



Chapter 4 After You Read

Read each section carefully, then write your answers on a separate sheet of paper.

Comprehension Review

1. What is a major difference between the Niger and the Nile rivers?
2. Describe the agriculture along the Niger River.
3. In which empire was the city of Wagadu? Why was it important and famous?
4. The kings in the Empire of Ghana were called ghanas. What were the kings in the Empires of Mali and Songhay called?
5. When and why was Mansa Musa responsible for ruining the value of money in Cairo, Egypt?
6. Name three facts about Ahmed Baba and the University of Sankore.
7. Who was King Tenkhamenin?
8. The author cites historians, travelers, and writers who wrote eyewitness accounts of the historical people, places, and events in

this book. Name two of the writers who documented information on the West African empires.

9. Who was Abubakari II? What trip did he make?

Center Your Thinking

10. In traditional African and African American culture, an energetic, constantly changing, and highly expressive approach to life is generally evident in the music, language, movement, determination, and drive of the people. Create a small booklet about the accomplishments of Sundiata, Mansa Musa, Abubakari II, Sunni Ali Ber, and Ahmed Baba. Write and illustrate at least one page on each of the five men. Tell how their lives reflected the traditional African cultural principles cited above.

Vocabulary and Concept Development

1. Using a dictionary and an encyclopedia, identify and write a definition which is most appropriate for each of the vocabulary words as they are used in this chapter.
2. Using a thesaurus, identify at least two synonyms for each of the following words. Use the dictionary to make sure that the words you choose are truly synonymous

with the meaning of the word as it is used in this textbook.

- | | |
|---------------|----------------|
| a. commerce | f. mercenaries |
| b. barter | g. accumulate |
| c. industry | h. control |
| d. complement | i. inheritance |
| e. empire | |

Reading a Timeline

Use Unit 1 and Chapter 4 timelines to complete the following:

1. The Ghana Empire is cited to have begun by 300 B.C.E. How long did it take for it to become a major trading center?
2. Name the ruler who united Ghana.
3. Arrange the following events in chronological order.
 - a. The Songhay Empire is destroyed.
 - b. Mansa Musa makes a pilgrimage to Mecca.
 - c. The ancient Empire of Ghana flourishes.
 - d. The University of Sankore was founded at Timbuktu.
 - e. The Mali Empire conquers and replaces the Ghana Empire.
4. How long after Prince Henry the Navigator began to explore Africa was the Songhay Empire defeated?

By 1475 C.E., when Sunni Ali Ber had consolidated his power in the region, there was evidence of the coming decline. The city of Timbuktu, once the great capital, was succeeded by the trading center of Gao.

When Sunni Ali Ber died in 1492 C.E., the force of personality and force of arms which he had used to hold the great empire together could no longer hold back its disintegration.

Shortly after Sunni Ali Ber's death, one of his top commanders, Askia Muhammad, seized the throne. Under Askia Muhammad's rule, the kings of Songhay were called **askias**.

Askia Muhammad was more devoted to the Koran (Qur'an), the Muslim holy book, than was Sunni Ali Ber. Like Mansa Musa of the Mali Empire, Askia made a journey to Mecca. While his pilgrimage to Mecca was not as grand as Mansa Musa's, the positive results of his journey were significant to the kingdom. During his travels, Askia Muhammad assembled an impressive group of scholars, mathematicians, poets, musicians, engineers, and architects. This group greatly enhanced and expanded the educational system of Songhay, and in 1490 Timbuktu became the main center of learning.

Scholars from Arabia, Europe, and other parts of Africa journeyed to the University of Sankore in Timbuktu to study art, grammar, literature, mathematics, government, geography, and medicine. Ahmed Baba, the most distinguished of a long line of scholars, served as the last vice chancellor of Sankore. He was the author of at least 42 books. His books covered such topics as astronomy, law, science, theology, rhetoric, and logic.

When Askia Muhammad died, Songhay declined quite rapidly. The Moroccans, a people from northwest Africa, destroyed the major centers of education, trade, and commerce in 1594 C.E.

The rich legacy of these three great empires gave way to struggles over leadership, but then, the legacy of struggle itself is also a part of all human history. The constancy of struggle is a major theme in African American history.

DID YOU KNOW



By 2001, the 1600-book library of the great scholar, Ahmed Baba, had been lost for 407 years. In 1999, some manuscripts were located in Timbuktu, but these were not Ahmed Baba's books.

TIMBUKTU FALLS

The day the Moroccan army stormed into the ancient city of Timbuktu, it was hot and dry. Despite the heat, scores of students listened to the eloquent vice chancellor Ahmed Baba, as he lectured outside the mosque at the wall of his 1,600-book library. He was teaching his students at the University of Sankore about the origins of the Songhay Empire. The year was 1594 and the University of Sankore was among the greatest centers of learning in the world. The students who had gathered to hear Baba speak were thrilled at the opportunity to learn from the most eminent scholar in Sankore's history.

As the Moroccans drew closer to the university, the scene for the Songhay people was frighteningly similar to an earlier attack. In 1590, some 5,000 Moroccans had invaded the empire, hoping to seize control of the wealth of Songhay, particularly its

rich gold and salt mines. Although the Moroccans never succeeded in discovering where the gold mines were, they took complete control of the salt mines at the town of Taghaza (tah-GAH-zah), which is now a part of southern Morocco.

But on this hot day in 1594, the Moroccans were after more than gold and salt. Forcing their way quickly through the streets, the Moroccan soldiers could smell the sweet success of victory. They could hear Ahmed Baba's calm voice as he lectured, completely unaware that danger was just around the corner. Within minutes, Ahmed Baba was grabbed from behind, shackled in chains, and carried away by the invading Moroccan army. Ahmed Baba's arrest brought to an end one of the many glorious periods in African history. Songhay's defeat signaled the beginning of one of the stormiest and most traumatic periods in the history of the African people.

