



**Social Studies
School Service**

www.socialstudies.com

Downloadable Reproducible eBooks

Thank you for purchasing this eBook from
www.socialstudies.com or www.writingco.com.

To browse more eBook titles, visit
<http://www.socialstudies.com/ebooks.html>

To learn more about eBooks, visit our help page at
<http://www.socialstudies.com/ebookshelp.html>

For questions, please e-mail eBooks@socialstudies.com

Free E-mail Newsletter—Sign up Today!

To learn about new eBook and print titles, professional development resources, and catalogs in the mail, sign up for our monthly e-mail newsletter at
<http://socialstudies.com/newsletter/>



MP3498
Grades 5-9

EARLY AFRICA



MILLIKEN PUBLISHING COMPANY, ST. LOUIS, MISSOURI

EARLY AFRICA

Gladys G. Buck
Josephine Buck Jones

Milliken Publishing Company
St. Louis, Missouri

Authors: Gladys G. Buck, Josephine Buck Jones

Editor: Lisa Marty

Inside Illustrations: Larry Weaver, Art Kirchhoff

Cover Illustration: Art Kirchhoff

Cover Design: Jon Davis

Page Design: Jon Davis

Copyright © 2004

Milliken Publishing Company

11643 Lilburn Park Drive

St. Louis, MO 63146

www.millikenpub.com

Printed in the USA. All rights reserved.

Permission to reproduce pages extends only to teacher-purchaser for individual classroom use, not to exceed in any event more than one copy per pupil in a course. The reproduction of any part for an entire school or school system or for commercial use is strictly prohibited.

TABLE OF CONTENTS

Beginnings	2
Early African Migration	4
African Life: An Overview	5
African Life: Study Outline	6
African Art: An Overview	7
African Art: Map Study	9
African Rock Art	10
Nok Sculpture (500 B.C.–A.D. 200)	11
Ashanti: Ancient & Modern	12
Ashanti Art	14
Ghana: An Early Empire	15
Ghana: Trade & Development	17
Ghana: Map Study	19
Ghana: Review Quiz	20
Mali: A Later Empire	21
Mali: A Later Empire (Part II)	23
Mali: Growth & Development	24
Mali: Map Study	25
Mali: Review Quiz	26
Songhay I	27
Songhay II	28
Songhay III	30
Songhay: Map Study	31
Songhay: Review Crossword Puzzle	32
Final Review	33
Answer Key	34

■ BEGINNINGS

Human life began in Africa. What are believed to be the earliest artifacts of man—stone tools, the remains of human skulls—were discovered by British archaeologists Louis Leakey and his wife, Mary, at Olduvai Gorge in East Africa in what is now Tanzania. After years of finding only ancient animal bones, fossils, and prehistoric tools, in 1959, Mary Leakey unearthed a fossilized hominid skull almost two million years old.

It is now known that Africans were the first people to use fire, make tools, render artistic images, and farm. The oldest mathematical object—called the “Ishongo Bone” after the Ishongo peoples of Central Africa (in what is now

the Democratic Republic of Congo)—is an intricately marked bone that may well be the world’s oldest table of prime numbers. It is believed to be somewhere between 6,000 and 9,000 years old.

Not only did human *life* begin in Africa, but the earliest structures of civilization emerged there. Gathering around the three great African river basins—the Nile, the Niger, and the Congo—early humans shifted from living in scant, disparate bands of nomadic tribes to more complex and localized settlements from which cities and empires grew.

The legendary West African city of Timbuktu,



for example, founded around A.D. 1100, was a city of economic and cultural might—an intellectual, spiritual, and commercial capital—equal to the most historically significant cities in the world: Athens, Rome, Mecca, and Jerusalem.

In 1870, archaeologists uncovered massive elliptical stone walls and other remains of an ancient South African civilization estimated to have existed from A.D. 500 to 1600 in the area of what is now Zimbabwe. (*Zimbabwe* means “stone enclosure.”) Evidence suggests early Zimbabweans smelted gold, carved sculptures, and fashioned pottery. Similar ruins were found in the nearby vicinity of the Limpopo River. As no written records of these cultures exist, the particulars of their decline remain unknown.

In his book, *The World and Africa* (first published in 1947), the late W. E. B. Du Bois, a black Harvard-educated philosopher, historian, and teacher, addressed one of the central ironies of Africa—that the land where language began could not always rely on written records to preserve its story. As Du Bois wrote:

Climate, with sun and ice, gave Europe the opportunity to expand vastly the Asiatic and African invention of written records. Heat and rain made written record in West Africa almost impossible, and forced that land to rely on the memories of men, developed over the centuries to a marvelous system of folklore and tradition.

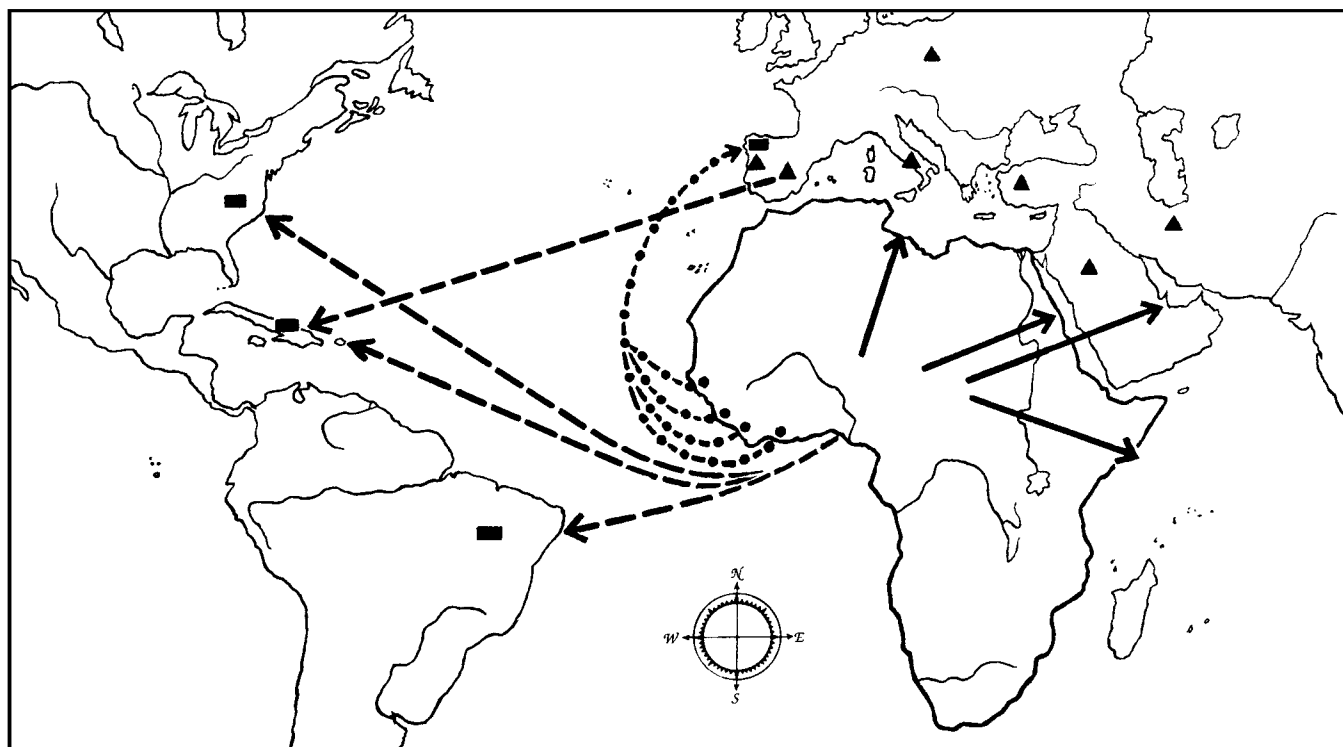
■ REVIEW QUESTIONS

Answer the following questions on a separate sheet of paper.

1. Where was the evidence of earliest man found?
2. When did the Ishongo people live?
3. What significant contribution did the Ishongo people make to learning?
4. Where do the descendants of the Ishongo people live today?
5. Why is the city of Timbuktu remembered?
6. What important find was made by archaeologists in 1870?
7. In your own words explain why we know so little of early African history.

■ EARLY AFRICAN MIGRATION

Black history began on the continent of Africa. Sometimes by choice, but more often by force, Africans have migrated to every part of the world.



■ KEY

- Overland migration
- ▲ Countries reached as a result of overland migration
- - → Overseas migration
- Countries or lands reached as a result of overseas migration
- Predominant slave-exporting bases in west-central Africa

The enslavement of Africans by Europeans began around 1444 when the first Africans were brought to Lisbon, Portugal. Moslem traders sold Africans to Europeans who used them to work the sugar plantations in Spanish and Portuguese colonies.

Moslem traders exported slaves to the coast of the Indian Ocean, to the Middle East, and to North Africa. African slave exports via the Red Sea, trans-Saharan, and East Africa/Indian Ocean to other parts of the world between 1500–1900 totaled at least 5 million.

Between 1450 and 1900, nearly 12 million Africans were shipped from Africa across the Atlantic Ocean—the so-called "Middle Passage"—primarily to colonies in North America, South America, and the West Indies.

AFRICAN LIFE: AN OVERVIEW

African life was organized around the family. Men commonly had multiple wives, creating numerous branches within the same family. Descendants, therefore, were traced through the mother. This is called matrilineal succession. Branches of the same family made up a tribe.

Religion, art, and dance were prominent features of African life.

Many Africans believed in a supreme deity who created the earth and in other lesser gods who managed different aspects of human life. Ancestor worship and a belief in fate were also common. The life force of the creator was believed to be present in all things—both animate and inanimate.

Arts and crafts were handed down from mother to daughter. Africans were very skilled at making cloth and beautiful clothing. The art of weaving and dying is considered to be one of three or four original art forms. Beautiful carvings in ivory and wood, showing evidence of great skill, have been found in West Africa. Bronze sculptures found in Benin (Nigeria) are some of the most valuable in the world. Archaeologists trace this art as far back as 2000 B.C. The welding of iron may have been a gift to civilization from the black people of West Africa. Togoland is probably the oldest iron working area in Africa. The processing of other metals was an important influence on West African culture.

African drumming, composed of intricate

rhythms, served as a kind of universal language, enabling blacks to communicate all over Africa. The legacy of African music and dance with its distinctive melodies, elaborate rhythms, and power of feeling is evident in the traditional and contemporary music of West Indian blacks and the spirituals of early African Americans.

African life presented many challenges. The tribal structure of African society required cooperation and the ability to be responsible for the needs of the tribe. These characteristics were vital to their survival.

The early civilizations of West Africa were complex and efficient military monarchies, supported and enforced by large armies of dedicated soldiers. These governments collected taxes, took censuses, drafted armies, established courts of law, and encouraged the development of learning, religion, arts, and tribal responsibility.



■ AFRICAN LIFE: STUDY OUTLINE —

Complete this outline of African life. If necessary, use another piece of paper. When you have finished, use the outline for an oral or written review.

I. African family

- A. One man—several wives
- B. Matrilineal succession—descendants traced through the mother
- C. Several branches to same family formed a tribe.

II. African religion

- A. _____
- B. _____
- C. _____
- D. _____

III. African art

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

IV. African music and dance

- A. _____
- B. _____

V. West African civilizations

- A. _____
- B. _____

AFRICAN ART: AN OVERVIEW

Geography shapes history more than any other single factor. In Africa, the Sahara Desert divides the continent into two distinct regions.

Accordingly, African art is commonly defined in terms of the art of sub-Saharan Africa, which is perhaps most distinctly “African,” and the art of Northern Africa, which shows the influence of the great Mediterranean cultures of Greece and Rome, as well as the Islamic love of elaborate geometric pattern. While the Sahara has served as an immense natural barrier, trade throughout the continent has brought about a great intermixing and spreading of the independently evolving styles and traditions of north and south.

