, as it was known in ancient Africa. The Niger River promotes the diverse climate zones of West Africa, which include savannas, the Sahel, and rain forests. The Niger River also supported communication and trade throughout West Africa. Trade and farming in the river valley allowed villages and towns to grow throughout the Sudan.

People living south of the Sahara also learned to make iron. This skill spread from East and Central Africa to West Africa. By 250 B.C.E., Djenné-jeno (jeh•NAY-JEH•noh) emerged as the largest trading center in West Africa. Artisans created gold jewelry, copper goods, iron tools, and pottery. Merchants traded these goods, along with rice, fish, and cattle. Djenné-jeno became a central trading post within western Africa. The city was part of a complex system of trade networks that sent West African gold to Europe, the Middle East, and India.

✓ CHECKING FOR UNDERSTANDING

- EXPLAINING** What is one reason that Africa has such varied geography?
- EXPLAINING CAUSE AND EFFECT** How did Africa's climate zones affect people's ability to raise crops?

Many areas of Africa remain mostly unpopulated. Africa's population represents only about 10 percent of the world's total population.

DESCRIBING How do Africa and the United States compare in size and population?

This photo shows the Great Rift Valley, a deep crack in Earth's crust that is 6,000 miles (9,659 km) long. The valley began forming 20 million years ago.

INTEGRATING VISUAL INFORMATION What do the discoveries about human life in the Great Rift Valley suggest?



TRADING EMPIRES IN AFRICA

GUIDING QUESTION *How did trade develop in Africa?*

For thousands of years, the hot, dry Sahara isolated North Africa from the rest of the continent. Then, about 400 B.C.E., the Berber people of North Africa found ways to cross the Sahara to a place they called the Sudan—now known as West Africa. Trade soon opened between the two regions.

HOW DID THE SAHARA TRADE DEVELOP?

For hundreds of years, the Berbers carried goods across the Sahara on donkeys and horses. These animals often did not survive the desert heat. The Romans introduced the central Asian camel in 200 C.E., which changed trade in Africa. Camels are well suited for the desert. Their humps store fat for food, and they can travel for many days without water. The Berbers quickly adopted camels as a source of food and as a way to travel.

Berber traders formed caravans to cross the Sahara between North Africa and West Africa. West African merchants sent gold mined in their region to towns bordering the Sahara. From there, these trans-Saharan caravans carried the gold northward. Some of this African gold reached Europe and Asia. Christian and Muslim rulers in these areas valued African gold.

Caravans from West Africa also carried ivory, spices, leather, and ostrich feathers. In addition, they **transported** enslaved people captured in wars. Merchants sent these captives to the Mediterranean area and Southwest Asia where they were forced to serve as soldiers or servants. Together, caravans and trade made West Africa a central part of the Afroeurasian trade networks from 400 B.C.E. to 1400 C.E.

CHECKING FOR UNDERSTANDING

- 1. IDENTIFYING EFFECTS** In what way did the Romans affect the Sahara trade?
- 2. ASKING QUESTIONS** What questions might you need to ask to determine what changed about trade with the use of camels?

WEST AFRICAN KINGDOMS

GUIDING QUESTION *Why did West African trading empires rise and fall?*

Caravans also headed from North Africa to West Africa. They transported cloth, weapons, horses, paper, and books. Once in West Africa, they traded for salt from mines in the Sahara.

During the 700s C.E., Berber and Arab traders brought Islam to West Africa. They established ties with West African merchants, many of whom became Muslims.

UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING TEXT

PRESENTATION How does the author organize the information in the section?

2. ANALYZING POINT OF VIEW

What is the author's purpose in writing the section?

UNDERSTANDING CRAFT AND STRUCTURE

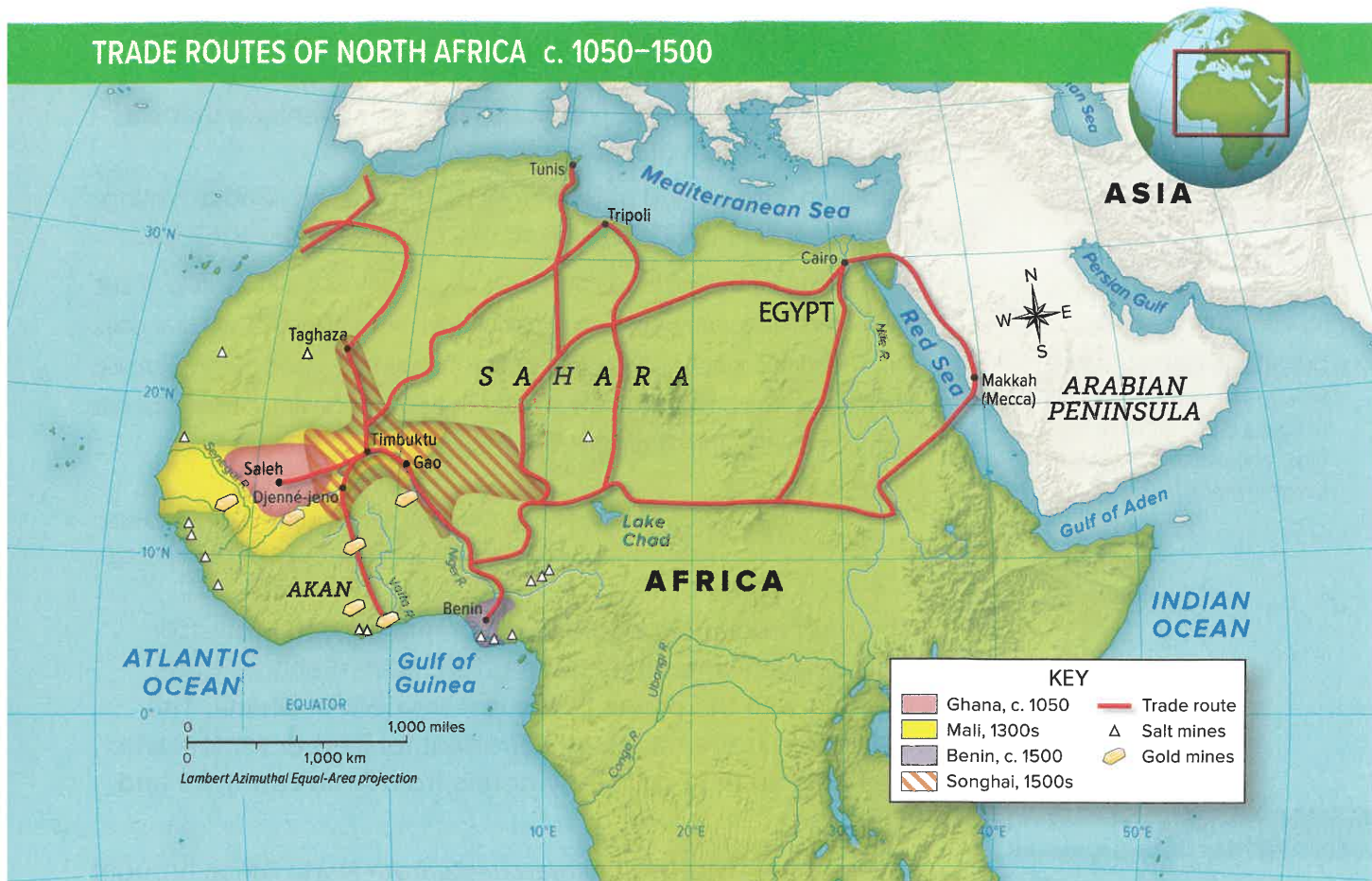
1. ANALYZING TEXT

PRESENTATION How did the author organize the information in this section?

2. ANALYZING STRUCTURE

Why did the author organize the information in this way?

TRADE ROUTES OF NORTH AFRICA c. 1050–1500



The trans-Saharan trade brought prosperity to West Africa. Trade spurred population growth, and powerful city-states emerged in the region. Eventually, rulers of these city-states began to build empires. From the 500s C.E. to the 1300s C.E., these African empires were larger and wealthier than most European kingdoms.

HOW DID GHANA BEGIN?

Ghana (GAH•nuh) was the first great trading empire in West Africa. It rose to power during the 400s C.E. and was located in the Sahel. This area of mostly grassland stretched across north central Africa. Fertile soil and iron tools helped the farmers of Ghana produce enough food.

Ghana was located between the Sahara salt mines and gold mines near the West African coastal rain forests. As a result, Ghana became an important crossroads of trade. From Ghana, trade routes extended into North Africa to the Niger River. They also linked to kingdoms in the Central African rain forest. Some routes reached all the way to Africa's eastern coast.

Ghana's military power allowed it to control the trade of gold and salt. Kings of Ghana used the military to dominate those who produced and traded salt and gold. Control of the trade allowed



GEOGRAPHIC REASONING

The opening of trade routes allowed the people of North Africa and West Africa to exchange products, such as gold and salt.

- 1. EXPLORING PLACE** Describe the location of Djenné-jeno.
- 2. EXPLORING PLACE** What resource was found in the kingdom of Mali?
- 3. SPATIAL THINKING** Using the map's scale, how many miles would a caravan have traveled along a route from Tunis to Benin?

ANALYZING PRIMARY SOURCES

1. CITING TEXT EVIDENCE

According to the text, which trade good carried the highest tax?