DID YOU KNOW



A strain of African cotton, *Gossypium herbaceum*, was grown and woven into cloth by Native Americans, as early as 1312, long before Christopher Columbus arrived in 1492.

north. He ruled the expanded kingdom of Mali for 25 peaceful years. During his reign, he converted to Islam. Followers of Islam believed then, as they do now, that making a **hajj** (HADJ), or holy trip, to Mecca was their duty.

Mansa Musa left his kingdom in 1324 C.E. with 500 servants, each bearing a golden staff. His caravan boasted more than 100 camels, each bearing 300 pounds of gold. Mansa Musa's legendary trip to Mecca remains one of the most storied trips in history. In fact, Al Omari, a historian writing about the pilgrimage as it came to Cairo, says:

"The people of Cairo earned incalculable sums from Mansa Musa, whether by buying and selling or by gifts. So much gold was current in Cairo that it ruined the value of money. That is how it has been for twelve years from that time, because of the great

amounts of gold Mansa Musa's people brought to Egypt and spent there."

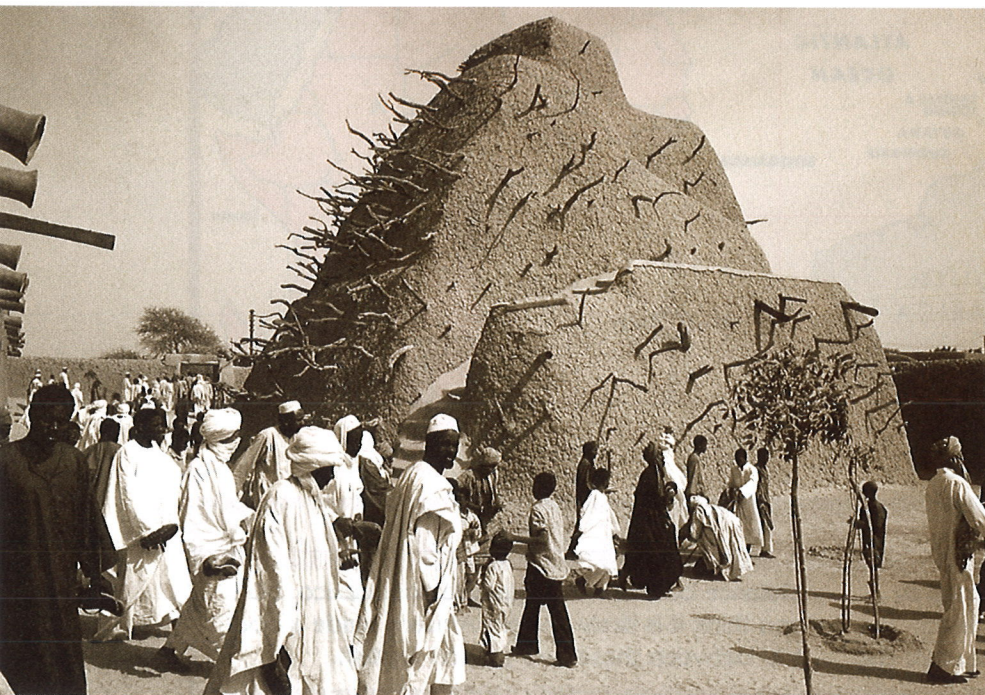
Songhay, the Largest Empire in West Africa (1475—1594 C.E.)

Once again, a king of great courage and military might arose in the Sahel (sah-HELL), a large semi-arid region of West Africa, and defeated the reigning empire of Mali. As in the previous empires in the region, the new Songhay empire depended mainly on the trade in salt and gold.

Songhay was centered on a small ethnic group, also called Songhay. Their ruler, Sunni Ali Ber, grew up in the area where the Niger River makes a bend in Mali, near the town of Bourem. From this base, the Songhays conquered all neighboring people, gathering them under their conquering emperor.

In 1468 C.E., Sunni Ali Ber saw Arab Muslims, who had brought the religious traditions of Islam into West Africa, as intruders. He sought to return the people to their African traditions and declared war on Arab Muslims and their supporters. He defeated the Mandinka, allies of the Arab Muslims, at Timbuktu and went from town to town subduing the Malian army. When Sunni Ali Ber completed his conquests, the Songhay Empire had become the largest empire ever established in West Africa.

Sunni Ali Ber kept a navy which patrolled the Niger River and set up a huge army equipped with armor, horses, and camels. He developed a system of weights and measures that set a uniform value on the gold and salt. This development eased tensions between merchants, making trade agreements smoother.



Muslims visit the tomb of Askia (King) Muhammad, the ruler of Songhay who made his kingdom into a world center of learning.



DID YOU KNOW ?

Christopher Columbus notes in his diary that he found a dark-skinned people whom he assumed to be from Guinea, West Africa, trading with the native Caribbean people. On his third voyage to the Americas in 1498 C.E., while he was in the Cape Verde Islands just off the coast of Africa, Columbus wrote that Africans had been known to sail west in boats filled with goods for trade.