Among the oldest of the African arts are the rock paintings and engravings of the Sahara. While the age of these images is hotly debated, some are believed to date from around 6,000 B.C. and before (see page 10). Since the ancient human inhabitants of the prehistoric Sahara were hunters, the paintings are commonly of large African animals, presumably prey.

The terra cotta heads and figures of the Nok people who lived in what are now the northern and central parts of Nigeria are believed to have been made between 500 B.C. and A.D. 200 and are the earliest known sub-Saharan African sculptures.



The Ife bronzes and terra cotta sculptures of the 13th and 14th centuries are considered among Africa’s greatest artistic achievements. The similarity with Nok forms suggests similarities in their cultures. Both Ife and Nok made nearly life-sized figures. Nok forms differ in the shaping of the heads. The Ife culture is the basic culture of the Yoruba people in Nigeria.

African mud sculpture has not attracted the attention it deserves due to the difficulty of collecting and moving it.

Mud sculpture is found among the Bini and Ibo tribes of what is now Nigeria as well as among the Ewe peoples of the former Togoland in what is now Togo and Ghana.

The Ibo people of Nigeria have a great variety of art styles, none of which resemble each other. The Mende tribe of Sierra Leone has a style of sculpture different from other African tribes. Bronze and ivory sculpture are two of the many contributions of the Benin tribe.

The Congo tribes are well known for their wood carvings and sculptures which have social and religious meanings. Among the tribes contributing to Congolese art were the Songe, the Pende, the Chokwe-Lunda, and the Luba.

In East Africa there is much naturalistic art. Many painted shelters are found in Tanzania. South Africa has much in the way of prehistoric art. Much of the art from the Ashanti of Ghana has been represented in gold. This representation has been evident for the last three hundred years. Gold can be found in the jewelry shops in the shape of the Ashanti stool.

The flat, lovely Ashanti dolls with the high, wide foreheads, are worn tucked into the waist cloths of women or are used as toys by small girls.

The art of each area of Africa describes its culture. Art includes carving, painting, sculpture, weaving, and metal work.

GEOGRAPHY OF AFRICAN ART

Use the information on page 7 and on this page to complete the chart below. Tell the kinds of art found in each area. Describe the style of art and the media used by the tribes. Write on this paper.

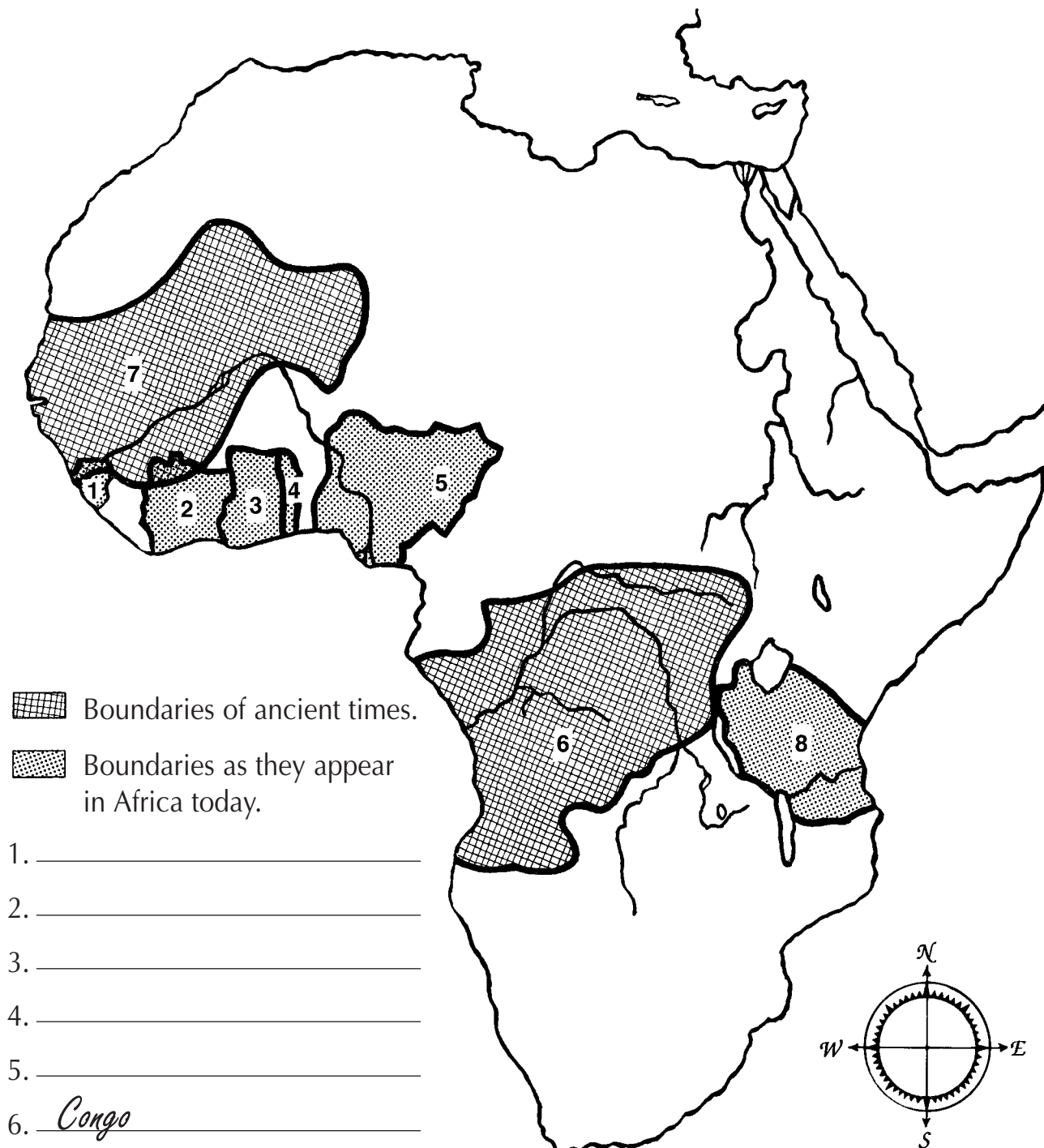
Congo	
Sahara Desert	
Nigeria	
Tanzania (East Africa)	
Togoland	

TRIBES AND THEIR WORK

Nok (Nigeria)	
Ibo (Nigeria)	
Ife-Yoruba (Nigeria)	
Mende (Sierra Leone)	
Bini (Nigeria)	
Ashanti (Ghana)	
Songe (Congo)	

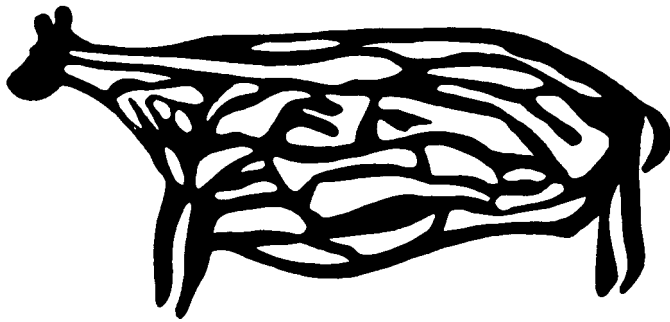
AFRICAN ART: MAP STUDY

Shown below are the locations of some of the contributors to African art. Study the key. Using an atlas, identify the areas in the spaces provided.



■ AFRICAN ROCK ART

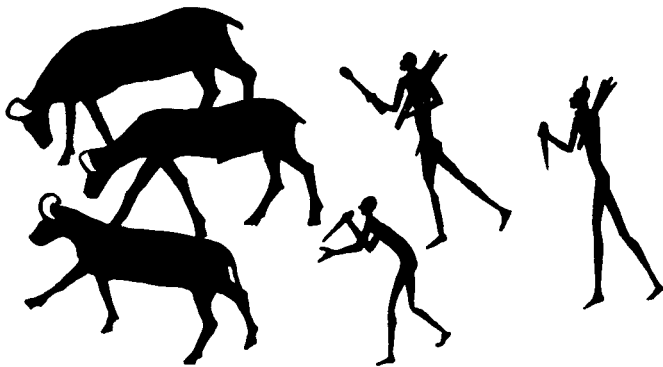
Painting and engraving on rock is Africa's oldest art form. Rock art is not confined to prehistory, however, having been practiced into the late 19th century in some areas and continuing today in others. Rock art is a highly diverse and little understood phenomenon. Stylistic similarities tied to geography have lead scholars to divide African rock art into three geographical zones—northern, central, and southern.



PAINTING OF AN ANIMAL (TANZANIA)

Style found in East Africa

Naturalistic Art



ROCK ENGRAVING

Found in South Africa

NORTHERN

The northern zone is defined by the Sahara. The Sahara is dotted with paintings and engravings on outcroppings of rock and the roofs of rock shelters. The earliest of these are engravings of wild animals. Later images—both paintings and engravings—are marked by the appearance of domestic animals.

CENTRAL

The rock art of the central zone (from the southern boundary of the Sahara in the north to the Zambezi River in the south) is the least well understood. Unlike the art of either the north or the south, images of animals and humans do not figure prominently. Instead, finger-painted geometric images predominate. The fine-lined brush paintings of Tanzania (see illustration) are the one exception and are stylistically closer to certain regions of the southern zone.

SOUTHERN

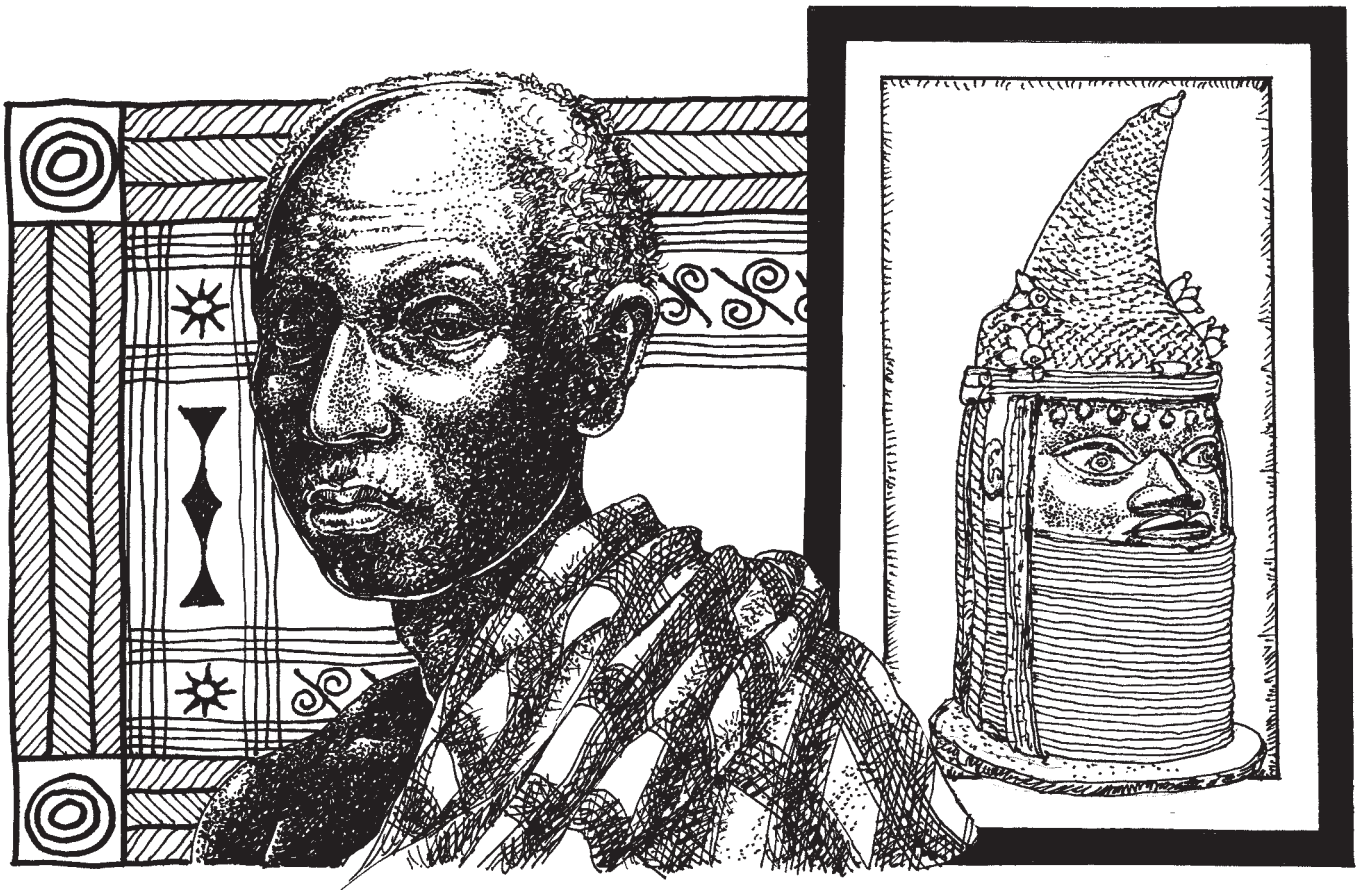
The rock art of the southern zone (from the Zambezi River in the north to the Cape of South Africa in the south) is characterized by greater stylistic diversity, more intricate detail, complex shading, and a stronger narrative or storytelling element.