2. DETERMINING CENTRAL IDEAS

Why do you think the kingdom of Ghana levied different types and amounts of taxes on different goods?

the kings of Ghana to pay for a large army. These wealthy kings also could afford to equip their soldiers with iron weapons. Durable and deadly, these weapons were an advantage that was multiplied by the size of Ghana's army.

Abdullah Abu-Ubayd al-Bakri (eh-**BEHK**-ree), an Arab traveling writer, described how Ghana taxed merchants around 1067 C.E.:

“The king [of Ghana] exacts one dinar of gold on each donkey-load of salt that enters his country, and two dinars of gold on each load of salt that goes out. A load of copper carries a duty of five mitqals and a load of merchandise ten mitqals. The best gold in the country comes from Ghiaru, a town situated eighteen days' journey from the capital [Kumbi].”

—from *The African Past; Chronicles From Antiquity to Modern Times: Ghana in 1067*, by Basil Davidson, 1964

The high demand for gold and salt guaranteed profits for merchants even when they were taxed. Trans-Saharan trade grew along with the power of the government of Ghana. The trans-Saharan trade remained important for Berber traders who wanted gold so they could buy goods from Arab countries and from Europe.

At the same time, Muslim merchants from North Africa brought metal goods, textiles, horses, and salt to Ghana. Salt was used to preserve and flavor food. It was especially important in West Africa as people needed extra salt to replace what their bodies lost in the hot climate. Through trade in gold and salt, Ghana reached the height of its power in the 800s C.E. and 900s C.E.

BIOGRAPHY

ABDULLAH ABU-UBAYD AL-BAKRI (c. 1010–1094)

Abdullah Abu-Ubayd al-Bakri was a Spanish-Muslim historian and geographer. His most profound work, *Book of Highways and of Kingdoms*, served as a guide for travelers and explorers. Historians debate whether al-Bakri ever actually left Spain. However, his book provides an in-depth look at the kingdom of Ghana, including accurate descriptions of the state's two main cities.

CITING TEXT EVIDENCE How might al-Bakri have been able to write so accurately about places he had never been?






RISE OF MALI

During the 1100s, invaders from North Africa disrupted Ghana's trade, and the empire fell. As Ghana weakened, local groups separated to form new trading states in West Africa.

In the 1200s, a small state named Mali (MAH-lee) conquered Ghana. Like Ghana, Mali built its wealth and power on the gold and salt trade networks of Afroeurasia. Most of its people, however, were farmers who grew grains such as sorghum, millet, and rice. The farmers lived in villages with local rulers, who served as religious and administrative leaders. Each ruler sent tax revenue from the village to the kings of Mali.

West African **griots** (GREE-ohz), or storytellers, credit a great king for Mali's rise. His name was Sundiata Keita (sun-dee-AH-tuh KY-tuh)—the “Lion Prince.” Sundiata united Mali's people during his rule from 1230 to 1255. Sundiata conquered territory from the Atlantic coast inland to the trading city of Timbuktu (TIHM-BUHK-TOO). His conquests put Mali in control of the gold mines in the western Sudan.

AFRICAN TRADING EMPIRES 100–1600 C.E.

	East Africa	West Africa	West Africa	West Africa	SE Africa
Location					
Time Period	c. 100–1400	c. 400–1200	c. 1200–1450	c. 1000–1600	c. 700–1450
What was Traded	ivory, myrrh, frankincense, enslaved people	iron products, animal products, salt, gold	salt, gold	salt, gold	gold, copper, ivory
Key Facts	King Ezana converted to Christianity; made it the official religion.	Taxes from traders passing through made Ghana rich.	King Mansa Musa built mosques and libraries.	Songhai gained control of West African trade by conquering Timbuktu.	Kings Mutota and Matope built huge empires.

SITE OF ENCOUNTER: MALI

The Empire of Mali grew wealthy and powerful from the trans-Saharan trade. Due to tax revenues from gold, salt, and farmed goods, the empire continued to expand its influence into the 1300s. Cultural exchanges took place as Berber and Arab traders traveled to Mali. The Arabic language, Muslim architecture, and the religion of Islam heavily influenced Mali's society.

Mali doubled in size under the rule of Mansa Musa (MAHN•sah moo•SAH). Mansa Musa (*mansa* means “king”) ruled from 1312 to 1337. As a devoted Muslim, he encouraged Muslim scholars and artists to visit his capital in Niana and other major cities. He used the empire's wealth to support Muslim artists and scholars who built mosques and centers of learning, such as the mosque of Sankore in Timbuktu. The city became a center of Islamic culture and learning that drew scholars from places such as Cairo and Baghdad. Timbuktu's location also made it an ideal trading center for gold and salt. Mansa Musa proved to be the last powerful ruler of Mali. By 1359, civil war divided Mali.

HOW DID SONGHAI BEGIN?

Mali weakened after the death of Mansa Musa in 1337. One of the states that eventually broke away from Mali's control was Songhai (SAWNG•eye). In 1464, Sunni Ali (sun•EE ah•LEE) became the ruler of Songhai. He seized control of Timbuktu. Sunni Ali used Songhai's location along the Niger River to extend his territory to include the salt mines. Songhai soon controlled the trade in salt from the Sahara and gold. By 1492, Songhai was the largest

West African empires controlled trade for more than 1,000 years.

- 1. SEQUENCING** How long after the decline of Ghana did the Songhai Empire come to an end?
- 2. EXPLAINING** How were the goods traded by Ghana and Mali alike and different?

empire in West Africa until it fell to invaders from North Africa by 1600. The West African kingdoms ruled the savannas. The rain forest, near the Equator, also had its own kingdoms. They included Benin, which arose in the Niger delta, and Kongo, which formed in the Congo River basin.

✓ CHECKING FOR UNDERSTANDING

1. **IDENTIFYING** What were two valuable products traded through Ghana?
2. **SUMMARIZING** Name the most important person in the founding of Mali.

EAST AFRICAN KINGDOMS

GUIDING QUESTION *How did trade affect the development of East African kingdoms?*

ANALYZING KEY IDEAS AND DETAILS

1. **SUMMARIZING** What is the central idea of this section and what details support it?
2. **CITING TEXT EVIDENCE** Why did coastal traders have different goods to exchange than the inland traders?

The powerful East African kingdom of Kush thrived on the Nile River for hundreds of years. One of Kush's neighbors was the kingdom of Axum (AHK•SOOM) on the Red Sea. Axum was an important stop on the trade route linking Africa, the Mediterranean, and India. Axum exported ivory, incense, and enslaved people. It imported cloth, metal goods, and olive oil.

By the 1300s, traders from Africa's key ports along the Indian Ocean began to trade with inland states. The coastal traders exchanged silk, glass beads, carpets, and pottery for minerals, ivory, and coconut oil. An important trading state called Zimbabwe (zihm•BAH•bway) arose in southeastern Africa. In the 1400s, its empire reached from south of the Zambezi (zam•BEE•zee) River to the Indian Ocean.

✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING CAUSES** Why did Axum become a prosperous trading center?
2. **EXPLAINING EFFECTS** Explain how Indian Ocean trade affected Africa.

LESSON 1 REVIEW AND ACTIVITIES

Time and Place

1. **EXPLAINING** Review the map "Trade Routes of North Africa." How did the size of the kingdom of Ghana compare to the size of Mali?

Building History-Social Science Analysis Skills

2. **EXPLAINING EFFECTS** What role did coastal cities play in the economic life of East Africa?
3. **DESCRIBING** What challenge did early traders in North Africa face? How did they respond to the challenge?
4. **EXPLAINING CAUSES** How did the empire of Mali grow so large under Mansa Musa?

Writing About History

5. **NARRATIVE WRITING** You live in ancient East Africa. Your family is traveling to West Africa. In a personal journal, describe what you might experience when you arrive in West Africa. Tell about the people, land, and weather.

Collaborating

6. **PRESENTING** With a partner, select one of the five main geographic zones of Africa. Create a short digital presentation that describes your chosen zone. Include at least five key facts and two images. Share your presentations in small groups or with your class.



Include this lesson's information in your Foldable®.

ESSENTIAL QUESTION

• How does religion shape society?

THE STORY BEGINS...