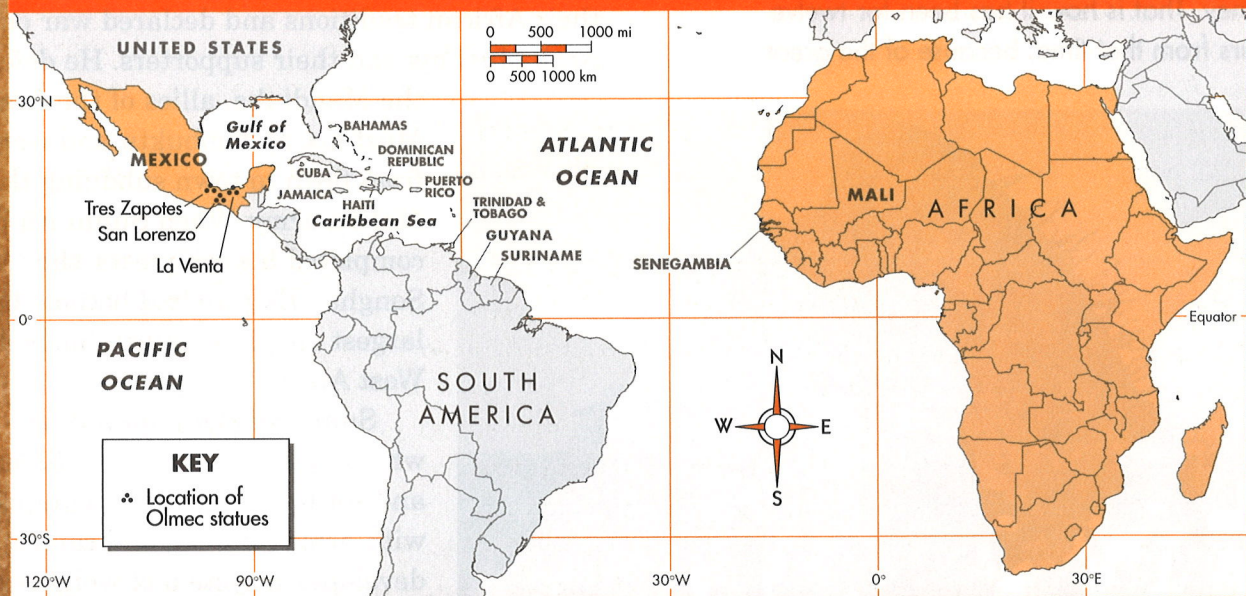
The gigantic head sculptures of the Olmec people in central Mexico is evidence of the early African presence in the Americas.

Origins, pp. A7). The similarities between Olmec and African culture—the pyramids, smoking pipes, pottery, and carved figures—are striking.

While there is no proof that Abubakari ever arrived in the Americas before the Europeans, some Africans did, and they left a lasting impression on the native people.

Mansa Musa came to power because his brother had the adventurous spirit of an explorer and he had the heart of a king. He conquered the people who lived on the Atlantic coast, expanding the empire to the west and northwest. He also conquered the Berbers in the

AFRICAN PRESENCE IN MEXICO, 800 B.C.E.—PRESENT



ANALYZING A MAP

Evidence of an African presence in Mexico as early as 800 B.C.E. is seen in the giant head sculptures of the Olmec civilization. Measure the

distance between Senegambia and Mexico. Do you think it is likely ancient Africans made a boat trip between these two points? Explain.

Ghana lasted for nearly 1,500 years. In 1240 C.E., Sundiata, the young king of Mali, the Mande-speaking kingdom, defeated the great empire.

Mali, the Flowering of the Empire (1240–1400 C.E.)

Sundiata's name is one of the most recognized names in the history of West Africa. As a young boy he was very sickly. The emperor of Ghana, Sumanguru (soom-ahn-GOO-roo), defeated his father's army and caused great suffering in the small kingdom of Mali. Sumanguru killed most of the royal children but spared Sundiata because of his poor health. The sickly youth vowed to become a great leader. By the time he grew into manhood, Sundiata had become a warrior, an athlete, a talented diplomat, and a great leader.

At the battle of Kirina, Sundiata's small army met the main forces of Sumanguru's army in Ghana on a windy day in 1240 C.E. Sundiata crushed Sumanguru's forces. Within a few years, Sundiata had swallowed up the entire Ghana Empire. He replaced it with the Mali Empire, built around the royal family of the Mandinka people. Mali was located in an area that today includes Senegal, Guinea, and Mali. Its capital,

Niani, was on the Niger River. The major cities included Niani, Gao, Jenne (jin-AY), Timbuktu, Koukya (KOO-chah), and Kirina. Under Sundiata's leadership, Mali grew much larger than Ghana. The empire kingdom occupied all of what had been Ghana's territory and took over the trade in salt and gold.

THE MANSAS OF MALI

The word Mali is an Arab version of the Mande word meaning "the dwelling place of the king." The kings of Mali were called **mansas** and the greatest mansa of all was Mansa Musa.

Mansa Musa, who succeeded Sundiata, took the throne in 1307 C.E. because his brother Abubakari II (ah-boo-bah-KAR-ee) had resigned the throne to search for the limits of the ocean.

In 1312 C.E., Abubakari set sail on the Atlantic Ocean. He may have been the most famous African sailor to cross the Atlantic, but he was by no means the first. As early as the 9th century B.C.E., centuries before Europeans, Africans had sailed to the Americas as captains of their own ships. Evidence of the African presence in the Americas can be found in many artifacts and utensils, but most impressively in the gigantic head sculptures of the **Olmec civilization**, a native people in central Mexico (see

MANSA MUSA BECOMES KING OF MALI

This is what the writer Al Omari says regarding the account told to him by Mansa Musa himself about how he became king:

"We belong to a house which hands on the kingship by inheritance. The king who was my predecessor did not believe that it was impossible to discover the furthest limit of the Atlantic Ocean and wished vehemently to do so. So he equipped 200 ships filled with men and the same number filled with gold, water and provisions enough to last them for years. And said to the man deputed to lead them 'do not return until you reach the end of it, or your provisions and water give out.' They departed and a long time passed before anyone came back. Then one ship returned and we asked the