NOK SCULPTURE (500 B.C.-A.D. 200) —

The heads depicted here were discovered by British archaeologist Bernard Fagg in 1943 in the tin mines of northern Nigeria. Nok terra cottas are the oldest African sculptures known. Nok terra cotta head fragments appear to be portraits that were once part of entire bodies. Most Nok sculpture is hollow and built from coils of clay. There is also evidence of elaborate surface carving similar to the technique of wood carving. Among the distinctive features of Nok sculpture are elaborate hair designs, as well as disproportionately large heads. While the meaning of the scale of the heads is unknown, in later African traditions, it often signifies a respect for intelligence. The range of human types depicted among the Nok terra cottas—figures of great beauty as well as subjects suffering from disfiguring ailments—is impressive. Evidence suggests the Nok were the earliest makers of iron tools and weapons in the area of present-day Nigeria. Their culture is believed to have greatly influenced later peoples in the region.



■ ASHANTI: ANCIENT & MODERN —



The Ashanti tribe has a current population of more than 2 million and is the largest ethnic group in modern-day Ghana. Living mostly in the south central part of the country, the Ashanti speak a language called Twi. Ashanti are widely known for their skill in handicrafts including wood carving, pottery, and the weaving of brightly colored cloth called *kente*. In earlier times, they were famous for their gold and brass craftsmanship. When the first Europeans arrived in the area 500 years ago, they marveled at the elaborate Ashanti goldwork and jewelry, naming the area the Gold Coast. By the end of the 17th century, the Ashanti had become a powerful kingdom.

Archaeological evidence suggests that Ashanti have lived in the area of present-day Ghana for at least 2000 years. Ashanti oral accounts vary as to the group's origins. One tradition, from which the modern nation gets its name, claims Ashanti are descendants of the ancient Ghana empire once situated to the north in present-day Mali and Mauritania. Another account claims the Ashanti literally emerged from the ground of their present homeland.

The strength of the Ashanti and their reputation as a powerful, warlike, and disciplined people can be traced to the founder and first ruler of the

Ashanti empire, Osei Tutu. Tutu unified the nation, bringing together various clans in the last decades of the 17th century. Tutu initiated the legend of the Golden Stool (a legend he borrowed from a conquered tribe—see page 14 for further detail) to legitimize his rule. He also instituted the yam festival in which the bones of enemies were displayed to instill national unity and pride. Unification led to the mobilization of an army and to the tripling of the size of the empire. From 1698 to 1701, the Ashanti defeated the neighboring and once-powerful Denkyira kingdom to the southwest. Over the next hundred years, the Ashanti conquered most of the surrounding lands. By the early 1800s, they were a significant regional power with direct access to the coast. Ashanti traded gold and

slaves (acquired from the spoils of war) for guns and other European goods and became one of the richest kingdoms in Africa.

In the 19th century, a series of wars with Great Britain gradually weakened the Ashanti kingdom. In 1902, the area was declared a British colony.

The Ashanti struggled against British colonialism and independence was gradually regained. The exiled Ashanti king was permitted to return in 1924 and the Ashanti confederacy was recognized by the British in 1935. The modern nation of Ghana in which the Ashanti live achieved full independence in 1957 and was the first European colony south of the Sahara to do so.

■ REVIEW QUESTIONS

Fill in the blanks to make the sentences correct.

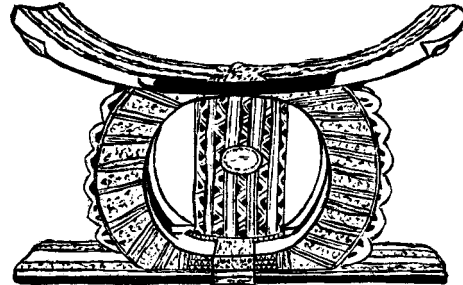
1. Ashanti craftsmen were best known for their work in _____ and _____ .
2. Europeans named the area inhabited by the Ashanti the _____ .
3. The founder and first ruler of the Ashanti empire was _____ .
4. Tutu used the legend of the _____ to legitimize his rule.
5. In the yam festival, the _____ of enemies were displayed to instill national unity and pride.
6. By trading _____ and _____ for guns and other European goods, the Ashanti became one of the richest kingdoms in Africa.

■ ASHANTI ART



ASHANTI DOLLS

Ashanti dolls were toys for little girls. They were also worn tucked in the waistband by women who believed that this would insure the birth of a beautiful child.

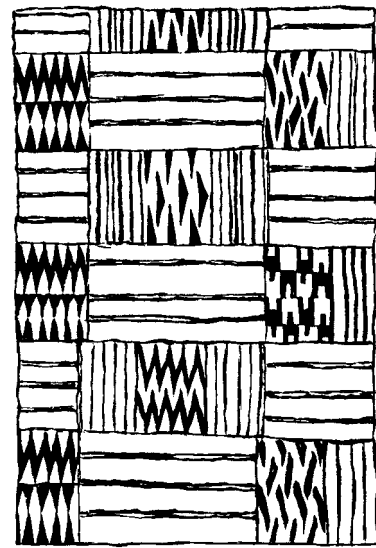


GOLDEN STOOL

The tradition of the sacred stool was a cultural borrowing by the Ashanti from the nearby Denkyira kingdom. According to Ashanti legend, however, a stool made of pure gold floated down from heaven and landed on the lap of the first Ashanti ruler, Osei Tutu. Tutu declared that the soul of the nation resided in the stool. It became a symbol of authority, power, and nationhood similar in importance to a king's throne. A new king is lowered and raised over the stool. No one is ever allowed to sit on it.



A WEAVER



KENTE CLOTH

Weavers in Ghana today use their hands and feet to weave cloth. Intricate and beautiful patterns are woven into a type of cloth known as kente cloth.

GHANA: AN EARLY EMPIRE



The modern state of Ghana has no geographical relationship to the early kingdom of the same name.

Early Ghana, which existed from A.D. 300 to 1076 in the area of present-day Mali and Mauritania, was one of three great kingdoms of ancient West Africa. Unfortunately, there is no written record of Ghana until the arrival of Arab travelers in A.D. 700. Having gained notoriety for its rich supply of gold, Ghana began to trade with Arabs across the Sahara Desert. Gold and slaves were traded with Arabs in exchange for

salt, horses, cloth, silk, swords, iron, copper, and books. With books and goods came ideas, including Islamic teachings, as well as the Arabic language. African scholars writing in Arabic have given us important information about life in early Ghana.

The early peoples of Ghana were the Soninkes. The Soninke people spoke the Mande language. The Soninke kings were great warriors who were called "Ghanas." *Ghana* is a Mande word meaning "warrior king." The name, Ghana, has persisted to the present day.

The kings of Ouagadou were the patriarchs of the Soninke people. These "Ghanas" were famous for their highly organized culture. It was the custom in Ghana that the king was succeeded by his sister's son. This system of succession is called matrilineal succession.

Ghana's government had a lower court and a court of appeal. The king was the final authority of the supreme court. The king always maintained a huge army. As its commander in chief he was able to maintain and enforce his power at all times. Sometimes there were as many as 200,000 soldiers. King Tenkamenin,

who ruled Ghana in the 11th century, had such an army.

The tenth and eleventh centuries were prosperous for the Ghanaian Empire. An Islamic historian of the period reported wealth so great that Ghanaian dogs wore golden collars and the ruler of the empire was called "lord of the Gold." Gold and slaves were Ghana's principal trade products. Trade caravans came to Ghana from many distant points in Africa. This trade made Ghana very rich. Ghanaian kings were known as the richest kings in the ancient world because of their vast supply of gold.

■ REVIEW QUESTIONS

Answer these questions on another sheet of paper.

1. Who were the early people of Ghana? What language did they speak?
2. What were the Soninke kings called? What did this name mean?
3. Who succeeded the king after his death? What is this called?
4. What two products contributed most to the prosperity of Ghana?
5. What written language was introduced as a result of trade? What religion was introduced?
6. Describe Ghana's court system.
7. Make a diagram illustrating the powers of the king.
8. What present-day countries have been formed from ancient Ghana?

GHANA: TRADE & DEVELOPMENT —

The trade route started in the north, crossed the Sahara desert, and led southward to Ghana. The activity along this route made Ghana extremely rich. Great secrecy regarding the location of the gold mines protected Ghana's wealth.

In the center of the trade caravan routes was the city of Koumbi Saleh, the capital. It was one of the most active market places in West Africa. Cattle, sheep, honey, wheat, raisins, dried fruits, and other foods from distant points were offered for sale. Cloth called *chigguyiya* and leather goods were also sold in the markets. Weavers, potters, and smiths who worked in iron, gold,

and copper were found in every market.

An 11th-century historian wrote that Koumbi Saleh consisted of two distinct towns: a Muslim town with a dozen mosques; and a royal compound. Many of the wealthy, powerful residents lived in the forested compound area in homes of wood and stone. The king's palace was also located there. Twentieth-century excavations have confirmed the early historian's claim.

The empire of Ghana had a number of different capitals during its many centuries. From the eighth century until the first half of the eleventh



century Ghana became more and more powerful.

A Moslem reform group under the leadership of Ibn Yacin began to flourish very quickly. This group contained many Moslems who enjoyed religious freedom in Ghana. After Ibn Yacin's death in 1057, the Almoravid group under its new leader, Abu Bakr, began the attack and invasion of the Ghanaian Empire. In 1077, Koumbi Saleh fell. The Almoravids were fierce desert tribesmen who made the Ghanaians pay taxes and tributes. Those who refused were killed.

After Abu Bakr's death in 1087, Almoravid

power in Ghana began to disappear. Quarrels among the Almoravids split the group. When the Soninke rulers tried to regain control over Ghana, the kingdoms revolted. The Songhay, Mandingo, Tekrur, and other groups declared their independence. During the twelfth century, the southern branch of the Soninkes tried again to reestablish the Ghanaian Empire. They used the city of Sosso as its center.

The most influential of the Sosso kings was Sumanguru (su-man-gu-ru). In 1235, the Sosso kingdom of Sumanguru was defeated by the Mandingoes. The Mandingoes called their kingdom Mali.