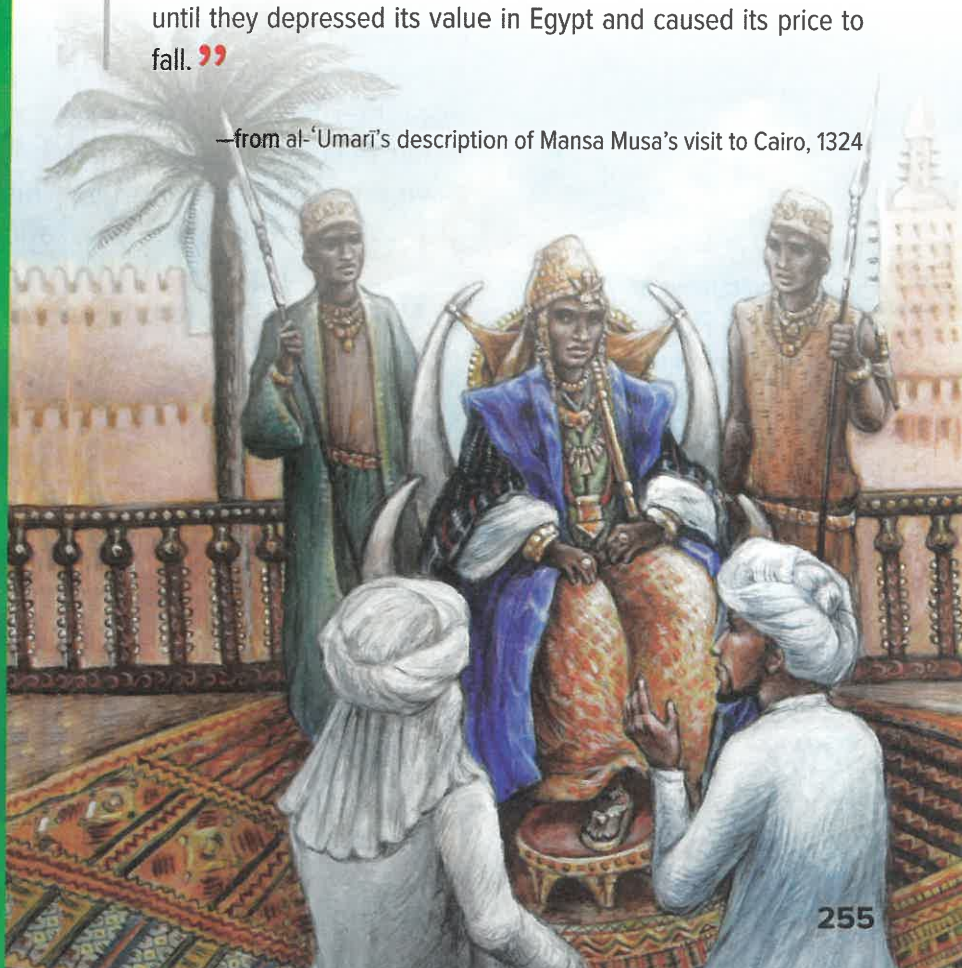
LESSON 2

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 Makkah. Of course, as the king of the wealthy empire of Mali, Mansa Musa traveled in grand style. Countless 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. Al-'Umarī, a Muslim historian, describes the effects of Mansa Musa's generosity in Cairo, Egypt:

“This man [Mansa Musa] flooded Cairo with his benefactions [donations]. He left no court emir [commander] nor holder of a royal office without the gift of a load of gold. The Cairenes made incalculable [not measurable] profits out of him and his suite in buying and selling and giving and taking. They exchanged gold until they depressed its value in Egypt and caused its price to fall.”

—from al-'Umarī's description of Mansa Musa's visit to Cairo, 1324



Mansa Musa's excessive donations caused the price of gold in Egypt to fall for years. [Modern illustration]

Leader	Accomplishments
Mansa Musa	
Muhammad Ture/ Askia Muhammad	
Sunni Ali	

ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the accomplishments of leaders of ancient African societies. Use a chart like this one to record the accomplishments of each leader listed. Summarize the similarities among these leaders.

ANALYZING KEY IDEAS AND DETAILS

- 1. DETERMINING CENTRAL IDEAS** What is the central idea of the section?
- 2. SUMMARIZING** What does each part of the section discuss?

CITIZENSHIP

CIVIC AND POLITICAL INSTITUTIONS

Governments of early African civilizations varied in the ways that rulers governed their people. The states of Ghana and Mali had strong central governments, in which the ruler held most of the power. Less powerful local rulers supported the king and played a limited role in making decisions. This differs from the present-day governments of Ghana and Mali. Today, Ghana and Mali have presidents who are directly elected by citizens. Both countries also have legislative and judicial branches that share power in running the government.

AFRICAN RULERS AND SOCIETY

GUIDING QUESTION *How did African rulers govern their territories?*

In most ancient societies, rulers were isolated from their subjects. In Africa south of the Sahara, the distance between kings and the common people was not as great. Often, African rulers would hold meetings to let their people voice complaints. In Ghana, drums called the people to the king. Anybody with a concern could address him. Before talking, subjects demonstrated their respect. They poured dust over their heads or fell to the ground. Next, they bowed and stated their business. Then they waited for their king's reply.

KINGS AND THE PEOPLE

Africans developed different ways to rule their territories. Powerful states, such as Ghana and Mali, favored strong central governments. Power rested with the rulers. They settled disputes, controlled trade, and defended the empire. They expected total loyalty from their people. Everyone benefited from the relationship. Merchants received favors from kings and paid the kings taxes in return. Local rulers held some power and gave the kings their support. This system allowed kingdoms to grow rich, control their lands, and keep the peace.

WHAT WAS GHANA'S GOVERNMENT LIKE?

The kings of Ghana were strong rulers who played active roles in running the kingdom with the help of ministers and advisers. Many advisers came from the royal household, which included the family members of the king, military leaders, and other officials. Ghana's kings also surrounded themselves with other capable advisers, such as jurists, scholars, interpreters, and treasurers. The kings asserted their authority by appointing the sons of rival lords as part of this royal court.

As the empire grew, the kings divided their territory into provinces. Lesser kings often governed the provinces, which were made up of districts and governed by district chiefs. Each district was composed of villages belonging to the chief's clan. A **clan** is a group of people descended from the same ancestor.

Ghana's government had a **unique** method of transferring power from one ruler to another. "This is their custom and their habit," stated an Arab writer, "that the kingdom is inherited only by the son of the king's sister." In Arab lands, property was inherited by a man's sons. In Ghana, leadership passed to the king's nephew.

THE GOVERNMENT OF MALI

Mali had a government like that of Ghana, but on a grander scale. Mali had more territory, more people, and more trade. As a result, royal officials had more responsibilities. The royal court employed both foreign and native-born Muslims as administrators.

Mali's kings controlled a strong central government. Their empire was divided into provinces, like those of Ghana. However, the kings put generals in charge of these areas. Many people supported the generals because the generals protected Mali from invaders. Also, the generals often came from the provinces they ruled.

Like the kings in Ghana, the rulers of Mali controlled the trans-Saharan trade with their powerful army. To further increase their wealth, they collected tribute from African farmers. To ensure taxes and tribute were paid, Mali's kings maintained a large army to protect gold producers in the empire, the people of Mali, and trade routes. The army protected the territory and economy of the empire which, in turn, allowed kings to spend money on the army.

Mansa Musa, Mali's most powerful king, won the loyalty of his subjects by giving them gold, property, and horses. He gave military heroes the "National Honor of the Trousers." As one Arab writer said:

“Whenever a hero adds to the lists of his exploits [adventures], the king gives him a pair of wide trousers, and the greater the number of the knight's [soldier's] exploits, the bigger the size of his trousers.”

—from *Medieval West Africa: Views from Arab Scholars and Merchants*,
excerpt by Ibn Fadl Allāh al-'Umarī, 1301–1349

BIOGRAPHY

IBN FADL ALLĀH AL-'UMARĪ (1301–1349)

Ibn Fadl Allāh al-'Umarī was a Syrian scholar and historian. Although al-'Umarī was born into a family of government leaders, his independent spirit made him unsuitable for life in public office. He was fired from his government post and imprisoned. After his release from prison, al-'Umarī was reinstated but then fired again. Despite his failed attempts as a government official, Ibn Fadl Allāh al-'Umarī's writing is an important contribution to historical understanding of the cultures and governments of West and North Africa.

ANALYZING POINTS OF VIEW Why might historians today be interested in reading Ibn Fadl Allāh al-'Umarī's accounts of West and North African cultures and governments?

DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of **unique**?



The kings of Ghana taxed gold. This tax helped to control the amount of gold produced.

In Mali, only the king and his family could wear clothing that was sewn, like the clothes we wear today. Other people wore pieces of cloth wrapped around their bodies to form clothing. The trousers awarded to military heroes were truly a great honor.

GOVERNMENT IN SONGHAI

Songhai built on the political traditions of Ghana and Mali. It reached the height of its power under Muhammad Ture. A general and a devout Muslim, Muhammad Ture seized power in 1493 and created a new dynasty. He was a capable administrator who divided Songhai into provinces. A governor, a tax collector, a court of judges, and a trade inspector ran each province. Muhammad Ture **maintained** the peace and security of his empire with a navy and soldiers on horseback.

✓ CHECKING FOR UNDERSTANDING

1. **EXPLAINING CAUSES** Why did many people in Mali support the generals who ruled the provinces?
2. **DESCRIBING** How was the government of Songhai organized?

MAKING CONNECTIONS

ANCESTOR WORSHIP AND ANIMISM

Traditional African religions generally teach that one God created the universe and that this God left the daily concerns of humans to Deities, spirits, and ancestors. Many Africans worship ancestors. They are believed to protect humans from harm and to promote strong morals. Ancestors are believed to provide humans access to spiritual guidance. Many Africans also believe that spirits or souls are found in all natural objects, such as animals, trees, rivers, and mountains. This belief is called animism and it is often practiced as part of other religions. People who practice animism believe that the spiritual beings can help or harm human interests.

TRADITIONAL AFRICAN RELIGIONS

GUIDING QUESTION *How did traditional religions influence African life?*

Most African societies shared some common religious beliefs. One of these was a belief in a single creator God. Many groups, however, carried out their own religious practices. These practices differed from place to place.