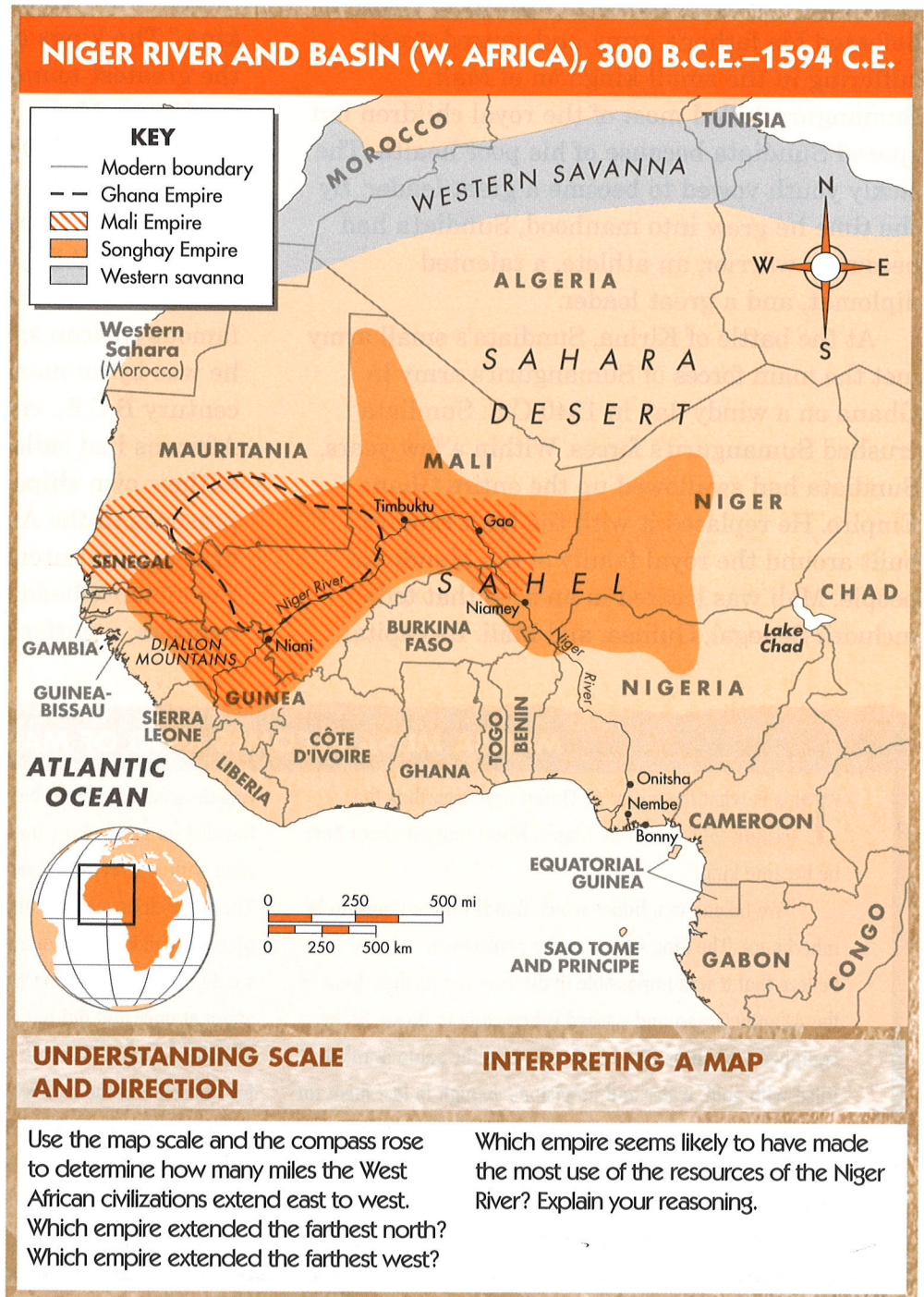
captain what news they brought. He said, 'Yes, O Sultan, we traveled for a long time until there appeared in the open sea, a river with a powerful current. Mine was the last of those ships. The other ships were on ahead but when they reached that place they did not return and no more was seen of them and we do not know what became of them. As for me, I went about at once and did not enter that river.' But the Sultan disbelieved him. 'Then the sultan got ready 2000 ships, 1000 for himself and the men whom he took with him and 1000 for water and provisions. He left me to deputize for him and embarked on the Atlantic Ocean with his men. That was the last we saw of him and all those who were with him, and so I became king in my own right.'"

through the center of Wagadu, just south of the bend of the Niger. The people of Wagadu became famous for controlling the flow of salt from the Sahara states and gold from the forests of the Wangara states. They determined who would be allowed to pass through their territory to engage in trade. Trade was based on a system of **barter**, in which salt was exchanged for gold. Salt is an important commodity. In hot climates salt is needed to prevent **dehydration**, the loss of important body fluids. The trade between the gold-bearing and the salt-bearing regions was a natural interaction between two equally needy areas.

In the central area of the Sahara, around Taghaza, people often built houses out of salt. There is no record, however, that the people of Wangara built houses out of gold. They seem to have mined only what they needed to supply their trading needs. In mining the gold, there was a division of labor: the men would dig for the gold and the women would wash it in the many streams that cut through the forest region.

Ghana became a major trading kingdom during the 9th century C.E. Its trading relationship with a network of kingdoms to the south of the savanna region and to the north of the desert made it the central player in the West African market for gold, salt, silk, beads, horses, kola nuts, cotton, leather, and glass beads. People from places far and

near gathered within its borders to trade and talk of adventures along the caravan routes. A young girl of Ghana could meet young girls from Arabia, southern Europe—especially Spain—and the Cayor Kingdom of Senegal. She could see men trading the beautiful glass beads that came from Venice and Amsterdam. She could also overhear traders from the Wangara states in the south speaking of the great amounts of gold they carried.