■ REVIEW QUESTIONS

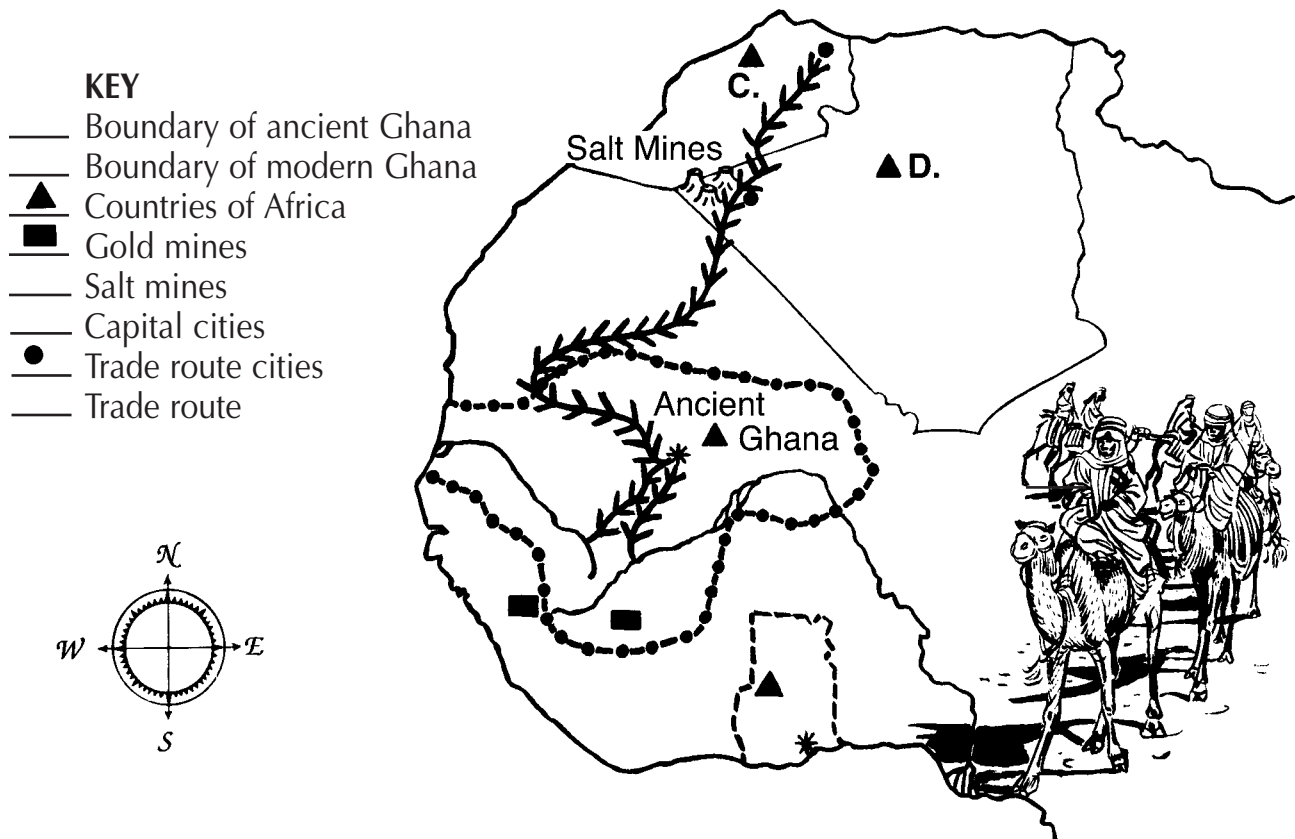
Copy these questions on a separate sheet of paper and answer them, writing complete sentences where necessary.

1. What items were produced by Ghanaians for trade?
2. _____ was the most important city on the trade route.
3. It was also the _____ of Ghana.
4. A. Who were the Almoravids? B. Who was their leader?
5. A. Who were the Sossos? B. Who was the most important Sosso?
6. What new kingdom was created after the defeat of the Sossos?
7. Draw a picture of an African market place.

GHANA: MAP STUDY

At the most powerful point in its history, Ghana was thought to extend from the Senegal River to the Atlantic Ocean, and southward to the headwaters of the Niger River. This early nation faced the Sahara Desert on the north, and its southern boundary was near the bend of the Niger River.

The trade route started at Sidjilmassa near the Moroccan-Algerian border. It passed the salt region near the village of Taghaza, in present-day Algeria. The trade route crossed the Sahara to the gold regions of Ghana.



MAP EXERCISES

1. Label the following on the map: Niger River; Senegal River; Sahara Desert.
2. Find ancient Ghana on the map. Color its boundary red. Write in its name and the name of its capital city.
3. Find modern Ghana. Color its boundary blue. Write in its name and the name of its capital city.
4. In the space which follows, write the names of the countries which occupy the indicated areas today. (C) _____ (D) _____
5. Trace the path of the trade route from north to south. Color it brown. Label the trade route cities.
6. Complete the key by drawing symbols or using colored pencils.

■ GHANA: REVIEW QUIZ

- A.** 1. What were the boundaries of ancient Ghana? _____
2. Why wasn't Ghana known before 700 A.D.? _____
3. For what product was Ghana most famous? _____
4. Name the capital of Ghana. _____
5. Name ten products which were traded actively in the market.

6. What language was introduced into Ghana with the exchange of books and new ideas?

- B.** Underline the answers which best complete the statements.

1. Many of the wealthy residents of Ghana lived in homes of (a) wood and clay (b) clay and stone (c) wood and stone.
2. The capital of Ghana was composed of (a) one city (b) two cities (c) three cities.
3. Ghana was invaded by the (a) Almoravids (b) the Soninkes (c) the Sossos.

- C.** Match the statement on the left with the statement on the right which is most closely related.

- | | |
|------------------------------|---|
| _____ 1. Warrior King | a. early people of Ghana |
| _____ 2. Mauritania and Mali | b. final authority of the Supreme Court |
| _____ 3. Algeria and Morocco | c. the meaning of <i>Ghana</i> in the Mande language |
| _____ 4. King of Ghana | d. two of the modern countries occupying the area of ancient Ghana |
| _____ 5. Soninkes | e. modern countries situated near the beginning of the ancient trade route. |

- D.** ESSAY QUESTION: Answer fully on the lines below.

1. What caused the decline of Ghana? _____



MALI: A LATER EMPIRE



Mali, which began about the seventh century, was located on the left bank of the Upper Niger River. Two of its outstanding leaders were Sundiata Keita and Mansa Musa.

Mali was predominantly a Mandingo state. Its capital was Kangaba, which was located on the Niger River about 250 miles south of Koumbi Saleh. The Soninkes, the Sossos, and the Mandingo people of Mali were all distantly related. They were tribes which were branches of the same original family. They all spoke the Mande language. When the Almoravids overran Ghana, the Mandingoes accepted the Moslem religion.

The people of Mali had a powerful rival

group—the Sosso tribesmen, who were directed by a strong and clever king named Sumanguru. The Mandingoes selected Sundiata Keita (whose name means “hungry lion”) to lead them to victory over the Sossos. His memory is still cherished today as the greatest of heroes. Sundiata was the son of the King of Mali. He was a paralyzed, sickly child, but by much exercise and continuous effort, Sundiata gradually became strong and able to walk. By tremendous will power, Sundiata was able to build himself into a strong man.

Sundiata became the king of Mali in 1230. He developed a strong army which overthrew the Sosso king Sumanguru. The Mandingoes took the

city of Koumbi Saleh. This conquest completed the destruction of the Sosso Empire. After this victory, some historians say that Sundiata moved the capital from the city of Kangaba to the city of Niani (ni-ah-ni).

Now Mali was the most powerful country in West Africa, and it controlled the goldfields of Wangara. Sundiata began to reestablish the gold and salt trade formerly enjoyed by the

empire of Ghana. He began to develop agriculture. Grains, peanuts, calabashes, and other crops were grown in large quantities. In a short while, Mali became a very rich farming country.

Sundiata died in 1255 and was succeeded by several of his sons. None of these rulers made any great contribution to the Mali kingdom. The kingdom began to decline.

■ REVIEW

Find the statements on the right that are most closely related to the words on the left. Write the letter which appears before each statement on the blank provided.

- | | |
|---------------------|--|
| ___ 1. Sossos | a. religion of Mandingoes |
| ___ 2. Koumbi Saleh | b. language spoken by people of Mali |
| ___ 3. Kangaba | c. the people of Mali |
| ___ 4. Mandingo | d. destruction of the Sosso Empire was completed with its capture. |
| ___ 5. Mande | e. responsible for the early development of Mali |
| ___ 6. Islam | f. leader of the Sossos |
| ___ 7. Sundiata | g. an early capital of Mali |
| ___ 8. Sumanguru | h. a later capital of Mali |
| ___ 9. Niani | i. enemies of the people of Mali |
| ___ 10. Calabash | j. a crop grown in Mali |

MALI: A LATER EMPIRE (PART II) —■

After Sundiata's death, leadership was found in Mansa Musa—the grandson of one of Sundiata's sisters.

Mansa Musa was an inspired leader who valued and encouraged higher learning. Timbuktu and Gao became cultural and intellectual centers during his reign. The city of Gao (gaow), capital of the Songhay kingdom, was captured by Mansa Musa's huge army while he was making his pilgrimage to Mecca. Mansa Musa was delighted to find upon his return that Gao had been annexed to his kingdom.

A pilgrimage to Mecca (called *hajj* in Arabic) is important to the Islamic faith. Mansa Musa made his hajj in 1324. Traveling thousands of miles each way, his spectacular caravan procession—including thousands of people (some sources claim as many

as 60,000), and between 80 and 200 camels laden with gold, food, clothing, and other goods—brought the wealth of the Mali empire to the attention of Europe, North Africa, and Arabia.

Upon his return to Mali, Mansa Musa continued to increase Mali's wealth by conquering neighboring lands. Wealth allowed him to indulge his love of the arts. The architectural traditions of West Africa were transformed during the Mali empire. The enormous adobe mosques of Jenne and Timbuktu are traced to the period of Mansa Musa's rule.

Mansa Musa greatly expanded trade and commerce and created a hospitable environment for scholars, judges, doctors, and religious leaders who were given special status and security in Mali. Mansa Musa's name became famous throughout the world.

■ REVIEW

If the sentence is correctly stated, write a "C" on the blank. If the sentence is incorrect, write an "I". If the sentence concerns something not mentioned on this page, write an "N".

- ___ 1. Mansa Musa was the son of Sundiata's sister.
- ___ 2. Mansa Musa's pilgrimage to Mecca was made in 1324.
- ___ 3. The city of Timbuktu was captured while Mansa Musa was away.
- ___ 4. Scholars and religious leaders were given special favors by Mansa Musa.
- ___ 5. Thousands of people accompanied Mansa Musa on his pilgrimage.
- ___ 6. Mansa Musa distributed so much gold on his journey, its value decreased.
- ___ 7. Kongo is the Arabic name for Moses.
- ___ 8. Gao was a city of great beauty.
- ___ 9. Many books were imported from Barbary.
- ___ 10. Mansa Musa encouraged learning.
- ___ 11. Many Moslem kings made hajjs to Mecca.
- ___ 12. Trade was increased during the reign of Mansa Musa.

■ MALI: GROWTH & DEVELOPMENT —

When he returned from Mecca, Mansa Musa brought with him an Arab scholar and architect named Es-Saheli. Es-Saheli designed great buildings in Timbuktu and other cities of West Africa. New mosques (temples of Moslem worship) were built. At the highest point in the Mali Empire, under Mansa Musa's reign, the empire of Mali covered an area about the size of Western Europe. This territory was much greater than the territory held by Ghana. Mali was divided into provinces which were ruled by mayors called mochrifs. All of these officials were appointed by the Mansa (king).

Tribal and family ties were strong in the provinces. These groups were loyal to the government in Niani, the capital, headed by Mansa Musa. Many provinces were allowed self-rule.

The resources of Mali were plentiful. The baobab tree gave meal for bread, liquid for medicines, and liquid for dyes. Each village had experts in the crafts. There were craftsmen who worked in wood, silver, gold, and copper. There were blacksmiths, weavers, tanners, and dyers.

After having replaced Ghana as the greatest power in West Africa, Mali had possession of the gold and salt trade across the Sahara Desert.