In some religions, the creator God was linked to a group of lesser Gods. The Ashanti people of Ghana believed in a supreme God whose sons were lesser Gods. Others held that the creator God had once lived on Earth but left in anger at human behavior. This God, however, was forgiving if people corrected their ways.

Even though Africans practiced different religions in different places, their beliefs served similar purposes. They provided rules for living and helped people honor their history and ancestors. Africans also relied on religion to protect them from harm and to **guarantee** success in life. A special group of people, called diviners, were believed to have the power to predict events. Kings often hired diviners to guarantee good harvests and protect their kingdoms.

✓ CHECKING FOR UNDERSTANDING

1. **COMPARING** What was one common belief of most African religions?
2. **DESCRIBING** What was the role of diviners in African religion?

ISLAM ARRIVES IN AFRICA

GUIDING QUESTION *How did Islam spread in Africa?*

Beginning in the 700s C.E., traditional African religions were **challenged** by the arrival of Islam. Through trade, Berber and Arab merchants eventually introduced Muslim beliefs to West Africa. African rulers welcomed Muslim traders and allowed their people to **convert** to Islam. The rulers did not become Muslims themselves until the 1000s C.E. By the end of the 1400s, much of the population south of the Sahara had converted to Islam.

ISLAM IN THE GHANA EMPIRE

Islam made its way to Ghana as part of the trans-Saharan trade. The kings of Ghana accepted Islam to improve relationships with the Muslims who traded goods in and out of the kingdom. Although the kings of Ghana converted to Islam, traditional religious practices remained important within the empire. Al-Bakri noted, for example, that traditional religious leaders were common around the capital city.

WHO WAS IBN BATTUTA?

Ibn Battuta (IH•buhn bat•TOO•tah) was a young Arab lawyer from Morocco. In 1325, he set out to see the Muslim world. He reached West Africa in 1352. There, he found that people had been following Islam for centuries. Yet not all West Africans were Muslims. People in rural areas still followed traditional African religions. Some rulers and traders accepted Islam only because it helped them trade with Muslim Arabs.

Ibn Battuta described in detail the people and places of West Africa. Some things amazed him. He was surprised that women did not cover their faces with veils, as was the Muslim custom.

However, he did find that West African Muslims “zealously [eagerly] learned the Quran by heart” and faithfully performed their religious duties:

“On Fridays, if a man does not go early to the mosque [a Muslim place of worship], he cannot find a corner to pray in, on account of the crowd. It is a custom of theirs to send each man his boy [to the mosque] with his prayer-mat; the boy spreads it out for his master in a place befitting him [and remains on it] until he comes to the mosque. Their prayer-mats are made of the leaves of a tree resembling a date-palm, but without fruit.”

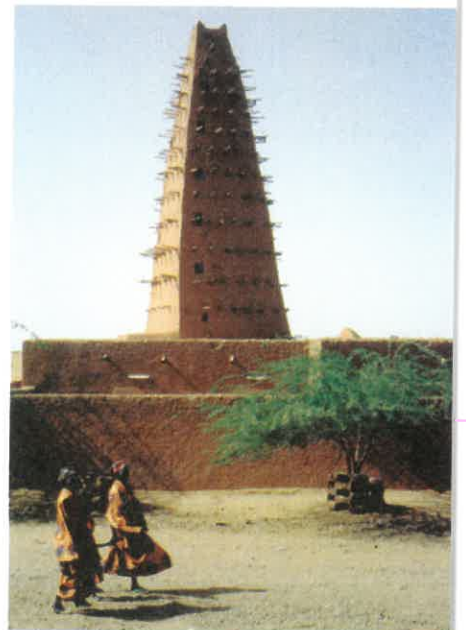
—from *Travels in Asia and Africa, 1325-1353*, by Ibn Battuta

THE JOURNEY OF MANSA MUSA

Ibn Battuta was impressed by Mansa Musa, Mali’s most famous ruler. Mansa Musa let his subjects practice different religions.

INTEGRATION OF KNOWLEDGE AND IDEAS

- 1. DISTINGUISHING FACT AND OPINION** Is the statement “Mansa Musa traveled in grand style” a fact, an opinion, or a reasoned judgment? How can you tell?
- 2. INTEGRATING VISUAL INFORMATION** How do the images of the two mosques in this section help make connections between the past and present?



The minaret of the Grand Mosque in Agadez, Niger, served as a watchtower when the mosque was built in the 1500s. The minaret was partially rebuilt in 1844. Wooden struts allow workers to climb to make repairs to the mud-brick structure.

ANALYZING PRIMARY SOURCES

- 1. CITING TEXT EVIDENCE** Which line from the excerpt shows that the Muslims whom Ibn Battuta observed were deeply devoted to their religion?
- 2. DETERMINING CENTRAL IDEAS** Why do you think Ibn Battuta described what the prayer mats were made from?

However, he was devoted to spreading Islam. Mansa Musa used his empire's wealth to build more mosques. In Timbuktu, Mansa Musa set up libraries with books from around the Muslim world.

In 1324, Mansa Musa increased the fame of Mali during a journey to Makkah (MAH•kuh). All Muslims are expected to travel to the Muslim holy city of Makkah. Mansa Musa made certain that people knew he was the ruler of a great empire.

Mansa Musa traveled in grand style. Eighty camels carried two tons of gold. Mansa Musa gave away so much gold to the poor on his journey that the price of gold fell. While in Makkah, Mansa Musa met scholars of Islam. He convinced them to return with him to Mali. They helped spread Islam in West Africa.

ISLAM IN SONGHAI AND MALI

Islam won followers among the Songhai people. Sunni Ali, the ruler, became a Muslim to keep the loyalty of merchants. After Sunni Ali died, his son refused to accept Islam. Muhammad Ture, a Songhai general, took over the government. With the backing of Muslim townspeople, he made himself king. He drove out Sunni Ali's family. He then took the name Askia.

Under Askia Muhammad (moo•HAH•muhd), the Songhai created the largest empire in West Africa's history. He ordered local courts to follow Muslim laws. He also made Timbuktu an important center of Islamic learning. Askia Muhammad set up a famous university and opened schools to teach the Quran.

The Songhai Empire **survived** disputes among royal family members. It did not, however, survive the guns of Moroccan invaders. This invasion in 1591 brought down the empire.

Southwest of Timbuktu, Djenné was founded in Mali in the 1200s near the ancient city of Djenné-jeno. It became an important trade location for gold and salt. Its reputation grew throughout the Muslim world as a center of Islamic learning, attracting students from all over West Africa. The Great Mosque of Djenné, which reflects Islamic architecture, is still considered the city's spiritual center.

HOW DID ISLAM DEVELOP IN EAST AFRICA?

Islam spread slowly in East Africa. Islam arrived in the 700s C.E., but the religion did not gain many followers until the 1100s and 1200s. A new society arose known as **Swahili** (swah•HEE•lee). It was based on a blend of African and Muslim cultures. The word *Swahili* comes from an Arabic word meaning "people of the coast." By 1331, however, it referred to the culture of East Africa's coast and the language spoken there.

The African influences on the Swahili culture came from the cultures of Africa's interior. Muslim influences came from Arab and Persian settlers. The Swahili culture and language still thrive in Africa.

Muslim architecture, such as this mosque on Lamu Island, Kenya, demonstrates the lasting influence of Islam in Africa. The Riyadha Mosque was completed c. 1900.



THE RICHEST MAN IN HISTORY

When you think of the wealthiest people in the world today, people such as Bill Gates, co-founder of Microsoft®, and Mark Zuckerberg, co-founder of Facebook®, might come to mind. But who would be the wealthiest person in the history of the world? The fortunes of today's richest people come nowhere near the wealth of Mansa Musa, the legendary King of Mali. Mansa Musa's vast empire and wealth, adjusted for inflation, is estimated at more than \$400 billion. That is more than five times the net worth of the richest person in the world in 2016. Although Mansa Musa enjoyed a lavish lifestyle with his enormous fortune, he also gave much of it away to help the needy. [Illustration 1375]



ISLAM'S EFFECT ON AFRICA

Islam had a far-reaching effect on much of Africa. Africans who accepted Islam adopted Islamic laws and ideas. They also were influenced by Islamic learning. Muslim schools introduced the Arabic language to their students. In addition, Islam influenced African art and its buildings. Muslim architects built beautiful mosques and palaces in Timbuktu and other cities.

✓ CHECKING FOR UNDERSTANDING

- SUMMARIZING** What were three ways in which Askia Muhammad encouraged the growth of Islam in Songhai?
- EXPLAINING CAUSE AND EFFECT** Why did the practice of Islam take on unique features in parts of Africa?

LESSON 2 REVIEW AND ACTIVITIES

Time and Place

- SUMMARIZING** What did the early governments of African kingdoms have in common?

Building History-Social Science Analysis Skills

- EXPLAINING IDEAS** What two meanings developed for the word *Swahili*?
- SUMMARIZING** How did the leaders of Mali manage the grand scale of their government?
- ANALYZING POINTS OF VIEW** What did Ibn Battuta observe about the different religious groups in West Africa?

Writing About History

- INFORMATIVE WRITING** Write a paragraph in which you explain how Mansa Musa worked to spread Islam in West Africa.