THE ROYAL COURT OF GHANA

According to one source, possibly Al Bakri, "The king of Ghana had no rival in West Africa. He could put two hundred thousand soldiers in the field, forty thousands of those with bow and arrows. He sits in state surrounded by ten pages holding shields and gold mounted swords. To the right of the king are the sons of the princes of the land colorfully dressed with gold

plaited in their hair. The governor of the city sits in front of the king and around him are his prime ministers in the same position. The gate of the assembly hall is guarded by dogs who wear around their necks collars of gold and silver. The people announce the beginning of the meeting with the beating of a drum called the deba (DEH-bah). Everyone gathers when this drum is played."

was, and continues to be, **matrilineal**. According to social scientists, a matrilineal society traces the family tree through the mother's line of descent rather than the father's.

One of Ghana's most famous rulers was King Tenkhamenin (tank-hah-MAIN-in), who was responsible for unifying the territory in 1062 C.E. From the money he collected by taxing the caravans that crossed his territory carrying gold from the south and salt from the north, he was able to employ an army of **mercenaries**. These paid soldiers in his army subdued warring groups who threatened his rule and settled differences between rival ethnic groups.

Al Yakubi, a traveling historian, described some of the King's duties and prestige:

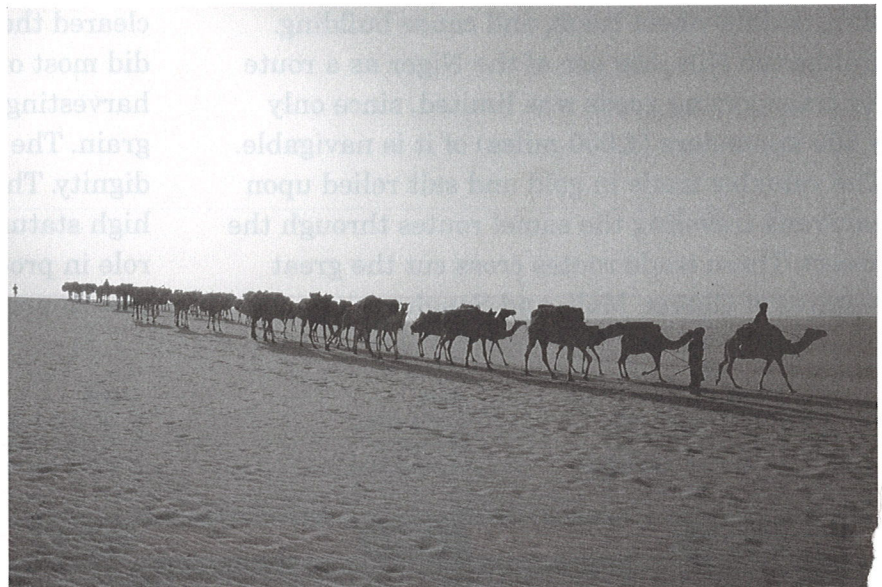
"The king of Ghana is a great king. In his territory are gold mines, and under him a number of kingdoms, among them the kingdom of Sugham and the kingdom of Sama. In all this country there is gold."

We learn from Al Bakri, an Arab geographer, that in 1067 C.E. Ghana was the title of the king. All kings were called **ghanas**, the name of the clan from the original village of Wagadu (wah-gah-DOO), around which the kingdom and empire grew.

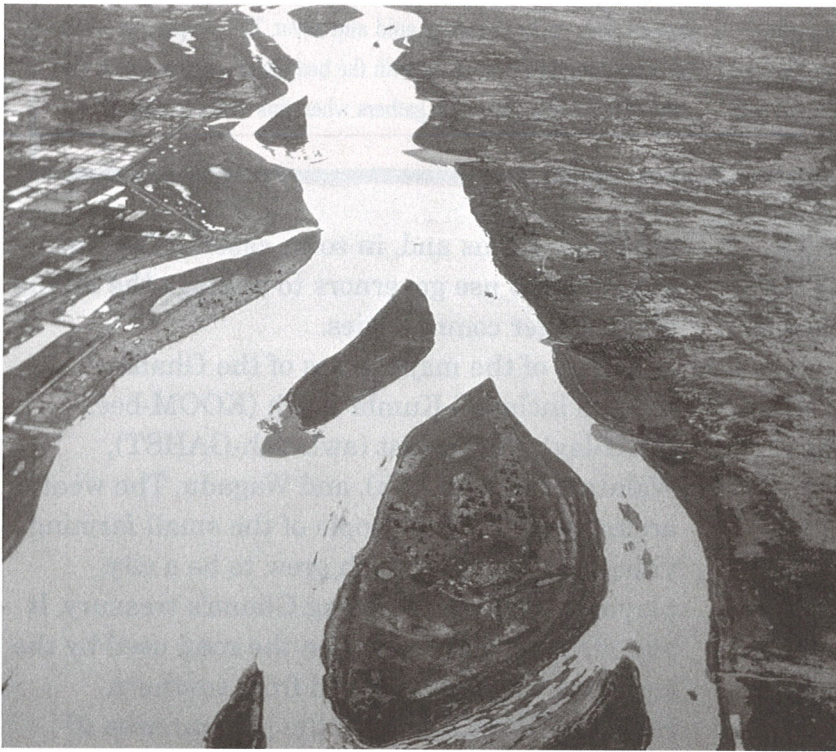
Ceremonies and assemblies were important events in Ghana, but administration of the towns, cities, and villages was the king's main responsibility. When the villages

grew into towns and, in some cases, cities, the kings had to use governors to manage the affairs of the larger communities.

