

# Chapter

# 3

# Medieval Africa

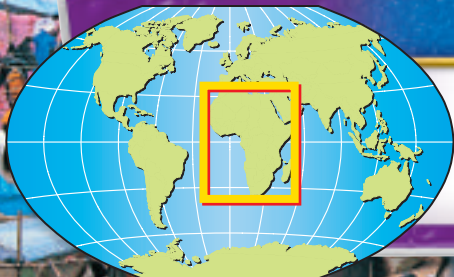
440-441 Peter Adams/Getty Images

Islamic mosque and marketplace in Djenne, Mali ▼



NATIONAL GEOGRAPHIC

## Where & When?



A.D. 300

● **c. A.D. 300**  
Axum  
conquers  
Kush

A.D. 700

● **c. A.D. 750**  
Arab Muslim  
traders settle  
in East Africa

1100

● **1324**  
Mansa Musa  
travels to  
Makkah

1500

● **c. 1441**  
First enslaved  
Africans arrive  
in Europe

CONTENTS

# The Big Ideas

## Section 1

### The Rise of African Civilizations

**Physical geography plays a role in how civilizations develop.** Africa's geography influenced the rise of its civilizations. The growth of trade led to the exchange of goods and ideas.

## Section 2

### Africa's Religion and Government

**Religion influences how civilization develops and how culture spreads.** Traditional religions, Christianity, and Islam shaped early African culture. African rulers developed different forms of government.

## Section 3

### African Society and Culture

**Different social, economic, and political classes can exist in a society.** The family was the foundation of African society. A growing slave trade, however, disrupted African society.



View the Chapter 3 video in the Glencoe Video Program.

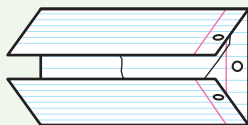
## FOLDABLES™ Study Organizer

**Categorizing Information** Make this foldable to help you organize your notes about medieval Africa.

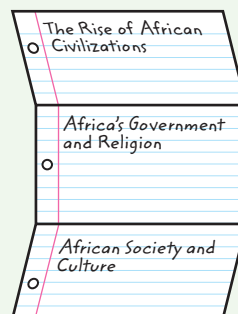
**Step 1** Draw a map of Africa on one side of a sheet of paper.



**Step 2** Fold the sheet of paper into thirds from top to bottom.



**Step 3** Unfold, turn the paper over (to the clean side), and label as shown.



### Reading and Writing

As you read about the civilizations of Africa, write down three main questions under each heading. Then write an answer to each question.

# Get Ready to Read

## Summarizing



Reading Skill

### 1 Learn It!

Summarizing helps you organize information, focus on main ideas, and reduce the amount of information to remember. To summarize, restate the important facts in a short sentence or paragraph. Be brief and do not include too many details. Read the text on page 223 labeled **Traditional African Religions**. Then read the summary below, and look at the important facts from that passage.

#### Important Facts

For centuries, Europeans believed Africans did not have a religion.

Most African groups shared the Igbo belief in one supreme god.

Even though Africans practiced their religion differently in different places, their beliefs served similar purposes.

Many Africans honored their ancestors.

#### Summary

Traditional African religions shared certain beliefs and provided a guide for living together.

#### Reading Tip

As you summarize, be careful not to change the author's original meanings or ideas.

## 2 Practice It!

With a partner, read about **African Culture** on pages 235–237. Each of you should then summarize the important facts. Compare your summaries to see which details you and your partner chose to include or exclude.

When you are finished with your summary, look at the following list to see if you included all the important ideas.

- Enslaved Africans developed rich cultures that influenced many other cultures, including our own.
- Early African art was often religious in nature, told stories, and also served practical purposes.
- Music and dance played important roles in almost all aspects of African life.
- Africans preserved their storytelling tradition.

### Read to Write

Read Section 1. Then write a one-paragraph summary that includes what you remember about Africa's geography and the rise of African civilizations.



▲ African women wearing kente cloth

## 3 Apply It!

Practice summarizing as you read this chapter. Stop after each section and write a brief summary.