Collaborating

- PRESENTING** Work with a partner to answer the question “What do you think was the greatest impact of Islam on West African culture?” Come to an agreement, and then create a short digital presentation defending your opinion to share with the class. As your classmates show their presentations, take notes on points that you agree and disagree with to contribute to a class discussion.



Include this lesson's information in your Foldable®.

ESSENTIAL QUESTION

• *How does culture shape society?*

THE STORY BEGINS...

The culture of the Bantu is practiced in many ways, including storytelling, music, and dress. Herero women like this one speak the Bantu language and commonly wear full-length, colorful dresses and hats. [Modern photo]

262

LESSON 3

African Society and Culture

Around the year 3000 B.C.E., a group of people known as the Bantu began to make their way 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 new places where they settled. An important part of Bantu culture of the past and present is the use of proverbs, or short sayings that share a generally accepted truth. One Bantu folktale, “The Builder of Ability and the Builder of Haste,” explains what happens when one person works slowly and the other quickly:

“Two men call themselves one name. This one said: “I (am) Ndala, the builder of ability [skill].” The other said: “I am Ndala, the builder of haste [speed].”

They say: “We will go to trade.” They start; they arrive in [the] middle of [the] road. A storm comes. They stop, saying: “Let us build grass-huts!”

Ndala, the builder of haste, built in haste; he entered into his hut. Ndala, the builder of ability is building carefully. The storm comes; it kills him outside. Ndala, the builder of haste escaped; because his hut was finished; it sheltered him when the storm came on.”

—from *Folk-tales of Angola* [Date unknown]



Cultural Element	Main Idea
Art	
Music and Dance	
Storytelling	

ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the important ideas about different elements of African culture. Use a chart like this one to organize the information. Use examples from the text to explain the roles of dance in early African society.

AFRICAN SOCIETY

GUIDING QUESTION *Why do people in different parts of Africa have similar traditions and cultures?*

In early Africa, most people lived in rural villages. Their homes consisted of small, round dwellings made of packed mud. Villagers generally were farmers. Africa’s urban areas often began as villages with protective walls. These villages grew into larger **communities**. African towns and cities were centers of government and trade. Traders and artisans thrived in these communities. Artisans were skilled in metalworking, woodworking, pottery making, and other crafts.

FAMILY TIES

The family formed the basis of African society. People often lived in **extended families**, or families made up of several generations. Extended families included parents, children, grandparents, and other relatives. These families ranged in size from a few individuals to hundreds of members.

Extended families were part of larger social groups known as lineage groups. Members of a lineage group could trace their family histories to a common ancestor. As in many other ancient societies, older members had more power than younger people. Members of a lineage group were expected to support and care for each other.

BANTU MIGRATIONS

Many of Africa’s social practices are a result of migrations that began in West Africa about 3000 B.C.E and lasted hundreds of years. The migrants, known as the Bantu (BAN•too), shared similar languages, cultures, and technologies. The Bantu migrated from West Africa to the south and east. They spread their farming and iron-working skills, along with their languages. Today, about 220 million Africans speak hundreds of Bantu languages.

Bantu villages were also **matrilineal** (ma•truh•LIH•nee•uhl). They traced their descent, or ancestry, through mothers, not fathers. When a woman married, however, she joined her husband’s family. To make up for the loss, her family received

UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING POINT OF VIEW

What is the author’s purpose in this section?

2. ANALYZING STRUCTURE

How do the ideas in the subsection “Bantu Migrations” contribute to the main section?

DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of **matrilineal**?

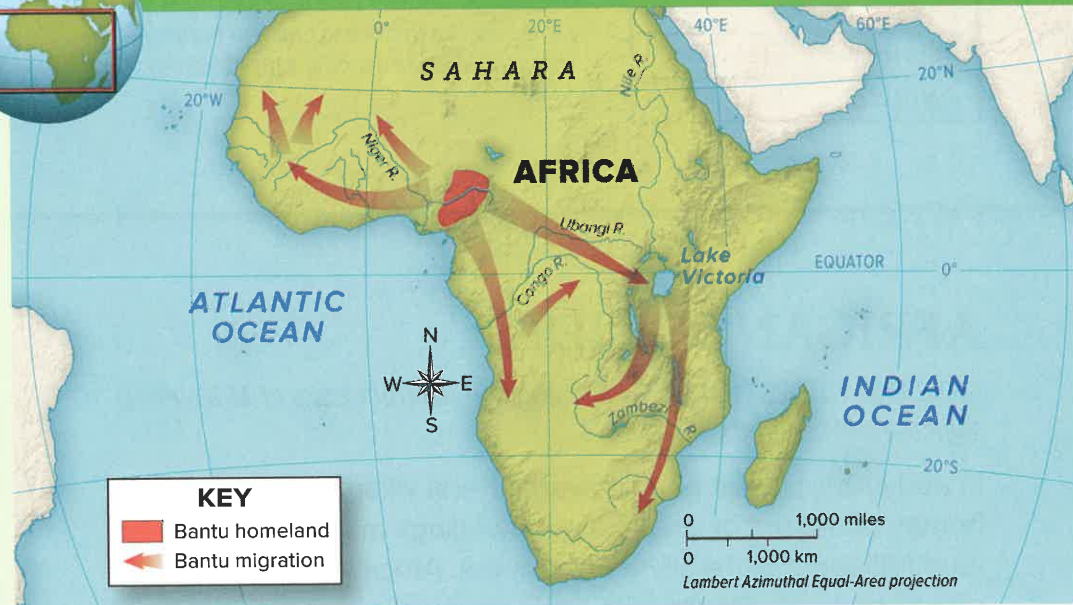
BANTU MIGRATIONS



GEOGRAPHIC REASONING

Bantu peoples settled most of Africa south of the Sahara by 300 C.E.

- 1. SPATIAL THINKING** In which direction would Bantu peoples have traveled to reach Lake Victoria from their homeland?
- 2. PATTERNS AND MOVEMENT** Why would the Bantu migrations have brought common beliefs and customs to much of Africa?



presents from the husband's family. These gifts might include cattle, goats, cloth, or metal tools.

EDUCATION

In a typical African village, educating young people and preparing them to become part of the community was a process. Children were raised by their mothers until the age of six. They learned language, family history, and songs that gave meaning to their lives. At age six, girls and boys went to separate places to learn their roles as they moved from childhood to adulthood.

Fathers then took over their sons' education. Boys learned to hunt and fish, to grow plants, and to clear fields for planting. By experience, young men learned to live and survive in the natural world. Girls continued to learn from their mothers, including how to care for the home, work in the fields, and how to be good wives and mothers. Marriage and motherhood would be their entry into the community of women.

AFRICAN WOMEN

As in most other early societies, women in Africa acted mostly as wives and mothers. Men had more rights and supervised much of what women did. Visitors to Africa, however, noticed some exceptions. European explorers were amazed to learn that women served as soldiers in some African armies.

African women also served as rulers. In the 600s C.E., Queen Dahia al-Kahina (dah•HEE•uh ahl•kah•HEE•nah) led an army against Arab invaders, who attacked her kingdom. Another woman ruler was Queen Nzinga (ehn•ZIHN•gah), who governed

lands in southwestern Africa. She spent almost 30 years fighting Portuguese invaders and resisting the slave trade.

✓ CHECKING FOR UNDERSTANDING

1. **SUMMARIZING** How were families organized in early Africa?
2. **DESCRIBING** Name two nontraditional roles some women held in early African society.

THE SLAVE TRADE

GUIDING QUESTION *How did the slave trade affect Africans?*

In 1441 a ship from the European nation of Portugal sailed down Africa’s western coast. The ship captain’s plan was to bring African captives back to Europe. During the voyage, the captain and crew seized 12 Africans—men, women, and boys. With its human cargo onboard, the ship then sailed back to Portugal. These captives were the first Africans to be part of a slave trade that would involve millions of people.

HOW WAS AFRICAN SLAVERY PRACTICED?

Slavery was a common practice throughout the world. It had been practiced in Africa since ancient times. Bantu warriors raided nearby villages for captives to use as laborers, servants, or soldiers. Some were set free for a payment. Africans also enslaved their enemies and traded them for goods. The lives of enslaved Africans were hard. Some eventually gained their freedom through work or by marrying a free person.

The trade in humans grew as Africa’s **contact** with the Muslim world increased. The Quran banned the enslavement of Muslims. Muslims, however, could enslave non-Muslims. Arab Muslim merchants, therefore, began to trade cotton and other goods for enslaved non-Muslim Africans. When Europeans arrived in West Africa, a new market for enslaved Africans opened. Africans armed with European guns began raiding villages to seize captives to sell.

THE EUROPEAN SLAVE TRADE

In 1444 a Portuguese ship brought 235 enslaved Africans to a dock in Portugal. An official of the royal court saw the Africans being taken off the vessel. He was moved to ask:

“What heart could be so hard as not to [be] pierced with . . . feeling . . . ? For some kept their heads low, and their faces bathed in tears. . . . Others stood groaning . . . crying out loudly, as if asking [for] help. . . . others struck their faces. . . . But to increase their sufferings still more, . . . was it then needful to part fathers from sons, husbands from wives, brothers from brothers?”

—from Gomes Eannes de Zurara, early 1400s C.E., as quoted in *The Slave Trade* by Hugh Thomas



Some women in early Africa served as soldiers and political leaders. Queen Nzinga ruled in southern Africa from 1624–1663. [Date of image unknown]

INTEGRATING VISUAL

INFORMATION Why might European explorers have been surprised to observe women serving in these roles?