Some of the major cities of the Ghana Empire included Kumbi Saleh (KOOM-bee) (SAH-lay), Awdaghast (awh-dah-GAHST), Walata (wah-LAH-tah), and Wagadu. The wealth accumulated by the people of the small farming village of Wagadu, which grew to be a city, played a vital role in filling Ghana's treasury. It was strategically located on the road used by the caravans transporting gold from southern regions of West Africa, in the general area of today's Ghana to Morocco, a country in the north. If they were carrying salt from the Sahara Desert to Wangara in the south, in the area of present-day Senegal, they would pass right



Caravans of camels carried gold and salt through the desert in the rich trade of the West African empires.



Ghana, the Emergence of Imperial Power (300 B.C.E.—1240 C.E.)

In West Africa, Ghana was a kingdom long before any other. It arose about 300 B.C.E. among the Soninke (show-NEE-kay) and Sosso people. It was located in today's Mali and Eastern Senegal and reached northward into Mauritania (mar-et-TAIN-ee-ah).

Ghana emerged as the Sahara Desert expanded and Neolithic people spread to the edge of the western savanna, or grasslands. By 100 B.C.E. farming villages were settled along the Senegal and Niger rivers as well as along the shores of Lake Chad.

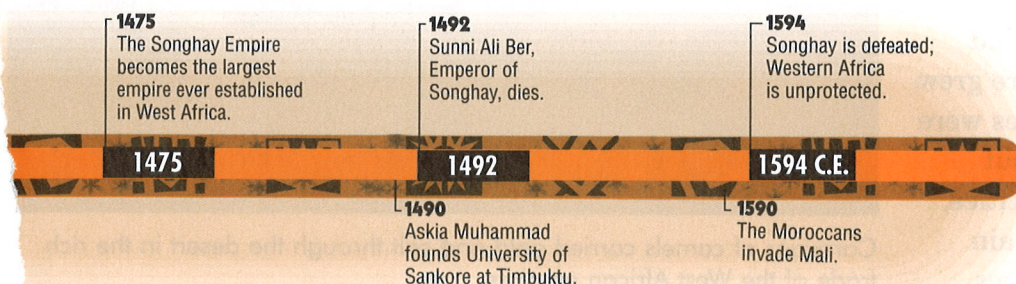
Many other rivers in western Africa

supported village development.

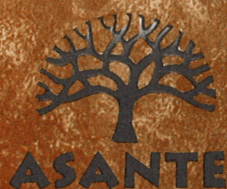
This environment made it possible for farmers to grow various foods such as yams, melons, and beans. Men went out hunting and cleared the land for farms; women and children did most of the planting, weeding, and harvesting. Women also threshed and ground grain. The women in Ghana were treated with dignity. They often held high posts and received high status in the empire. They played an active role in producing the wealth of the empire and also in producing the ruler, since the country

The main river of West Africa, the Niger was the wellspring of the great empires that once shadowed its banks.

complemented by a river industry in boat, cargo ship, paddle-wheel boats, and canoe building. Unlike the Nile, the use of the Niger as a route for transporting goods was limited, since only 1,600 kilometers (1,000 miles) of it is navigable. The valuable trade in gold and salt relied upon caravans traveling the camel routes through the desert. These trade routes cross cut the great empires of Ghana, Mali, and Songhay.



4



AS YOU READ

- In what ways has the Niger River been important to West African people for hundreds of years?
- What made Ghana a central player in the West African market for gold, salt, and other commodities?
- Why is Emperor Sundiata of Ghana so well known?
- Why did scholars travel to the Songhay Empire at the height of its development?
- What military operation signaled the end of one of Africa's most glorious periods, the flourishing of the ancient West African kingdoms of Mali, Ghana, and Songhay?

Chapter Outline

- Along the Niger Basin
- Ghana, the Emergence of Imperial Power
- Mali, the Flowering of the Empire
- Songhay, the Largest Empire in West Africa

Vocabulary

- matrilineal • mercenaries • ghanas • barter • dehydration • mansas
- Olmec civilization • hajj • askias

Along the Niger Basin

The Niger River begins in the Djallon (j-hah-lone) Mountains in a small village in the country of Guinea, a tropical land on the West African coast. The Niger flows eastward 4,168 kilometers (2,590 miles) alternately through desert and grasslands, where it takes an almost 90 degree turn toward the south through the countries of Niger and Nigeria. It enters the rain forest in Nigeria and flows to the Atlantic Ocean.

Many famous cities in African history are located on the shores of this mighty river: Niani (nee-AHN-nee), Timbuktu, Gao (GAH-oo), Bonny, Nembe, Onitsha, and Niamey (nee-AH-mee) are just a few. Many of these cities were in the ancient kingdoms of Ghana, Mali, and Songhay. Millions of people along the Niger use the river as their source of transportation and commerce. Great cities have been built on its banks because it has brought peoples together and cemented friendships and trade for several thousand years.

Agricultural crops grown along the river consist of rice, millet, maize, cocoa, peanuts, bananas, palm oil, and cassava. The agricultural industry is



Reading a Timeline

On a large sheet of paper, create a three-tiered timeline similar to the design of the Unit timelines in this textbook. Label each tier Nubia, Kemet, and Kush. Title your timeline: *Important Events in Nubia, Kemet, and Kush*. Include details from the timelines and the text.