# Section

# 1

# The Rise of African Civilizations

## Guide to Reading



### History Social Science Standards

**WH7.4** Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

### Looking Back, Looking Ahead

Egypt and Kush were Africa's first great civilizations. In this section, you will learn about African civilizations that developed later.

### Focusing on the Main Ideas

- Africa has a vast and varied landscape made up of shifting sand dunes, rain forests, sweeping savannas, large deserts, and coastal plains. (page 207)
- African empires grew rich from trading gold and salt. (page 209)

### Locating Places

**Benue River** (BAYN•way)  
**Ghana** (GAH•nuh)  
**Mali** (MAH•lee)  
**Timbuktu** (TIHM•BUHK•TOO)  
**Songhai** (SAWNG•HY)  
**Axum** (AHK•SOOM)

### Meeting People

**Sundiata Keita** (sun•dee•AH•tuh KY•tuh)  
**Mansa Musa** (MAHN•sah moo•SAH)  
**Sunni Ali** (sun•EE ah•LEE)

### Content Vocabulary

**plateau** (pla•TOH)  
**griot** (GREE•OH)  
**dhow** (DOW)

### Academic Vocabulary

**fee**  
**diminish** (duh•MIH•nihsh)  
**prime**

### Reading Strategy

**Summarizing Information** Create diagrams showing the accomplishments of medieval African civilizations.



## Where & When?



**A.D. 300**

**c. A.D. 450**  
 Kingdom of Ghana begins

**A.D. 900**

**c. A.D. 750**  
 Arab Muslim traders settle in East Africa

**A.D. 1500**

**1468**  
 Sunni Ali captures Timbuktu



**WH7.4.1** Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

## Africa's Geography

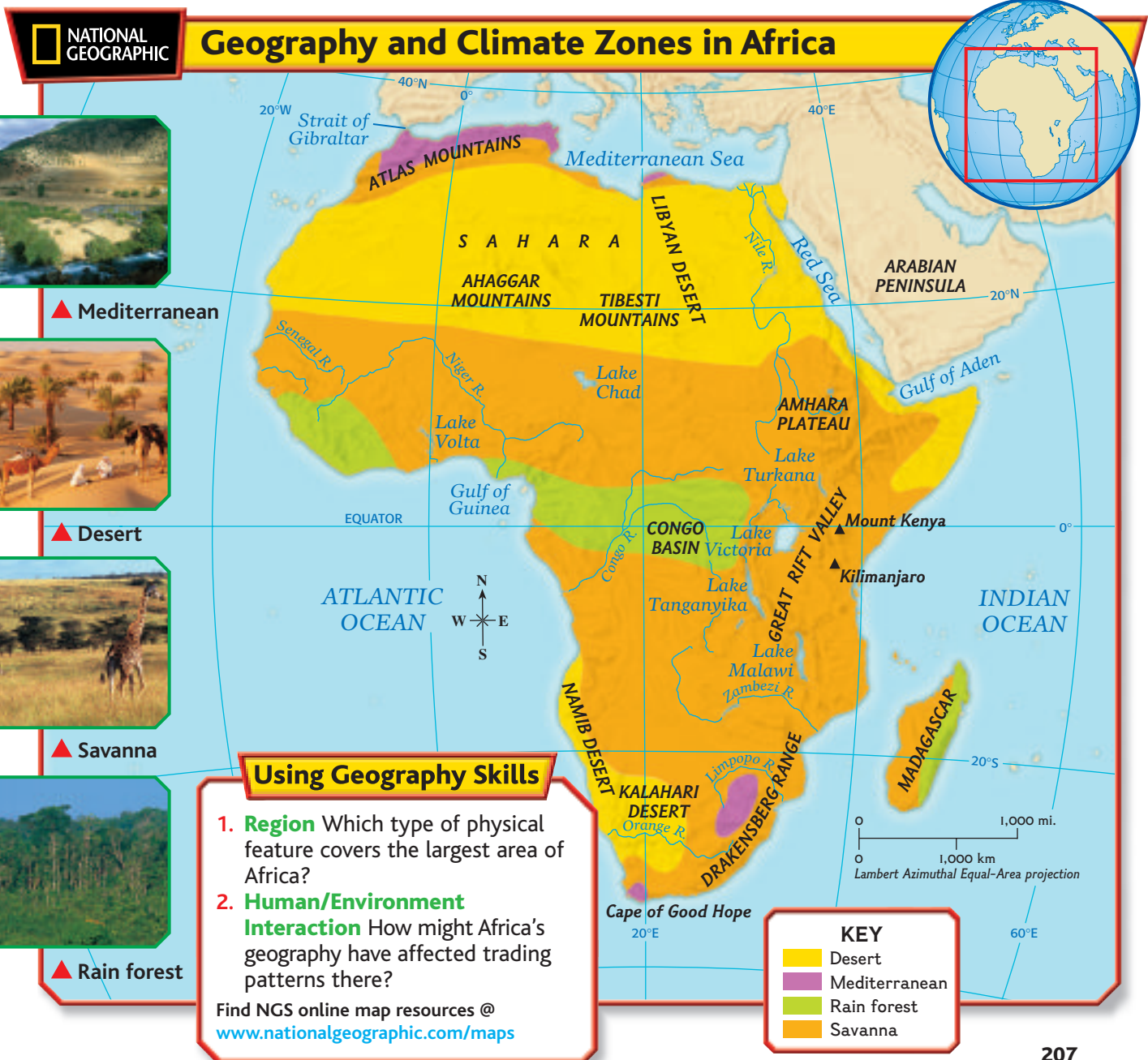
**Main Idea** Africa has a vast and varied landscape made up of shifting sand dunes, rain forests, sweeping savannas, large deserts, and coastal plains.