ANALYZING KEY IDEAS AND DETAILS

1. **SUMMARIZING** How did slavery originate in Africa?
2. **CITING TEXT EVIDENCE** What caused the slave trade to grow in Africa?

ANALYZING PRIMARY SOURCES

1. **ANALYZING POINTS OF VIEW** Does the author of the excerpt support or oppose the practice of slavery? How can you tell?
2. **DETERMINING MEANING** What does the author mean when he says, “What heart could be so hard as not to [be] pierced with . . . feeling . . . ?”

By this time, Portuguese merchants were selling humans. At first, most enslaved Africans were forced to work in Portugal. Later, they were sent to the Atlantic islands of Madeira, the Azores, and Cape Verde. The Portuguese had settled these islands. The mild climate was ideal for growing **sugarcane** on plantations, or huge farms.

Harvesting sugarcane proved to be hard work. Plantation owners could not pay employees high wages. Instead, they used enslaved Africans. Enslaved people worked hard but received no wages. By 1500, Portugal had become the world's **major** supplier of sugar.

In the late 1400s, Europeans began to arrive in the Americas. They forcibly transported enslaved Africans across the Atlantic Ocean to work on plantations that grew sugar, tobacco, rice, and cotton.



GEOGRAPHIC REASONING

The slave trade carried enslaved Africans to different parts of the world.

1. SPATIAL THINKING By what route is it likely a slave trader would have traveled from Mozambique to Brazil?

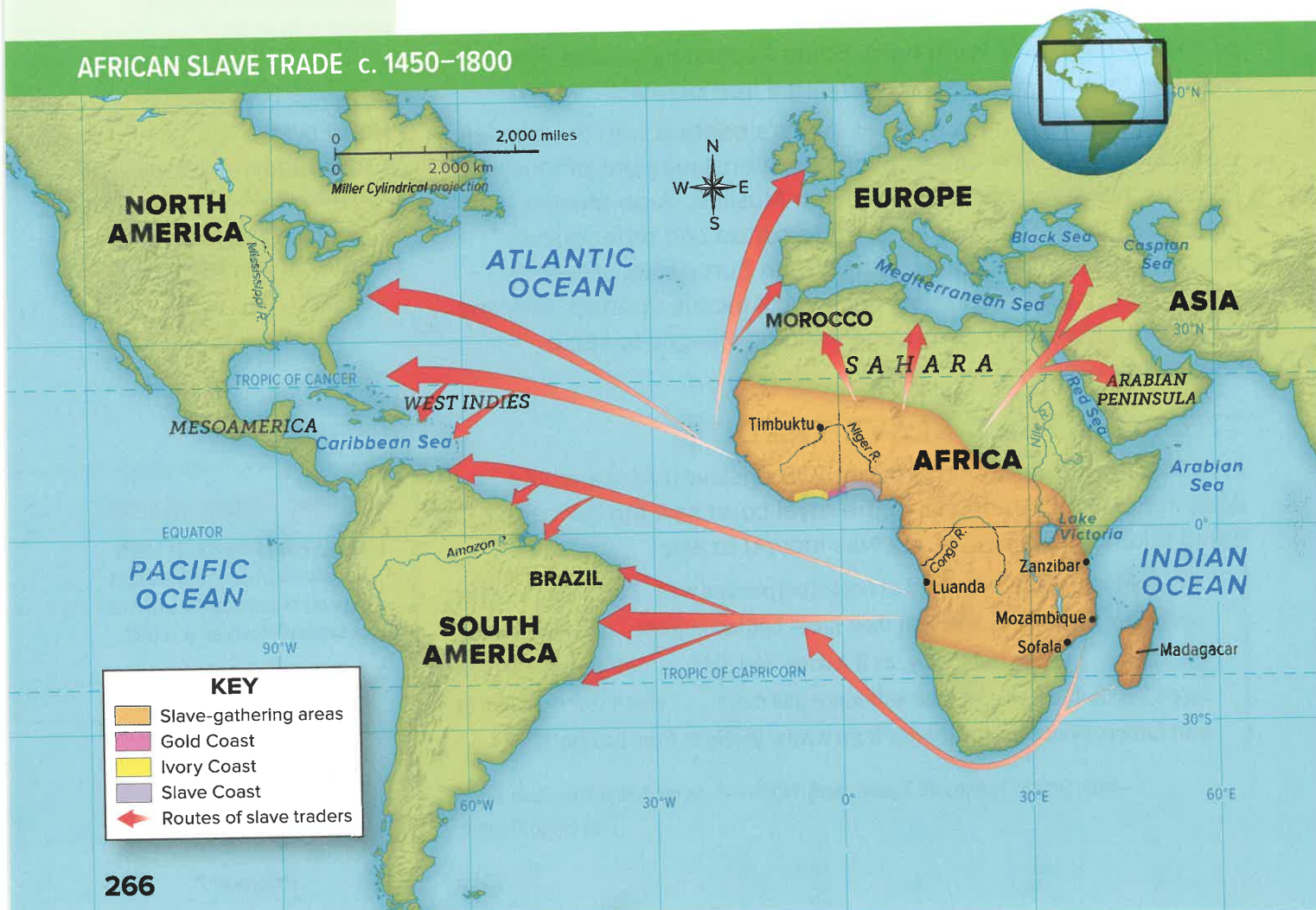
2. PATTERNS AND MOVEMENT What developments in world history might have caused the slave trade to grow during the time period shown here?

✓ CHECKING FOR UNDERSTANDING

1. EXPLAINING CAUSE AND EFFECT How did increased contact with other parts of the world affect the slave trade in Africa?

2. EXPLAINING CAUSES Why did the Portuguese rely on enslaved Africans to work on sugarcane plantations?

AFRICAN SLAVE TRADE c. 1450–1800



CULTURE IN AFRICA

GUIDING QUESTION *Why were art forms important to Africans?*

Africans excelled in many art forms, including painting, weaving, woodcarving, poetry, dancing, and metalworking. These arts served a religious purpose. They also taught people the history of their communities.

ART IN AFRICA

The earliest art forms in Africa were rock paintings. These paintings show the life of people in the area as they hunted animals, danced, and carried out everyday tasks.

African woodcarvers made masks and statues for religious ceremonies and teaching purposes. People believed the masks held spiritual powers. Clay and metal figures served **similar** purposes. Metalworkers in the West African region of Benin made beautiful bronze and iron statues of people and animals.

EARLY AFRICAN MUSIC AND DANCE

Music and dance were connected to everyday African life. People used these arts to express their religious feelings. They also used the arts to help ease the boredom of doing everyday tasks, such as planting and working in the fields. Music and dance also played a vital role in community activities.

African music included group singing. In many African songs, a singer calls out a line, then other singers repeat it. Musical instruments, such as drums, whistles, horns, flutes, and banjos, were used to keep the beat in early African music.

Enslaved Africans relied on music to remind them of their homeland. In America, songs of hardship eventually developed into a type of music called the blues. Songs of religious faith and hopes for freedom became **spirituals**, or gospel songs. Over time, other forms of African-based music developed, such as ragtime, jazz, rock and roll, and, more recently, rap.

For many Africans, dance was a way to communicate with the spirits and express the life of a community. Lines of dancers swayed and clapped their hands. In the background, drummers sounded out the rhythm. Many African peoples had dance rituals that marked particular stages of life, such as when young boys or girls became adults.

ANALYZING KEY IDEAS AND DETAILS

1. DETERMINING CENTRAL IDEAS

Why were statues an important part of African culture?

2. SUMMARIZING

What role did music and dance play in the everyday life of Africans?



This colorful blanket is made from kente cloth. Its name comes from an African word that means "basket." [Modern photo]



Griots, such as this woman, often accompany themselves on a stringed instrument called a kora. Griots remain a part of West African culture. [Modern photo]

INTEGRATING VISUAL

INFORMATION How might the tradition of oral storytelling have affected African stories over time?

AFRICAN STORYTELLING

In addition to music and dance, Africans also kept alive their storytelling tradition through written and oral stories of history and culture. Griots promoted the oral tradition with stories of West African history, genealogy, and lessons. They vividly told their village's **oral history**, and people passed down the stories from generation to generation. Although some of these stories

would be written later, the oral traditions remain important to African identity.

In the Americas, a few enslaved Africans escaped and shared their stories. Those who heard these stories retold them. They also told tales taught by griots in the African homeland. Popular stories often described how small animals, such as turtles and rabbits, outsmarted larger ones.

✓ CHECKING FOR UNDERSTANDING

- 1. EXPLAINING** What was the earliest form of art in Africa? What could historians learn from these early art forms?
- 2. IDENTIFYING PATTERNS** What information in the section shows how the influence of traditional African music is alive today?

LESSON 3 REVIEW AND ACTIVITIES

Time and Place

- 1. EXPLAINING IDEAS** How did the Bantu spread their languages, cultures, and technologies throughout Africa?

Building History-Social Science Analysis Skills

- 2. DESCRIBING** What roles did women play in early African society?
- 3. IDENTIFYING CAUSES** Which European nation established the slave trade between Africa and Europe?
- 4. EXPLAINING CAUSE AND EFFECT** What made Bantu ancestry distinctive?