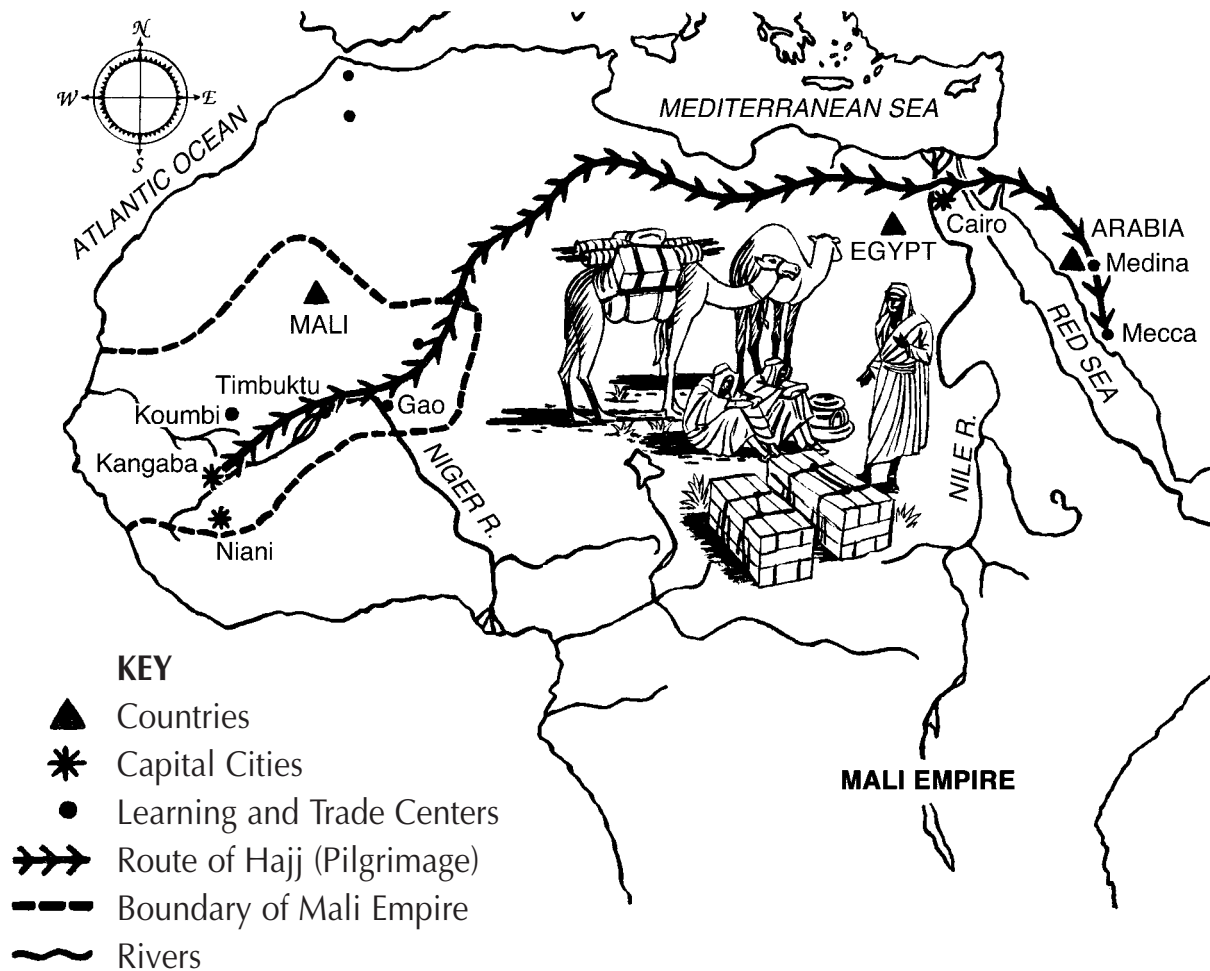
Mansa Musa died in 1332. His reign lasted twenty-five years. Mansa Musa's brother, Mansa Sulayman, who came to the throne in 1351 after the unsuccessful reign of Mansa Musa's son, was the last of the capable Mandingo emperors. He died in 1359. His successors were not strong and the Mali Empire began to decline. The Songhay kingdom began to rise as the Mali kingdom declined.

■ REVIEW

Complete each of the following sentences on another sheet of paper.

1. Es-Saheli was an Arab _____ and _____ .
2. He designed buildings in _____ and _____ .
3. Mali was divided into _____ ruled by _____ .
4. The baobab tree provided _____ , _____ and _____ .
5. Mali craftsmen worked in _____ , _____ , _____ and _____ .
6. Mali possessed the _____ and _____ trade across the Sahara Desert.
7. Mansa Musa was succeeded first by his _____ and later by his _____ .
8. Under Mansa Musa, the Mali Empire was about the size of _____ .
9. Mansa Musa allowed people in the towns a great deal of _____ rule.
10. As the Mali kingdom declined, the _____ kingdom began to rise.

MALI: MAP STUDY



MAP EXERCISES

Use the information on this page to complete the exercise below.

1. Outline the boundary of Mali in red.
2. Trace the route of Mansa Musa's hajj (pilgrimage) in green.
3. What bodies of water were crossed or were near the route of Mansa Musa's hajj?

4. In what country is Mecca? _____

5. What were the capital cities of Mali? _____

6. What were the great cities of trade and learning? _____

7. What great city of Egypt did Mansa Musa's pilgrimage cross? _____

■ MALI: REVIEW QUIZ

A. TRUE-FALSE.

Write the word TRUE if the statement is true; write the word FALSE if the statement is not true. Rewrite all false statements, making them true statements, on the back of this paper.

1. _____ Mali was located on the left bank of the Lower Niger River.
2. _____ Mali was a Mandingo state whose capital was Kangaba.
3. _____ The Mandingoes were Christians.
4. _____ Mali controlled the silver mines of Wangara.
5. _____ Sundiata was succeeded by Mansa Musa.
6. _____ Es-Saheli, an architect, designed buildings in Timbuktu.
7. _____ Mochrifs were Mali towns ruled by mayors.
8. _____ The leaves of the baobab tree were used for spice.
9. _____ Under Sundiata, Mali was a rich farming country.
10. _____ Timbuktu was a center of culture and learning.

B. Each of the following phrases refers to Sundiata or Mansa Musa. Write the correct name on the blank provided.

- _____ 1. a sickly, paralyzed child
- _____ 2. defeated Sumanguru
- _____ 3. his army captured Gao
- _____ 4. made a pilgrimage to Mecca
- _____ 5. encouraged higher learning
- _____ 6. developed an agricultural country
- _____ 7. made Mali an empire
- _____ 8. reestablished gold and salt trade

C. Answer questions in complete sentences on another sheet of paper.

1. How long did it take Mali to reach the height of its power?
2. What did the Soninkes, the Sossos, and the Mandingo people have in common?
3. Why is Sundiata's memory still cherished today?
4. What new development was added to the resources of Mali?
5. Why was Mansa Musa's reign so spectacular?
6. Describe the political organization under Mansa Musa.

SONGHAY

Since many great civilizations were built around river systems, it is not surprising that the great African civilizations developed close to rivers. The soil near the rivers was fertile and well suited to agriculture, grazing, and hunting. The river was used for fishing and also served as a means of transportation for many miles. The Niger River from Lake Debo to the city of Busa provided a navigable passage for almost one thousand miles. There were many bays, inlets, and islands which served as bases of protection against unfriendly visitors. The Songhay people lived on the banks of the Middle Niger River.

The first large city in Songhay was Kukya. It was located in Dendi country, today the northwestern part of Nigeria. Between the eighth and ninth centuries, the Berbers, a nomadic people from the desert, captured Kukya and established a settlement later called Gao. Gao became the most important trade and commercial center in Songhay. Gao was settled in two sections, one of which was settled by Moslem traders. The other

section was inhabited by local Songhay people, as well as by the Berber Kings, who were called the Dia Kings. Through much intermarriage the Berbers and the blacks became one people, adopting the customs and the Moslem religion of the Songhay people.

From the eleventh through the fourteenth centuries, Songhay struggled to protect its borders from Mali. Gao once fell to Mali but was later recovered by two Songhay princes who had been held captive in Mali but had cleverly escaped. These brothers, Ali Kolon and Sulayman Mar, founded a new succession of ruler's called the Sunni.

As Mali's strength declined, Songhay grew gradually stronger. It soon became the most important kingdom in West Africa. Timbuktu was recaptured in 1468 and became one of the greatest centers of learning in all of Africa. The University of Sankore was located in Timbuktu and the city became known for its scholarship as well as its commerce.

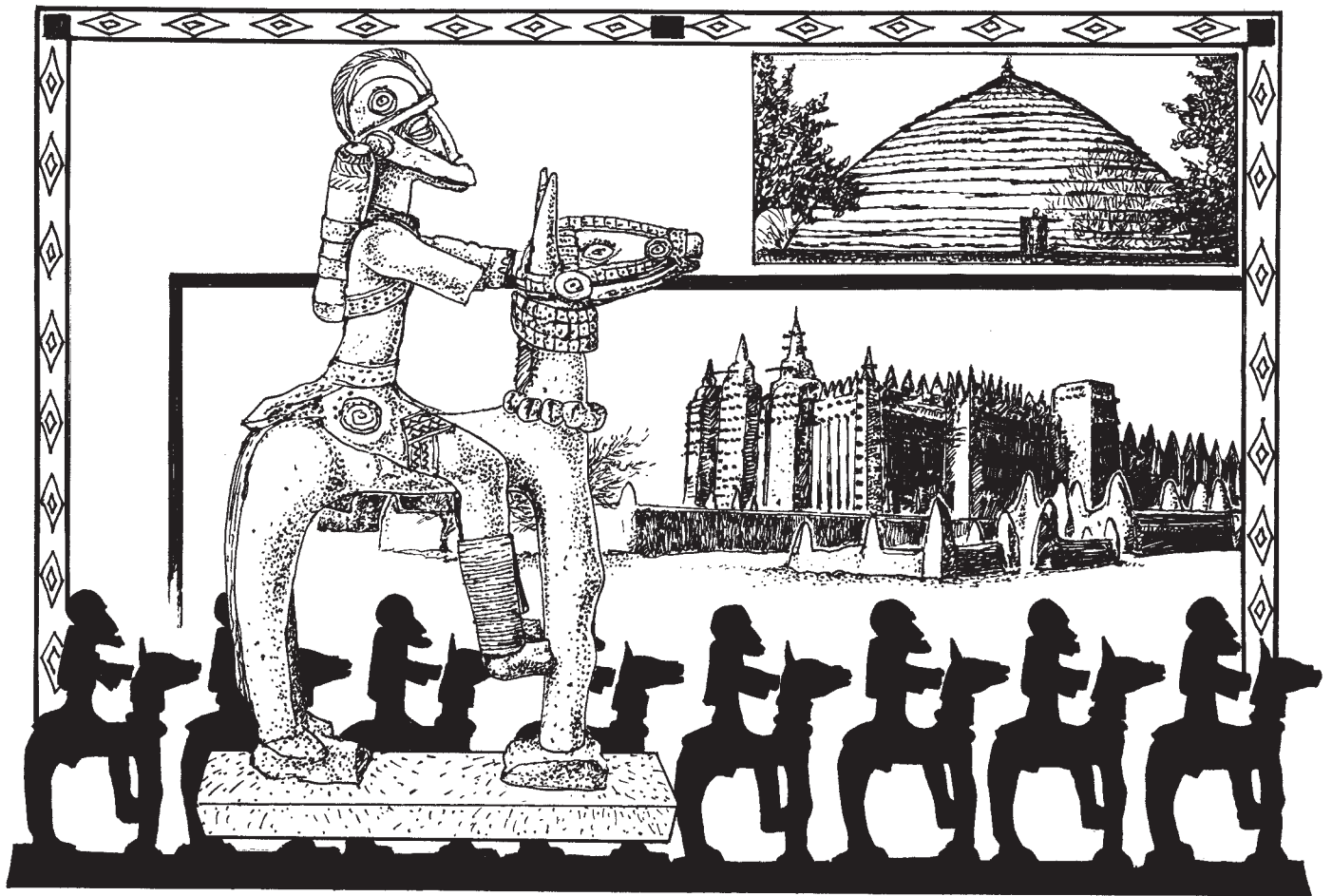
■ REVIEW QUESTIONS

1. How do rivers affect the development of civilizations? _____

2. What part did the Berbers play in the history of Songhay? _____

3. What part did Ali Kolon and Sulayman Mar play in the history of Songhay? _____

■ SONGHAY II



Another center of learning was the city of Jenne. This city was three hundred miles southwest of Timbuktu and was said to be more beautiful than Timbuktu. Jenne also had a university with thousands of teachers who lectured and conducted research in medicine and other areas. The kings of Mali tried ninety-nine times to capture Jenne. The Songhay army surrounded the city and prevented food and supplies from entering. The people of Jenne began to starve from lack of food. After seven long years, Jenne fell to the Songhay army in 1473.