**Reading Connection** How can geography discourage people from exploring another place? Read to learn about the geographic features that made it difficult for people to travel across parts of Africa.

In 1906 a teacher named Hans Vischer explored what he called the “death road,” a

trade route connecting western Africa to the coast of the Mediterranean Sea. The “death road” crossed more than 1,500 miles (2,414 km) of the Sahara, the world’s largest desert. To get lost meant certain death.

Only nomads living in the region knew the way, but Vischer hoped to map the route. Like the desert nomads, his life depended upon finding oases. Upon his return, Vischer amazed people with stories of the Sahara. He told of swirling winds and shifting sand dunes.



**A Vast and Diverse Continent** Africa is the world's second-largest continent. The United States fits into Africa three times, with room to spare. The Equator slices through the middle of the continent. Hot, steamy rain forests stretch along each side of it. Yet the rain forests cover only 10 percent of the land.

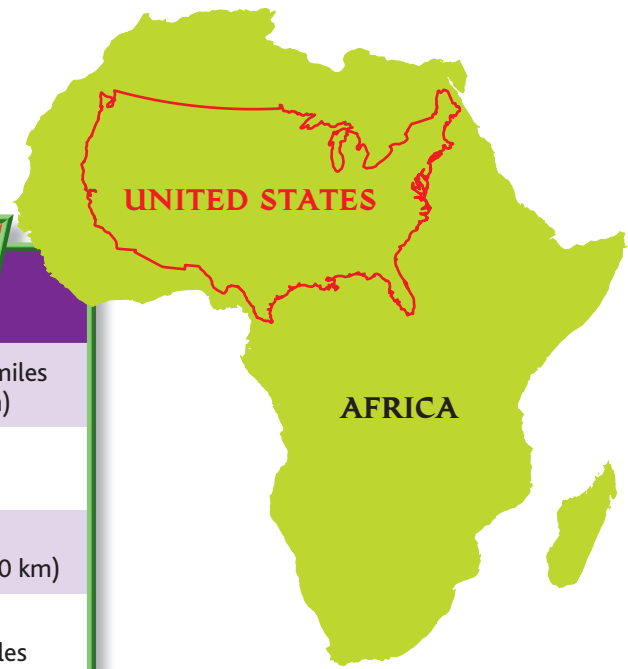
Most of Africa lies in the tropics. Here dry, sweeping grasslands reach for thousands of miles. Most of the tropical grasslands, known as savannas, have high temperatures and uneven rains. These wide-open grasslands are perfect for raising herds of animals. For much of Africa's history, the people of the savanna were hunters and herders.