1. What evidence supports the concept that the Kushites restored the Nile Valley temples and monuments with knowledge they inherited from the Nubians and Kemetians?
2. How many years before the present did each event occur?
 - a. Nubians build farms and make pottery.
 - b. Nubians develop the monarchy concept.
 - c. Kemetians develop the first calendar and numeral system.

GLOBAL connection

With the help of your teacher, identify a group of students in another area of your state or in another state who are also studying this book. Begin e-mail correspondence with them about some of the topics in this book. Set up a chat room on the Internet and set aside regular chat times to discuss some of the major time

periods about which you are reading. Plan to hold a *Jeopardy*-type game quiz about the book at scheduled intervals throughout the school year. Set up teams between schools and create an African American History trophy which can be awarded to the winning school from year to year.

Multiple Perspectives

You are a modern archaeologist, and you and others of your profession have gone to great lengths to locate and dig up ancient Kemetite tombs and mummies to put in museums for the public to see. A group of Africologists have challenged this practice. They claim that digging up the remains in the ancient Kemetite tombs is sacrilegious.

1. Explain the term *sacrilegious*. Form two teams of students to debate this issue. One team represents the opinion of the
2. Research material for developing your arguments. Use both the Internet and books and articles from your school and public libraries. Refine your list of arguments and discard those that are not supported by your research. Schedule the debate for other classes to attend.

Africologists. The other team represents the opinion of modern-day archaeologists. Before you do any research, create a list of arguments to support your point of view.

CENTER YOUR WRITING

In their discussion of the theme of Science, Technology, and Society, the National Council of Social Studies asks: "Is new technology always better than old?" In reflecting on this question, think of the Great Pyramids of Giza, one of the seven great wonders of the world and an example of a high-level technological achievement

that has lasted nearly 5,000 years. Locate information on the technology required to build these huge structures. Then research facts about the technology that is used in the building of very tall modern skyscrapers. Use information from your research to write an essay that answers the question posed by the social studies council.

There are films, videos, books, pictorial materials, and other resources that tell the story of the ancient West African empires of Ghana, Mali, and Songhay. Using the Internet and other reference

tools, compare the ancient empires with present-day Ghana. What cultural connections, if any, exist today between the ancient empires and modern Ghana?

Multiple Perspectives

"At the height of the [Songhay] empire, scholars from Arabia, Europe, and other parts of Africa journeyed to the fabled cities along the Niger to study religion, art, oratory, ethics, and astronomy. Ahmed Baba, the most distinguished of a long line of scholars, served as the last vice chancellor of the University of Sankore in Timbuktu. He was the author of at least 42 books! His books covered topics including astronomy, law, science, theology, rhetoric and logic."

Dr. Molefi Kete Asante

"I'm apt to suspect that the Negroes and in general all the other species of men to

be naturally inferior to whites. There never was a civilized nation of any other complexion than white, or even an individual eminent either in action or speculation, no ingenious manufacturers among them, no art, no sciences."

David Hume

1. What is the difference between a fact and an opinion?
2. Which of the statements above is a point of view and which is factual?

Can accounts of the same historical event change over time or vary by author? Explain.

CENTER YOUR WRITING

In this chapter the author writes about the rise and fall of three great African empires. He discusses the changes that occurred in the western area of the continent over a period of almost 2,000 years. He writes that one after another, each of these empires emerged as a great power, flourished for many years, and then faded when another group invaded and conquered their land.

As noted in the Center Your Thinking activity on p. 38, the concept of change is

a dynamic part of the continuous cycle of life in traditional African cultures. Thinking of yourself as part of this energetic, constantly changing universe, look back on some of the major changes in your life. Write an essay about these changes and the effect that they are having on your present life. Title your essay: *Change, It Comes Eventually*, a line from one of the songs of music artist, Lauryn Hill.

Unit Test

Complete each statement by selecting the correct word from the list provided.
Write your answers on a separate piece of paper.

1. Ancient _____ have led scientists to believe that Africa is the birthplace of all humans.
 - a. pyramids
 - b. writings
 - c. fossilized skeletons
 - d. stories
2. The _____ was a period when the first Africans learned how to make pottery, grow food, and raise animals.
 - a. Thinite Period
 - b. Old Kingdom
 - c. Stone Age
 - d. New Stone Age
3. One of the largest African ethnic groups is the _____ of Nigeria.
 - a. Akan
 - b. Yoruba
 - c. Xhosa
 - d. Hausa-Fulani
4. Africa is home to the world's longest river and the world's largest _____.
 - a. trees
 - b. lake
 - c. mountain
 - d. desert
5. The Niger River is known for the _____ who navigate it.
 - a. merchants
 - b. boat builders
 - c. fishermen
 - d. tourists
6. Most people agree that _____ was the most advanced civilization of ancient times.
 - a. Kemet
 - b. Timbuktu
 - c. Kush
 - d. Nubia
7. A number of historical accounts have been written about Mansa Musa's famous trip to _____.
 - a. Ghana
 - b. Egypt
 - c. Mecca
 - d. Greece
8. The Empire of _____ was the last of the three great ancient kingdoms of West Africa.
 - a. Mali
 - b. Songhay
 - c. Ghana
 - d. Kush
9. In ancient times, many of the greatest West African civilizations developed along the _____ River.
 - a. Amazon
 - b. Congo
 - c. Niger
 - d. Nile
10. Rich soil from the _____ was deposited along the banks of the Nile River during the yearly floods.
 - a. North Africa
 - b. interior of Africa
 - c. West Africa
 - d. mountains of Asia

Essay

Using information provided in this unit, write an essay to explain why the author chose the title, *A Rich Legacy*. Is the material presented important to African Americans only? Explain.