The Songhay king, Sunni Ali, married the Queen

Mother of Jenne. The conquest of Jenne and the union of the two royal families established Songhay as the leading power of West Africa.

When Sunni Ali died in 1492, Askia Muhammad Toure, a Soninke, became king. Askia was a brilliant man and went on to become a truly great king.

Because Askia surrounded himself with learned men, doctors, lawyers, and students were plentiful in Songhay. Timbuktu was known for its stores of gold, its beautiful women, and its seats of learning. The University of Sankore and other centers of learning had manuscripts in several

languages. Greek and Latin manuscripts were used regularly. The works of Aristotle and Plato were translated into Arabic. Scholars came to Songhay from all over the world. The people amused themselves with music, dancing, fencing, dramatics, poetry recitations, chess, and gymnastics. Many of the learned doctors and scholars who had left Timbuktu returned to resettle in this city.

Askia did much to reestablish the religion of Islam. He made his hajj to Mecca in 1495. He

was accompanied by thousands of foot soldiers and horsemen. Askia felt that it was his duty to renew and spread the Islamic religion. He took with him great quantities of gold to build mosques where they were needed. While he was away, Askia visited the Caliph of Egypt. The Caliph appointed Askia his lieutenant in Songhay. This was a great token of respect and friendship. Two years later, Askia Muhammad returned home. He was proud of his title of Al Hajj, which means the pilgrim. Even today Africans who have made the journey to Mecca are called Aljahi and Aljaha.

■ REVIEW QUESTIONS

Answer the following questions in complete sentences on a separate sheet of paper.

1. Where was Jenne located?
2. Why was Jenne so important?
3. How did the Songhay army finally gain control of Jenne?
4. For what was Timbuktu known?
5. What languages were read at the University of Sankore?
6. What forms of pleasure did the Songhay people enjoy?
7. What religion did Askia force upon his people?
8. A. What religious title was conferred upon Askia? B. What was its significance?
9. What events firmly established Songhay as the leading power of West Africa?

■ SONGHAY III

Askia took his armies into the East. Even the Mansas of Mali had not been there. About 1513 Askia Muhammad's armies conquered a group of kingdoms made up of Hausa states. These kingdoms were located between the Niger River and Lake Chad. The Hausa city of Kano was the most difficult to conquer. After Kano's defeat, Askia permitted its king to remain on his throne.

Askia Muhammad will be remembered for his accomplishments in unifying a huge area. He had a great respect for his opponents. He fought and acted nobly when he was the conqueror. He appointed his own governors to each of his provinces. He organized a central government made up of ministers, all of whom had to answer to the king.

Askia's navy was composed of a fleet of canoes. The head of this navy was called the chief of the navy and he was a part of Askia's

ministry. This ministry also had a treasurer, and chiefs of tax collectors, foresters, woodcutters, and fishermen. In every village the king appointed an officer who was responsible to him.

The Moslem faith was strengthened by the Islamic judges appointed in large districts to administer Moslem justice. Askia had a court system which included his own court as the highest court of appeals.

Askia was unhappy in his later years. A palace revolt was led by one of his sons. When Askia was nearly ninety years old, he was sent out of the country. Later he was returned to his palace as a guest to live out his final days. Askia died in 1538.

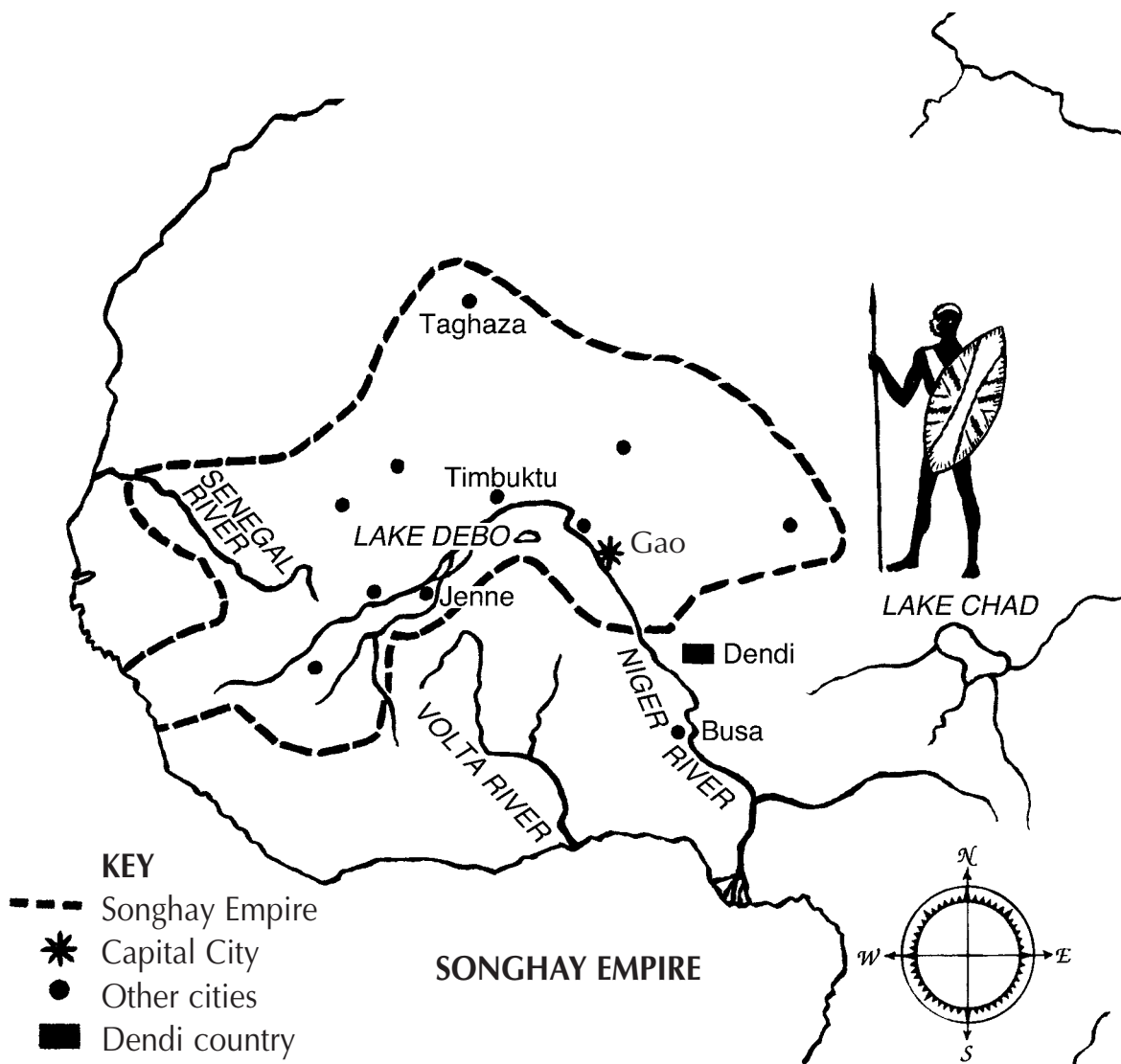
During the 17th century, the Songhay Empire declined. Some of the tribes kept their political identities until the 18th and 19th centuries. The Ashanti people of Ghana, and the Hausa people in Nigeria are still very much in evidence today.

■ TRUE-FALSE

On the basis of what you have read, indicate whether the following statements are true or false.

- ___ 1. Justice was administered according to the rules of the Moslem religion.
- ___ 2. Askia was removed from office by one of his brothers.
- ___ 3. Askia died in the land to which he had fled in exile.
- ___ 4. The government of Songhay had a lower and higher court.
- ___ 5. When a territory was captured, the king of the territory was immediately dethroned.
- ___ 6. Askia conquered lands that had not been challenged by the empires of Mali.
- ___ 7. Askia died at the age of 81.
- ___ 8. Askia respected his opponents and acted nobly when he was the conqueror.
- ___ 9. Songhay was subdivided into many sections each ruled by a governor.
- ___ 10. Some tribes of Songhay have descendants living in Africa today.
- ___ 11. Songhay could not navigate the waters around its kingdom because it lacked a navy.
- ___ 12. Songhay declined during the 16th century.

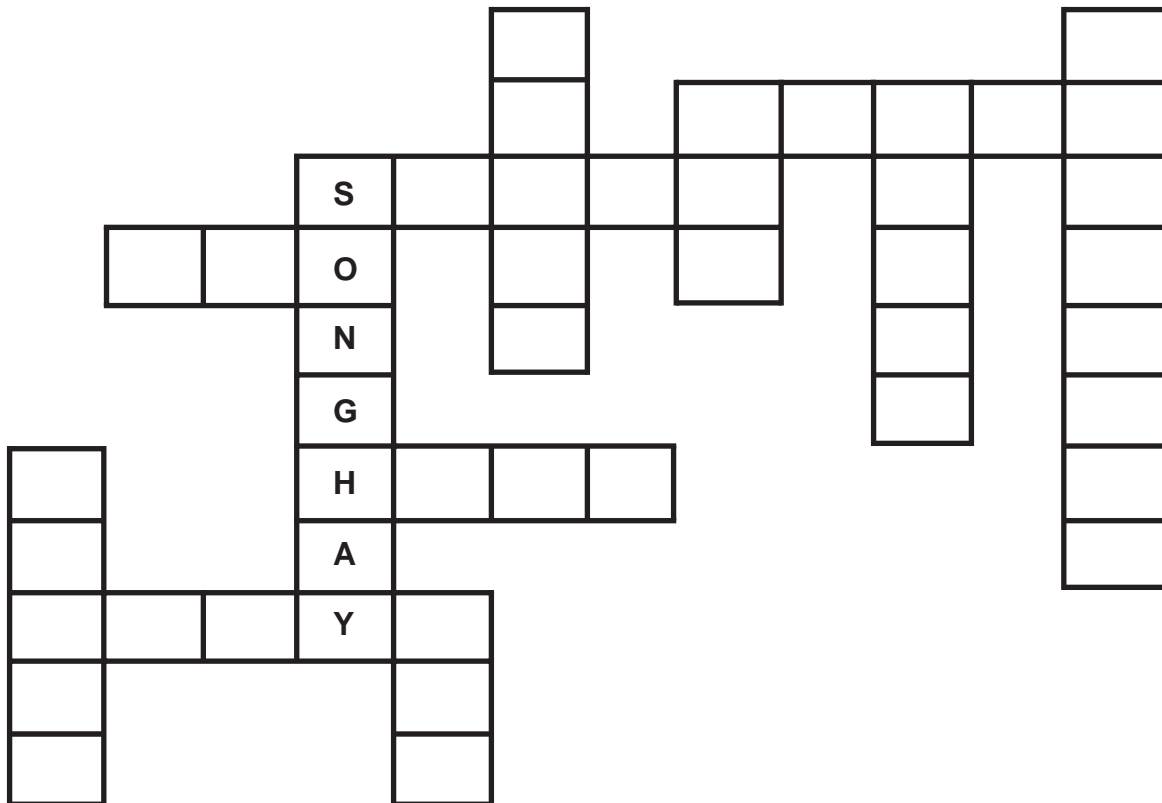
SONGHAY: MAP STUDY



MAP EXERCISES

1. Trace the boundary of the Songhay Empire in red. Write in its name.
2. Refer to page 27, paragraphs 1 and 2, to do these exercises.
 - a. Trace the portion of the Niger River that formed a navigable passageway. Color this blue.
 - b. Label the first large city of Songhay.
3. What city was southwest of Timbuktu?
4. What city was southeast of Timbuktu?
5. The Hausa states, captured by Songhay, were located between the Niger River and Lake Chad. Locate the general area on the map. Label.