Writing About History

- 5. INFORMATIVE WRITING** Write a brief essay describing how slavery developed and changed in Africa.

Collaborating

- 6. COLLABORATING** Discuss with a partner the type of art you both like. How is that art similar to and different from the traditional art in early Africa? Working together, create a short digital presentation that describes the art that you and your partner like and its similarities and differences to art in early Africa. Share your presentations with the class.



Include this lesson's information in your Foldable®.

THE WORLD'S LITERATURE

"Concerning the Hawk and the Owl," from Folk Stories from Southern Nigeria, West Africa

by Elphinstone Dayrell

PURPOSE: To explore the events told in a West African folktale, an example of the narrative tradition of an African culture.

BACKGROUND INFORMATION The author, Elphinstone Dayrell, was the District Commissioner of South Nigeria in 1910, when this book was published. The book includes folktales from the region. Dayrell collected the stories after hearing them from the people of the Efik and Ibibio peoples living in the region. The tales include African wisdom stories and animal fables.

The folktale "Concerning the Hawk and the Owl" [date of origin unknown] tells how the hawk decided what his favorite prey would be, and why hawks do not choose to prey on owls. As you read this story, think about the real-world knowledge within the tale. Why might the people of Southern Nigeria have included it in their oral traditions?

Explore the Text

The Scene: The hawk is invited by the king to search for a creature that he will be allowed to eat for the rest of his life. The hawk searches for a creature to take back to the king, and asks for his friends' advice along the way.

The Characters: A narrator recounts a tale about a king rewarding a hawk, the friends of a hawk who offer advice, and the prey of a hawk—owls and chickens.

The Plot: The hawk has served the king for many years and wishes to retire. As a final gift, the king has offered to allow him to prey on any creature he wants for the rest of his life. The hawk must decide which creature he will choose, and explain why.



In the olden days . . . it was customary¹ . . . for rulers to give big feasts, to which all the subjects and the birds of the air and animals of the forest, also the fish . . . were invited. . . . His favourite² messenger was the hawk, as he could travel so quickly.

The hawk served the king faithfully for several years, and when he wanted to retire, he asked what the king proposed to do for him. . . . So the king told the hawk to bring any living creature, bird or animal, to him, and he would allow the hawk for the future to live on that particular species without any trouble. The hawk then flew over a lot of country . . . until at last he found a young owl. . . . This the hawk brought to the king, who told him that for the future he might eat owls. The hawk then carried the owlet away, and told his friends what the king had said.

One of the wisest of them said, "Tell me when you seized the young owlet, what did the parents say?"

And the hawk replied that the father and mother owls kept quite quiet, and never said anything. The hawk's friend then advised him to return the owlet to his parents, as he could never tell what the owls would do to him in the night-time, and as they had made no noise, they were no doubt plotting³ in their minds some deep and cruel revenge.

The next day the hawk carried the owlet back to his parents. . . . He then flew about, trying to find some other bird which would do as his food. . . . As he was flying home he saw . . . several small chickens. . . . When the hawk saw the chickens, he made up his mind that he would take one. . . .

DETERMINING MEANING

What emotion might the hawk's friend cause in the hawk through the use of the word *plotting*?

¹ *customary*: usual, traditional

² *favourite*: favorite

³ *plotting*: secretly planning



Immediately after he had seized the chicken the [roosters] began to make a great noise, and the hen ran after him and tried to make him drop her child, calling loudly, with her feathers fluffed out and making dashes⁴ at him. But he carried it off to the king, telling him that he had returned the owlet to his parents, as he did not want him for food; so the king told the hawk that for the future he could always feed on chickens.



The hawk then took the chicken home, and his friend . . . asked him what the parents of the chicken had done when they saw their child taken away; so the hawk said, “They all made a lot of noise, and the old hen chased me, but although there was a great disturbance amongst the fowls⁵, nothing happened.”

His friend then said as the fowls had made much palaver⁶, he was quite safe to kill and eat the chickens, as the people who made plenty of noise in the daytime would go to sleep at night and not disturb him, or do him any injury; the only people to be afraid of were those who when they were injured, kept quite silent; you might be certain then that they were plotting mischief, and would do harm in the night-time.

ANALYZING LITERATURE

How does the author use irony to make the point about the danger of creatures that keep quiet when they are injured?

⁴ *dashes*: sudden runs

⁵ *fowls*: birds

⁶ *palaver*: unnecessary conversation

Text-Based Discussion

- 1. CITING TEXT EVIDENCE** What can you infer about how the people of Southern Nigeria viewed the behavior of real hawks and owls from the behavior of the characters in this story? Cite details to support your answer.
- 2. DETERMINING THEME** Summarize the theme of this story. Cite details to support your answer.
- 3. ANALYZING LITERATURE** What is the relationship between making noise and the likelihood that a creature is a potential threat to the hawk?

AFRICAN CIVILIZATIONS

Oral tradition is an important part of many cultures in Africa. Historically, stories were passed from person to person by word of mouth, instead of being written. While some cultures might share similar stories, others developed their own unique tales that were passed down from generation to generation. What was the purpose of the stories? What do the stories reveal about the cultures from which they came?

VOCABULARY

reigned: to rule over
realm: the area a ruler controls
herbless: without plants
unadorned: without decoration
ravaged: destroyed
accompanied: went with

PRIMARY SOURCE: MYTH

MYTHS OF ÍFÉ

The Yoruba are a people who live in present-day Nigeria; the region has been their home for centuries. The Yoruba people are united by a common language and way of life, and one of the most important shared cultural characteristics is their myths. One Yoruba myth, the myth of Ífè [date of origin unknown], explains how the world came into existence at the hands of a powerful God:

“The Órní of Ífè speaks:
 Oíbo, you have asked to hear our lore [traditional knowledge],
 The legends of the World’s young hours—and where
 Could truth in greater surety have its home
 Than in the precincts [areas of jurisdiction] of the shrines of Those
 Who made the World, and in the mouths of priests
 To whom their doings have been handed down
 From sire [father] to son?
 Before this World was made
 There **reigned** Arámfè in the **realm** of Heaven

Amidst his sons. . . . Once when the King reclined
 [lay back]
 Upon the dais [raised platform], and his sons lay
 prostrate
 In veneration [bowed with respect] at his feet, he
 spoke
 Of the great things he purposed:
 “My sons, you know
 But fair things which I made for you, before
 I called your spirits from the Dusk . . .
 You have not even heard
 Of the grey hour when my young eyes first
 opened
 To gaze upon [an] **herbless** Mass, unshaped
 And **unadorned**. But I knew well the heart
 Of Him-Who-Speaks-Not, the far-felt Purpose that
 gave
 Me birth; I laboured and the grim years passed:
 Streams flowed along their sunny beds; I set
 The stars above me, and the hills about;
 I fostered budding trees, and taught the birds
 Their song—the unshapely I had formed to
 beauty,
 And as the ages came I loved to make
 The beautiful more fair . . . All went not well:
 A noble animal my mind conceived

Emerged in loathsome [hateful] form to prey upon
My gentle creatures; a river, born to bask
In sunlit channels and mirror the steep hills,
Tore down its banks and **ravaged** field and
plain;”

ANALYZE THE TEXT

1. **CITING TEXT EVIDENCE** According to the Órní of Ífè, what was the world like before him?
2. **DETERMINING CENTRAL IDEAS** Why does the Órní of Ífè say, “All went not well”? To what might he be referring?

PRIMARY SOURCE: FOLKTALE

FOLK STORIES FROM SOUTHERN NIGERIA

African folktales continue to be an important part of African culture today. The stories are passed on from person to person, delighting and entertaining audiences. Some stories, however, are meant to explain events and things that occur in the natural world. Such stories often give human traits to nonliving things and animals. For example, the southern Nigerian folktale “Why the Sun and the Moon live in the Sky” [date of origin unknown] explains the friendship among the Moon, the Sun, and water:

“MANY years ago the sun and water were great friends, and both lived on the earth together. The sun very often used to visit the water, but the water never returned his visits. At last the sun asked the water why it was that he never came to see him in his house, the water replied that the sun’s house

was not big enough, and that if he came with his people he would drive the sun out. . . .

The sun promised to build a very big compound [group of buildings], and soon afterwards he returned home to his wife, the moon, who greeted him with a broad smile when he opened the door. . . .

When it [the house] was completed, he asked the water to come and visit him the next day.

When the water arrived, he called out to the sun, and asked him whether it would be safe for him to enter, and the sun answered, “Yes, come in, my friend.”

The water then began to flow in, **accompanied** by the fish and all the water animals. . . .

When the water was level with the top of a man’s head, the water said to the sun, “Do you want more of my people to come?” and the sun and moon both answered, “Yes,” . . . so the water flowed on, until the sun and moon had to perch themselves on the top of the roof.

. . . the water very soon overflowed the top of the roof, and the sun and moon were forced to go up into the sky, where they have remained ever since.”

ANALYZE THE TEXT

1. **EXPLAINING EFFECTS** According to the excerpt, why did the Sun decide to build a very large home?
2. **CITING TEXT EVIDENCE** How would you characterize the Sun?



MULTIPLE PERSPECTIVES

How are the texts similar? How are they different? How might these stories be viewed today as compared to when they were first created?