North and south of the savannas are the deserts—the Sahara to the north and the Kalahari to the southwest. For many years, these unmapped seas of sand blocked travel. People had to follow the coastline if they wanted to get past the deserts. Areas of mild climate, good for growing crops, are found along the Mediterranean Sea in northwest Africa and in the south.

**What Is the African Plateau?** Almost all of Africa, except the coastal plains, rests on a **plateau** (pla•TOH)—an area of high flat land. In the east, movements of the earth's crust millions of years ago cracked the continent, and parts of the plateau's surface dropped. This formed the Great Rift Valley, where some of the earliest human fossils have been found.

Africa has many long rivers. You have already learned about the Nile River and the civilizations of Egypt and Kush along its banks. In West Africa, the Niger River is very important. The rich soil along the Niger grows many crops and gave rise to several civilizations in West Africa. The Niger also helped unite the region. Merchants and travelers spread goods and ideas up and down the river.

**Reading Check Cause and Effect** Why is the Niger River important?



**Comparing Africa to the U.S.**

	<b>Africa</b>	<b>United States</b>
<b>Size</b>	11,667,159 square miles (30,217,894 sq. km)	3,794,085 square miles (9,826,680 sq. km)
<b>Population Today</b>	about 891 million people	about 291 million people
<b>Longest River</b>	Nile River 4,160 miles (6,693 km)	Missouri River 2,565 miles (4,130 km)
<b>Largest Desert</b>	Sahara 3,500,000 square miles (9,065,000 sq. km)	Mojave 15,000 square miles (38,850 sq. km)

**Sources:** *The World Almanac and Book of Facts*, 2004;  
*World Population Data Sheet*, 2003;  
*The New Encyclopaedia Britannica*, 1990

**Understanding Charts**

**Africa has a land area roughly three times that of the United States.**

1. How does the size of the Sahara compare to the size of the United States?
2. **Compare** How does the population of Africa compare to that of the United States?



**WH7.4.1** Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. **WH7.4.2** Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. **WH7.4.5** Describe the importance of written and oral traditions in the transmission of African history and culture.

## African Trading Empires

**Main Idea** African empires grew rich from trading gold and salt.

**Reading Connection** What would you rather have—a pound of gold or a pound of salt? Both of these goods were important to Africans, especially in the west, and helped them build large trading empires.

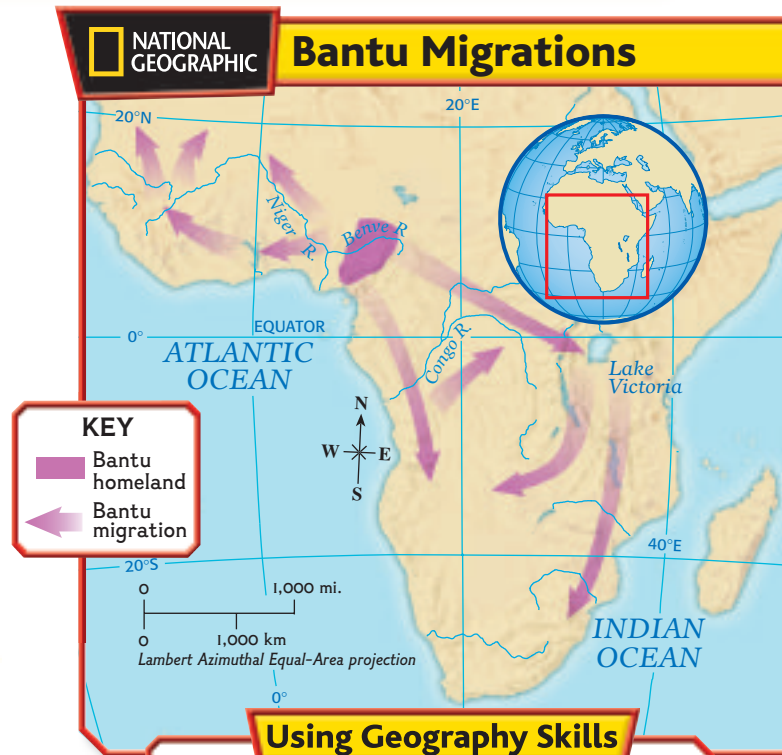
Many people in Africa share a common background. This is because much of early Africa was settled by a people called the Bantu thousands of years ago.