■ SONGHAY: REVIEW



Fit the missing words in the blank spaces in the puzzle. The words must fit exactly in the spaces given.

_____ was the first large city in Songhay.

It was located in _____ country.

The Berbers renamed this city ____.

Berber kings were called the ____ kings.

Ali Kolon and Sulayman Mar founded a new succession of rulers called the _____.

_____ was one of the greatest learning centers in Africa.

_____ received the title of Al Hajj after his pilgrimage to Mecca.

The people of Songhay lived on the banks of the Middle _____ River.

_____ was captured by Sunni Ali in 1473.

A _____ is a pilgrimage to Mecca.

Sunni _____ established Songhay as the leading power of West Africa.

FINAL REVIEW

WORDS TO REMEMBER

Match the correct definition in Column II with each word in Column I. Write the letter of the correct definition in the space provided.

COLUMN I

- ___ 1. artifacts
- ___ 2. archaeology
- ___ 3. baobab
- ___ 4. culture
- ___ 5. Mansa Musa
- ___ 6. Islam
- ___ 7. Mande
- ___ 8. matrilineal
- ___ 9. Nok sculpture
- ___ 10. terracotta

COLUMN II

- A. a tree with a huge trunk, bearing gourdlike fruit
- B. a form of hard pottery used in making statues
- C. language spoken by early Soninke people
- D. Mohammedan religion
- E. succession of lineage through the mother
- F. study of history from relics
- G. anything made by humans
- H. a way of life
- I. earliest and oldest art form; found in Nigeria
- J. inspired leader of the Mali Empire

KINGDOMS OF EARLY AFRICA

Write an important fact or contribution to identify each of the following.

ASHANTI

Osei Tutu _____

Golden Stool _____

GHANA

Soninke _____

Mande _____

Koumbi Saleh _____

MALI

Mansa Musa _____

Timbuktu _____

Gao _____

hajj _____

SONGHAY

Ali Kolon and Sulayman Mar _____

Jenne _____

Askia _____

■ ANSWER KEY

Page 2. BEGINNINGS

Notes for the Teacher

Explore the extent of pupils' knowledge concerning black people of today and black people of the ancient world. Call attention to the archaeological findings which support the indications of early complex civilizations in Africa. Encourage pride, respect, and admiration for the abilities, arts of these early societies. Encourage extra reading in this area.

Review Questions: Answers

1. What is believed to be the evidence of earliest man was found by British archaeologists Louis and Mary Leakey in the country of Tanganyika (now Tanzania). 2. The Ishongo people lived between 6,000 and 9,000 years ago. 3. The Ishongo people used an intricately marked bone which may be the world's oldest table of prime numbers. 4. The descendants of the Ishongo people live in the Congo today. 5. The city of Timbuktu is remembered today because it was one of the intellectual centers of the ancient world. 6. In 1870, a stone temple and remains of a medieval Zimbabwean city were found by archaeologists. These findings indicated that the ancient Zimbabweans were able to smelt gold, carve sculptures, and mold pottery. 7. Answers will vary, but students should include that climate and the forces of nature in Africa made written record almost impossible and forced the people to rely on oral histories handed down through the generations. The only written records of early Africa that exist were written by Arab tradesmen and historians beginning around A.D. 700.

Suggested Vocabulary

artifact	– something made by humans
hominid	– early human ancestors, including earliest forms of erect bipedal primates
Olduvai Gorge	– a deep canyon in Tanzania in which human skeletal and cultural remains were found
archaeologist	– an expert in the study of the past through the examination of artifacts, fossils, and other remains
smelt	– to melt ore to obtain metal

Page 4. EARLY AFRICAN MIGRATION

Map Study

1. Bodies of water reached as a result of overland migration were the Mediterranean Sea, Red Sea, Persian Gulf, and Indian Ocean. 2. Countries of Europe and Asia receiving African people as a result of overland migration were Turkey, Arabia, Persia, Portugal, Spain, as well as other countries of Europe, and eastern and oriental lands. 3. Africans going to Europe as slaves left the countries of Sierra Leone, Senegal, a site near the present-day city of Monrovia, Liberia, and Ghana. They traveled via water to Portugal. 4. Africans coming to the New World as slaves left Nigeria and traveled to Colonial America, the West Indies and the Caribbean, and South America.

Suggested Vocabulary

- migration – the act of moving from one country or region to settle in another

Page 5. AFRICAN LIFE: An Overview

Notes to the Teacher

Emphasis should be placed upon the significance of the family structure. The whole of African life was organized around the family. Because of widespread polygamy, the family was traced through the mother. Several branches of the same family made up the tribe. Expression of religion, art, and tradition was done through the drums, the dance, and the treasures of sculpture and art. African music still exists in the music of the West Indians and in the moving spirituals of the black people of America.

Suggested Vocabulary

- matrilineal – matrilineal was a system of succession tracing descent through the mother
- monarchies – monarchies are governments ruled by one individual
- census – a census is the counting of people
- traditional – traditional is an adjective describing the handing down of customs, information, attitudes, etc., from the past
- contemporary – contemporary is an adjective meaning at the same or present time

- tribe – a tribe is a large group composed of several branches of the same family
- culture – the set of shared attitudes, values, goals, and practices that characterizes a country, or people
- intricate – intricate is an adjective which is used to describe complicated and involved patterns
- welding – welding is the process of fusing metals together
- civilization – civilization is the total of advancements made in art, science, etc., which lead to a high degree of social organization

Page 6. AFRICAN LIFE: STUDY OUTLINE

Notes to the Teacher

This outline gives some of the main points to be discussed. Have students re-read the story on African Life and find sub-topics that can be put under each heading.

A. Subtopics will vary, but a student's outline should resemble the following:

- I. Africans organized life around the family.
 - A. Men had multiple wives
 - B. Matrilineal succession
 - C. Several branches to same family formed a tribe.

II. Africans were deeply involved with religion.

- A. Supreme God
- B. Lesser gods
- C. Ancestor worship
- D. Beliefs in fate
- III. Africans expressed themselves through arts and crafts.
 - A. Skills handed down from mother to daughter
 - B. Weaving
 - C. Carving
 - D. Sculpturing
 - E. Welding of iron
- IV. Africans expressed themselves through music.
 - A. Drums
 - B. Dances
- V. Africans believed in the strength of the tribe and in tribal responsibility.

Students might redo this outline on a separate sheet of paper and add details under those subtopics included in the outline.

Page 7. AFRICAN ART: A N OVERVIEW

Notes to the Teacher

This is one of the most prolific areas of African expression. However, space permits a presentation of the contributions of only a few tribes, mostly from West Africa. Stress the revelation of the culture through the art. Mention that geological upheavals have a distinct influence upon the finding of treasures that reveal ancient life. Refer students to simple texts on earth science in order to create an understanding of the power and influence of earth movements upon history and

the revealing of history. Civilizations can be terminated by such catastrophic actions and buried for thousands of years. What archaeologists have found is just a fraction of what may be still hidden.

Suggested Vocabulary

terra cotta – hard ceramic clay used in pottery and construction

Page 8. AFRICAN ART: AN OVERVIEW (CONTINUED)

Notes to the Teacher

This page identifies the tribes discussed in this book. The contributions listed are by no means the extent of the various types of art found from these African peoples. Just one or two contributions as a sampling are listed.

GEOGRAPHY OF AFRICAN ART

Congo	– Wood carvings and sculpture
Sahara Desert	– Rock Painting and Rock Engravings at least 5000 years old or more
Nigeria	– Terra cottas; Nok Culture; reveal the culture of the Nigerian hill tribes
Tanzania (East Africa)	– Naturalistic paintings in pre-historic shelters
Togoland	– Mud Sculpture

TRIBES AND THEIR WORK

Nok (Nigeria)	– terra cotta sculpture
Ibo (Nigeria)	– Extreme variety in art styles. Terra cottas, pottery, wooden

	masks and other art forms
Ife-Yoruba (Nigeria)	– Bronze and terra cotta sculpture
Mende (Sierra Leone)	– Unusual style in sculpture. Different from most African work
Bini (Nigeria)	– Mud Sculpture
Ashanti (Ghana)	– Specialty in gold. Representative wood carved dolls. Kente cloth.
Songe (Congo)	– Wood carvings and sculptures

Page 9. AFRICAN ART: MAP STUDY

Notes to the Teacher

The study of this map in connection with a current map of Africa should help students visualize the area from which much of the art of black people has come. Students might add sketches of art objects to map.

Identification: Answers

1. Sierra Leone 2. Ivory Coast 3. Ghana 4. Togo
5. Nigeria 6. Congo 7. Mali 8. Tanzania

Page 10. AFRICAN ROCK ART

Notes to the Teacher

Discuss the fact that rock art is a highly diverse and little understood phenomenon. Encourage students to mentally place themselves in a particular African environment of northern, central, or southern Africa and think about how (or if) they would create art. The human impulse to create, to record, to capture or replicate life through art emerges in the most “primitive” societies.

Ask students to think about the differences between engraving and painting and to speculate which technique is likely to be the oldest or earliest. If you were sitting in a cave or beneath a rocky outcropping, would you be inclined to paint or engrave? Note that the art of the north typically involves images of animals, wild and domestic. Ask students to think about the reasons for this subject matter and contrast it with the more abstract geometric paintings of central Africa.

Suggested Vocabulary

Naturalistic – factual or realistic; conforming to nature

Page 11. NOK SCULPTURE

Nok terra cotta sculpture is the oldest known African sculpture. Unfortunately, all that is left of these once life-size sculptures are head fragments. Even in their fragmentary form, however, their power and expressiveness come through. Discuss the remarkable power of art to transmit subtle information across centuries—messages from one people (now long gone) to another. Despite the many false notions and prejudices we carry about the “primitiveness” of antique peoples, the Nok terra cotta heads convey an undeniable sophistication. The strong expressive quality of the heads as well as the broad range of humanity captured in them suggest an advanced and penetrating psychological awareness.

Page 12. ASHANTI: ANCIENT & MODERN

Notes to the Teacher

While the Ashanti kingdom cannot claim the power, size, or stature of the great empires of Ghana, Mali, and Songhay, they were a significant regional power. It is important to make a distinction between present-day Ghana (where the Ashanti now live, and where their ancestors lived), and the ancient empire of the same name which was located to the north in the area of present-day Mali and Mauritania.

Review Questions: Answers

1. gold and brass 2. Gold Coast 3. Osei Tutu
4. Golden Stool 5. bones 6. gold and slaves

Suggested Vocabulary

descendant	– an offspring
colony	– a country ruled by another
legitimize	– to make legitimate or lawful
legend	– a story that has been passed down from one generation to another

Page 14. ASHANTI ART

Notes to the Teacher

The Ashanti dolls are representational carvings. They are worn tucked in the waist, sometimes in the back. The Ashanti stool is a symbol of authority and power. An Ashanti weaver uses his hands and feet in weaving cloth. Intricate and beautiful patterns are woven into a type of cloth known as *kente* cloth.

Page 15. GHANA: AN EARLY EMPIRE

Notes to the Teacher

Students should understand that present-day Ghana derives its name from ancient Ghana. Also worth noting is the fact that written language—Arabic—came to Ghana as a result of trade which also brought the religion of Islam. Many black scholars wrote in Arabic. Little is known of Ghana before the arrival of Moslem caravan traders in 700 A.D. some of whom recorded their experiences there. The people of Ghana were the Soninkes, who spoke the Mande language. Gold and slaves were the chief items of exchange.