CHAPTER 7 Analysis Skills Activities

Write your answers on a separate piece of paper.

Thinking Like a Historian

- EXPLAINING** Create a graphic organizer that lists at least three geographic features of Africa and explains their effect on the growth of civilizations there. For instance, you might write “Sahara” on the left side of your organizer. Then on the opposite side, you could explain that for many years the Sahara limited travel and trade in Africa.

Understanding Time

- SEQUENCING** Create a time line to arrange the events in the order that they occurred.
 - Ibn Battuta reaches West Africa.
 - The Romans introduce the camel to Africa.
 - Mansa Musa dies.
 - Muhammad Ture seizes control of the Songhai Empire.
 - A Portuguese ship brings 235 enslaved Africans to Portugal.
 - Mali conquers Ghana.
 - The first civilizations develop in Africa.
 - Queen Dahia al-Kahina leads an army against Arab invaders.

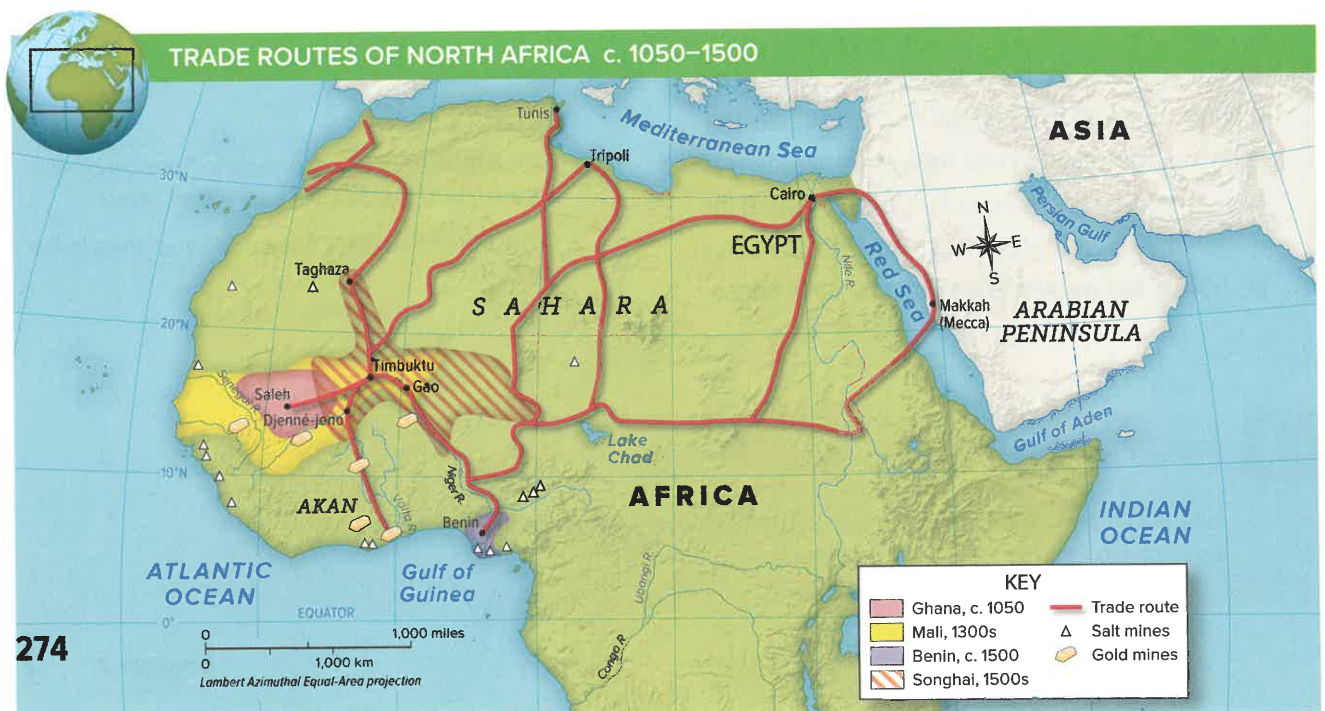
Building Citizenship

- IDENTIFYING PATTERNS** Compare the government of Songhai to the government of the United States today.

Geographic Reasoning

Use the map to answer the following questions.

- SPATIAL THINKING** What role did the Senegal and Niger rivers play in the growth of the West African trading kingdoms?
 - EXPLORING PLACE** Which resource could be found in Benin?
 - PATTERNS AND MOVEMENT** To which major city was Cairo connected by trade routes? Why was this connection significant?



CHAPTER 7 Assessment

Write your answers on a separate piece of paper.

Vocabulary Practice

- 1 Determine the meaning of each word as it is used in the text.
 - A. savanna
 - B. plateau
 - C. griot
 - D. clan
 - E. Swahili
 - F. extended family
 - G. matrilineal
 - H. oral history
 - I. spiritual

Short Answer

- 2 **DESCRIBING** What challenges does the environment of Africa pose to settlement there?
- 3 **IDENTIFYING** What natural barrier limited trade between North Africa and other parts of the continent?
- 4 **EXPLAINING CAUSE AND EFFECT** How did Ghana's location help it become a great trading kingdom?
- 5 **IDENTIFYING** What did traders provide from Africa's inland territories?
- 6 **SUMMARIZING** Why was Axum an important trading center?
- 7 **DESCRIBING** In what ways were the governments of Ghana and Mali similar?
- 8 **EXPLAINING CAUSES** How was Islam introduced into West Africa?
- 9 **DESCRIBING** What role did griots play in early African cultures?

- 10 **IDENTIFYING PATTERNS** From which part of Africa did most enslaved Africans originate?
- 11 **SUMMARIZING** What social and cultural traditions did many African societies have in common?
- 12 **EXPLAINING CAUSES** Why might raising livestock have developed in some parts of Africa before agriculture?
- 13 **CITING TEXT EVIDENCE** Which region in Africa is most suited for permanent human settlement? Explain your answer.
- 14 **COMPARING** Which African trading empire was the greatest? Explain your answer.
- 15 **INFERRING** In what ways did lineage groups relate to traditional African religions?
- 16 **EXPLAINING EFFECTS** How might the pilgrimage of Mansa Musa ultimately have led to the downfall of Mali?
- 17 **EXPLAINING CAUSE AND EFFECT** Discuss the relationship between the spread of Islam and the growth of trade between Africa and Muslim traders to the east.
- 18 **IDENTIFYING EFFECTS** What were the most important effects of the Bantu migration?
- 19 **DESCRIBING** Describe the role of family in African societies.
- 20 **SUMMARIZING** Explain why music, art, and dance were important in African society.

Need Extra Help?

If You've Missed Questions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Review Lesson	1, 2, 3	1	1	1	1	1	2	2	3	3	3	1	1	1, 2	2, 3	2	2	3	3	3

CHAPTER 7 Assessment, continued

Write your answers on a separate piece of paper.

Analyzing Primary Sources

Ibn Battuta wrote during his travels in Mali:

“[The people of Mali] are seldom [rarely] unjust, and have a greater abhorrence [dislike] 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 [safety] in their country. Neither traveller nor inhabitant in it has anything to fear from robbers or men of violence. . . . They are careful to observe the hours of prayer, and assiduous [persistent] in attending them in congregations [assemblies], and in bringing up their children to them. . . . Another of their good qualities is their habit of wearing clean white garments on Fridays. Even if a man has nothing but an old worn shirt, he washes it and cleans it, and wears it to the Friday service.”

—from *Travels in Asia and Africa, 1325–1354*, by Ibn Battuta

- 21 DETERMINING MEANING** Read the phrase from the excerpt.
- “They are careful to observe the hours of prayer.”
- Which of the following words best replaces the underlined word in the phrase?
- A. discover
 - B. understand
 - C. respect
 - D. watch
- 22 CITING TEXT EVIDENCE** Which statement best describes Ibn Battuta’s impressions of the people of Mali?
- A. He praises their system for educating children.
 - B. He criticizes the policies of the leaders of Mali.
 - C. He criticizes the system of government used in Mali.
 - D. He praises their devotion to their religious beliefs.

- 23 ANALYZING POINT OF VIEW** From the passage, you can infer that Ibn Battuta likely views the people of Mali with
- A. wonder.
 - B. confusion.
 - C. respect.
 - D. jealousy.
- 24 ANALYZING POINT OF VIEW** Which phrase best explains why Ibn Battuta describes the garments of the worshippers?
- A. to describe their cleanliness
 - B. to describe their devotion
 - C. to describe their wealth
 - D. to describe their customs
- 25 CITING TEXT EVIDENCE** Which word best describes the people that Ibn Battuta observed?
- A. fair
 - B. wealthy
 - C. active
 - D. prompt

Extended Response Essay

- 26 INFORMATIVE WRITING** Write an essay in which you explain why the arts were important to early African society. What purposes did African art play in people’s lives? How is the influence of early African art forms still felt today? Use details from the chapter to support your explanation.
- 27 EXPLANATORY WRITING** Write a brief report describing how you think the griots (storytellers) of West Africa described their kingdoms and rulers as compared to the view of North African Arabs who visited West Africa. Explain the differences in viewpoint of the two sides.

Need Extra Help?

If You’ve Missed Question	21	22	23	24	25	26
Review Lesson	2	2	2	2	2	3