PERSONAL WITNESSING

REFLECTION

Imagine that you, your family, and community have moved to another planet. This planet, called Ubia, is exactly like Earth, but there are no inhabitants. You are going to have to design your society. What would some of your needs be? Start a journal and make a list of these needs. Be sure to include practical needs such as food and housing, as well as social needs such as language, rules (laws), and leadership.

TESTIMONY

The first humans had many challenges learning to live on the continent of Africa. They decided to organize their lives around family. They had to learn how to live with the forces of nature, as well as to learn the importance of cooperation and responsibility to family members. These characteristics were important for the survival of the individual and of the family. Children played an important role in these early societies. In small groups, discuss your ideas about how young people could learn about adulthood in the early human communities. Have each person in the group brainstorm a list of the skills that were needed for childhood and another for adulthood. Remember that these people were mostly hunters and gatherers. How did the skills needed by females differ from the skills needed by males? Which skills did both need? Use your imagination and knowledge of life in your community or family unit to assist you. Share your list with the other groups in the class. Are there similarities?

HOLISTIC ACTIVITY

Divide into two groups—one group of boys and another of girls. Use the list created in **Testimony** to theorize what boys needed to learn in order to be men in early African societies, and what girls needed to learn to become women. Based on the sex of your group create a special activity for a young African man or woman. To each African boys and girls the most important skills from your list that they will need in adulthood. What changes, if any, do you need to make to adapt your activity for American youth?

rites of passage Umfundalai

Rite #1 Develop a personal understanding of African American history and culture, and an appreciation of the history of others.

Traditionally, African people have ceremonies called rites of passage to celebrate a young person's entry into adulthood. In this book you and your teachers will participate in the Umfundalai (oom-FOON-dah-lai), a rites of passage program originally created by and for African Americans, that can be modified to meet the needs of your particular group.

The study of African and African American history is an important step in the Umfundalai program. It is the first of 16 rites to which students actively respond.

If a student successfully completes each of these sixteen rites, he or she can be presented as a young adult at a Rites of Passage ceremony.

As part of your first rite, write a letter to a friend explaining how the study of African and African American history may benefit you, your family, and your community.

CULTURAL CONNECTIONS

As a component of the Umfundalai program, Cultural Connections will help you to build on the cultural knowledge introduced in the chapter exercises and guide you in exploring African and African American history and culture. Using research tools in the library and on the Internet, research the adolescent or puberty rites of an African ethnic group. Based on your research, write a newspaper article describing the rites of the African ethnic group that you selected.

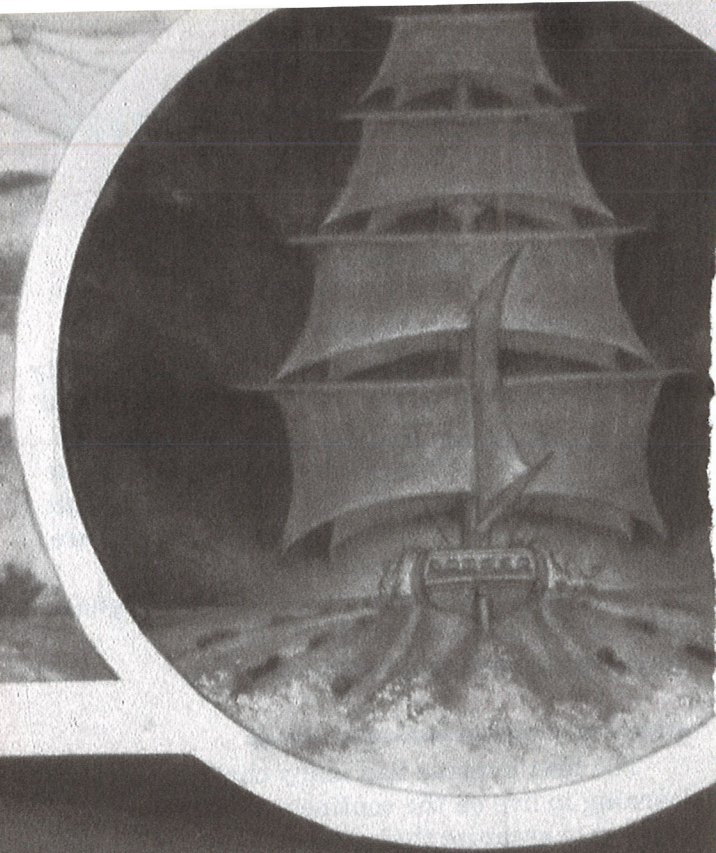
rites of passage portfolio

Place your letter and newspaper article in your portfolio.

In Everlasting Memory

Of the Anguish of our ancestors.
May those who died rest in peace.
May those who return find their roots.
May humanity never again perpetrate
Such injustice against humanity
We the living vow to uphold this.

Plaque commemorating the tragic fate of enslaved
Africans on a former slave fort in Ghana



AFRICA

700-800

Moors invade the Iberian Peninsula.

1400s

The African Mfecane begins.

1441

The Portuguese explore the west coast of Africa. The first African captives are brought to Portugal.

1444

Portugal regularly transports Africans to Europe.

1451-1516

King Ferdinand of Spain nominates a popular African "mayor of the Negroes" in Seville.

1482

King Ansa's army is captured by the Portuguese at Elmina, Ghana.

700 C.E.

1200

1441

1450

1480

THE AMERICAS

1467-1520

Pedro Cabral opens Brazil to Europe.

WORLD

1215

King John signs the Magna Carta, which sets a pattern for European colonization.

1271-1295

Marco Polo journeys to China.

1348

The Bubonic Plague spreads throughout Europe and Asia killing half the European population. Feudalism declines.

1429-1456

Europe experiences a renaissance or rebirth.

1453

The Middle Ages end. Feudalism ends.