Review Questions: Answers

1. **a.** The early people of Ghana were the Soninkes. They spoke the Mande language.
2. **a.** The Soninke kings (the kings of Ouagadougou) were called Ghanas. This word in the Mande language meant warrior king. 3. **a.** The son of the king's sister succeeded him after his death. This system of succession is called matrilineal succession. 4. Gold and the slave trade contributed most to the prosperity of Ghana.
5. Arabic was the written language introduced as a result of trade. The religion of the Moslems, Islam, also came with this exchange. 6. Ghana had a lower court and a court of appeal. The king was the final authority of the supreme court.
7. Diagrams will vary. 8. The present day countries of Mali and Mauritania have been formed from ancient Ghana.

Page 17. GHANA: TRADE AND DEVELOPMENT

Notes to the Teacher

This page stresses the trade routes and their

influence upon the establishment and growth of cities. The existence of Koumbi Saleh, the capital, with its two distinct towns—a Muslim town and a forested royal compound—has been confirmed by 20th century excavations. The locations of the Wangara gold fields were not revealed, even at the point of death. The great secrecy surrounding their location contributed to the extended trade and subsequent wealth in Ghana brought by gold.

Review Questions: Answers

1. Leather goods, chigguyiya cloth, cloth, pottery, and gold, iron, and copper products were made by Ghanaians and sold in every market. 2. Koumbi Saleh was the most important city on the trade route. 3. It was also the capital of Ghana. 4. a. The Almoravids were a Moslem reform group. b. Their leader was Ibn Yacin. 5. a. The Sossos were the southern branch of the Soninkes who ruled from the city of Sosso. b. The most influential of the Sosso kings was Sumanguru. 6. The kingdom of Mali was created after the defeat of the Sossos. 7. Pictures will vary.

Page 19. GHANA MAP STUDY

Notes to the Teacher

The map exercises may be done as an independent assignment or they may be done by the entire class along with the teacher.

Map Exercises: Answers

1. Niger River, Senegal River, and Sahara Desert should be correctly labeled. 2. Ancient Ghana and Koumbi Saleh should be correctly labeled.

3. Modern Ghana and Accra should be correctly labeled. 4. (C) Morocco (D) Algeria. 5. The trade route cities of Sidjilmasa and Taghaza should be correctly labeled. 6. Students should correctly fill in the key, according to the directions.

Page 20. GHANA: REVIEW QUIZ

Answers:

A. 1. The boundaries of ancient Ghana were the Sahara Desert on the north, the Atlantic Ocean on the west, and the bend of the Niger River on the south. 2. Ghana was not known before A.D. 700 because there were no written records known during this period. 3. Ghana was most famous for its gold. 4. Koumbi Saleh was the capital of Ghana. 5. Products actively traded in the market were gold, cattle, sheep, honey, wheat, raisins, dried fruits, leather goods, gold and copper objects, cloth, blouses, weaving and pottery. 6. The Arabic language was introduced into Ghana.

B. 1. Many of the wealthy residents of Ghana lived in homes of (c) wood and stone. 2. The capital of Ghana was composed of (b) two cities. 3. Ghana was invaded by the (a) Almoravids.

C. 1. c 2. d 3. e 4. b 5. a

D. The defeat of the Sosso kingdom of Sumanguru by the Mandingoes caused the decline of the Ghana Empire.

Page 21: MALI: A LATER EMPIRE

Notes to the Teacher

Stress should be placed upon the personal influence of the two great kings of Mali. The first, Sundiata Keita, built Mali into one of the great countries of the medieval world. He succeeded in making an empire of the small state, Mali. The second king, Mansa Musa, was truly inspired. He encouraged intellectual development, giving great status and security to scholars. He made the city of Timbuktu and Gao centers of learning.

Review Questions: Answers

1. i 2. d 3. g 4. c 5. n
6. a 7. e 8. f 9. h 10. j

Page 23. MALI: A LATER EMPIRE

Review Questions: Answers

1. i 2. c 3. i 4. c 5. c 6. c
7. n 8. n 9. n 10. c 11. n 12. c

Page 24. MALI: GROWTH AND DEVELOPMENT

Notes to the Teacher

Upon his return from Mecca, spiritual center for Moslem worshippers, Mansa Musa brought an Arab scholar and architect, Es-Saheli. This scholar designed many great buildings in Timbuktu and other cities in West Africa. New mosques (temples) were built. At the highest point in the Mali Empire, under Mansa Musa's reign, the empire of Mali covered an area about the size of Western Europe. This territory was much greater than the territory held by Ghana.

Review Questions: Answers

1. Es-Saheli was an Arab scholar and architect. 2. He designed buildings in Timbuktu and other cities of West Africa. 3. Mali was divided into provinces ruled by mochrifs (mayors). 4. The baobab tree provided meal for bread, liquid for medicine, and liquid for dyes. 5. Mali craftsmen worked in wood, silver, gold, and copper. 6. Mali possessed the gold and salt trade across the Sahara Desert. 7. Mansa Musa was succeeded first by his son and later by his brother. 8. Under Mansa Musa, the Mali Empire was about the size of Western Europe. 9. Mansa Musa allowed people in the towns a great deal of self rule. 10. As the Mali kingdom declined, the Songhay kingdom began to rise.

Page 25. MALI: MAP STUDY

Notes to the Teacher

The main points to be stressed are the great cities of trade and learning and the growth in territory of the Mali Empire. Point out the places passed en route to Mecca.

Map Exercises: Answers

1. Trace the boundary of Mali in red. 2. Trace the hajj route in green. 3. Bodies of water crossed or near the route of Mansa Musa's hajj were the Niger River, Nile River, and Red Sea. 4. Mecca is in Arabia (now Saudi Arabia). 5. Capital cities of Mali were Kangaba and Niani. 6. Great cities of trade and learning were Timbuktu and Gao. 7. Mansa Musa's pilgrimage traveled through the city of Cairo, Egypt.

Page 26. MALI: REVIEW QUIZ

- A.** 1. False 2. True 3. False 4. False 5. True
6. True 7. False 8. False 9. True 10. True
- B.** 1. Sundiata 2. Sundiata. 3. Mansa Musa
4. Mansa Musa 5. Mansa Musa 6. Sundiata
7. Sundiata 8. Sundiata
- C.** 1. It took Mali about seven hundred years to reach the height of its power. 2. The Soninkes, the Sossos, and the Mandingo people were distantly related and had a common ancestor, making them branches of the same family. They all spoke the Mande language, as well. 3. Sundiata's memory is cherished today because he conquered illness and affliction to make himself a strong man. He developed a strong army which completed the destruction of the Sosso Empire and firmly established the Mali Empire. 4. Agriculture was developed to a new and greater extent. 5. Mansa Musa's reign was so spectacular because: **a.** He was an inspired leader. **b.** He encouraged intellectual development. **c.** He made Timbuktu and Gao even greater as centers of learning. **d.** He extended the boundaries of Mali. **e.** He developed architecture. **f.** He loved the arts. **g.** He expanded trade and commerce. **h.** the spiritual pilgrimage Mansu Musa took to Mecca with its lavish caravan procession drew attention to Mali's great wealth 6. Mali was divided into provinces which were ruled by mochrifs (mayors). All of these officials were appointed by the king. Tribal and family ties were very strong and all were very loyal to the king.

Page 27. SONGHAY

Notes to the Teacher

Stress the advantages of cities which grow up around rivers. The Niger River was most important in the development of Songhay. A center of learning which was very highly developed was the city of Jenne. After Jenne's conquest, the Songhay king married the queen mother of Jenne, thus cementing amicable relations.

Review Questions: Answers

1. Rivers advance civilization by affording transportation, producing fertile soil, producing grazing land for cattle, and providing drinking water. 2. The Berbers intermarried with blacks. They adopted the customs and worship of the Songhay people. They merged with the inhabitants and became one people. 3. After the escape of the Songhay princes, one of them, Ali Kolon, became ruler of Songhay. He founded a new succession of rulers called the Sunni.

Suggested Vocabulary

navigable	– deep and wide enough to allow the passage of sailing vessels
research	– study in a particular area to learn new facts or to substantiate or revise the old
bay	– a place where the land recedes and ocean waters move inward
commerce	– buying, selling, or trading
succession	– a system where one person follows another as ruler

inlet	– a place where water moves inland from the sea
nomadic	– an adjective which describes the movement of people from place to place
customs	– customs are practices that have continued over a long period of time

Page 28. SONGHAY II

Notes to the Teacher

These pages stress the great humanity and genius of the most illustrious king and organizer, the great Askia. Askia did many things to expand Songhay: he reestablished the religion of Islam; he annexed additional territory, organized a navy fleet of canoes, administered a court system, and had the unusual characteristic of not destroying the rulers of his conquered lands, but annexing the lands in a complex of units in Songhay.

Review Questions: Answers

1. Jenne was located 300 miles southwest of Timbuktu. 2. Jenne was a very beautiful city. It housed a university with thousands of teachers. Research was conducted in medicine and other areas. 3. The Songhay army surrounded Jenne and prevented materials from entering or leaving. After seven years, the starving Jenne surrendered. 4. Timbuktu was known for its gold, its beautiful women, and its centers of learning. 5. Greek and Latin manuscripts were used regularly at the University of Sankore and other centers of learning. 6. Songhay people enjoyed music, dramatics, dancing, fencing, poetry,

recitations, gymnastics, and chess. 7. Askia forced the Moslem religion (Islam) upon his people. 8. a. Askia was appointed the Lieutenant of the Songhay country. b. This title was a token of respect and friendship. 9. The conquest of Jenne by Sunni Ali firmly established Songhay as the leading power of West Africa.

Page 30. SONGHAY III

True—False: Answers

1. true 2. false 3. false 4. true 5. false 6. true 7. false 8. true 9. true 10. true 11. false 12. false

Page 31. SONGHAY: MAP STUDY

Map Exercises: Answers

1. Trace the boundary of the Songhay Empire and write in its name. 2. a. Trace the navigable portion of the Niger River (from Lake Debo to the city of Busa) 2. b. Kukya should be labeled (it was later called Gao) 3. Jenne 4. Gao 5. Label the area of the Hausa states (between the Niger River and Lake Chad)

Page 32. SONGHAY: REVIEW

Exercise: Answers

Kukya was the first large city in Songhay.

It was located in **Dendi** country.
The Berbers renamed this city **Gao**.

Berber kings were called the **Dia** kings.

Ali Kolon and Sulayman Mar founded a new succession of rulers called the **Sunni**.

Timbuktu was one of the greatest learning centers in Africa.

Askia received the title of Al Hajj after his pilgrimage to Mecca.

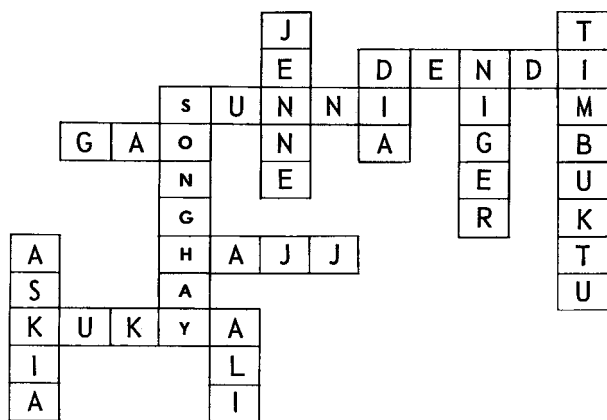
The people of Songhay lived on the banks of the Middle **Niger** River.

Jenne was captured by Sunni Ali in 1473.

A **Hajj** is a pilgrimage to Mecca.

Sunni **Ali** established Songhay as the leading power of West Africa.

Puzzle Solution



Page 33. FINAL REVIEW

Words to Remember

1. g 2. f 3. a 4. h 5. j
6. d 7. c 8. e 9. i 10. b

Kingdoms of Early Africa

Answers will vary.