**Who Were the Bantu?** Around 3000 B.C., fishing groups along the **Benue River** (BAYN•way) packed belongings in their canoes and began moving throughout Africa. The wanderers called themselves *Bantu*, meaning “the people.” Historians are not sure why the Bantu left their homeland. Perhaps the land became too crowded or farmers wore out the soil.

The Bantu traveled slowly. Some paddled down the Congo River—a waterway twisting 2,700 miles (4,345 km) through the rain forests. Many settled in the grasslands of central Africa. From there, they spread out across the land south of the Sahara. By A.D. 400, Bantu peoples had settled most of Africa.

Wherever they went, the Bantu took their culture with them. They spread skills such as pottery making, mining, and iron-working. They also spread their language. Today more than 120 million Africans speak hundreds of Bantu languages.

The Bantu migrations, or movements of a large number of people, are the reason people in much of Africa share some common ideas and traditions. The Bantu, for example, believed in one supreme creator and a spirit world where ancestors live. This became a common belief in many places in Africa.



### Using Geography Skills

- Location** Along which river did the Bantu people travel when they migrated west?
- Movement** How did the Bantu migration affect cultures throughout southern Africa?

**Trade Caravans Begin** Although the Bantu people spread across much of Africa, the vast Sahara prevented them from moving into North Africa. For thousands of years, the Sahara kept North Africa isolated from the rest of the continent. Then, about 400 B.C., North African people known as the Berbers found a way to cross the Sahara to West Africa, and trade began.

For hundreds of years, the Berbers transported goods on horses and donkeys, which often died in the hot Sahara. When the Romans conquered North Africa, they introduced camels from central Asia. Camels revolutionized trade. Their broad feet did not sink in the sand, and their humps stored fat for food. In addition, they could travel many days without water.







▲ While many of the caravans that crossed the desert going to and from West Africa included about 1,000 camels, some caravans may have had as many as 12,000 camels. **What were some of the items traded by caravans?**

**Rise of Ghana** Traders grouped hundreds, maybe even thousands, of camels together to form caravans. They traded salt and cloth from North Africa and the Sahara for gold and ivory from western Africa. The trade led to the growth of cities in western Africa. Eventually, rulers of these cities began to build empires. In the Middle Ages, these African empires were bigger than most European kingdoms in wealth and size. The first empire to develop was **Ghana** (GAH•nuh).

Ghana rose to power in the A.D. 400s. It was located where several trade routes came together. Trade routes reached across the Sahara into North Africa and down the Niger River (NY•juhr) to kingdoms in the rain forest. Some extended all the way to Africa's east coast. For traders to meet, they had to pass through Ghana. Passage required a **fee**—a tax paid to Ghana's rulers. These taxes made Ghana rich.

Why did traders pay the taxes? First, Ghana knew how to make iron weapons. Like ancient Kush, it used these weapons to conquer its neighbors. Although Ghana owned no gold mines, it controlled the people who did. Second, Ghana built a huge army. Third, people wanted the trade items, especially salt and gold, at almost any price. West Africans needed salt to flavor and preserve food, and Berber merchants wanted gold so they could buy goods from Europe and the Arabs.

**How Did Mali Begin?** Ghana's power eventually declined. The discovery of new gold mines outside Ghana's control reduced the taxes it collected. In addition, heavy farming robbed the soil of minerals and made it harder to grow enough crops. Constant warfare also hurt Ghana. Ghana's rulers had accepted the religion of Islam. However, they fought with North African Muslims, who captured the capital of

Ghana in 1076 and briefly controlled the empire.

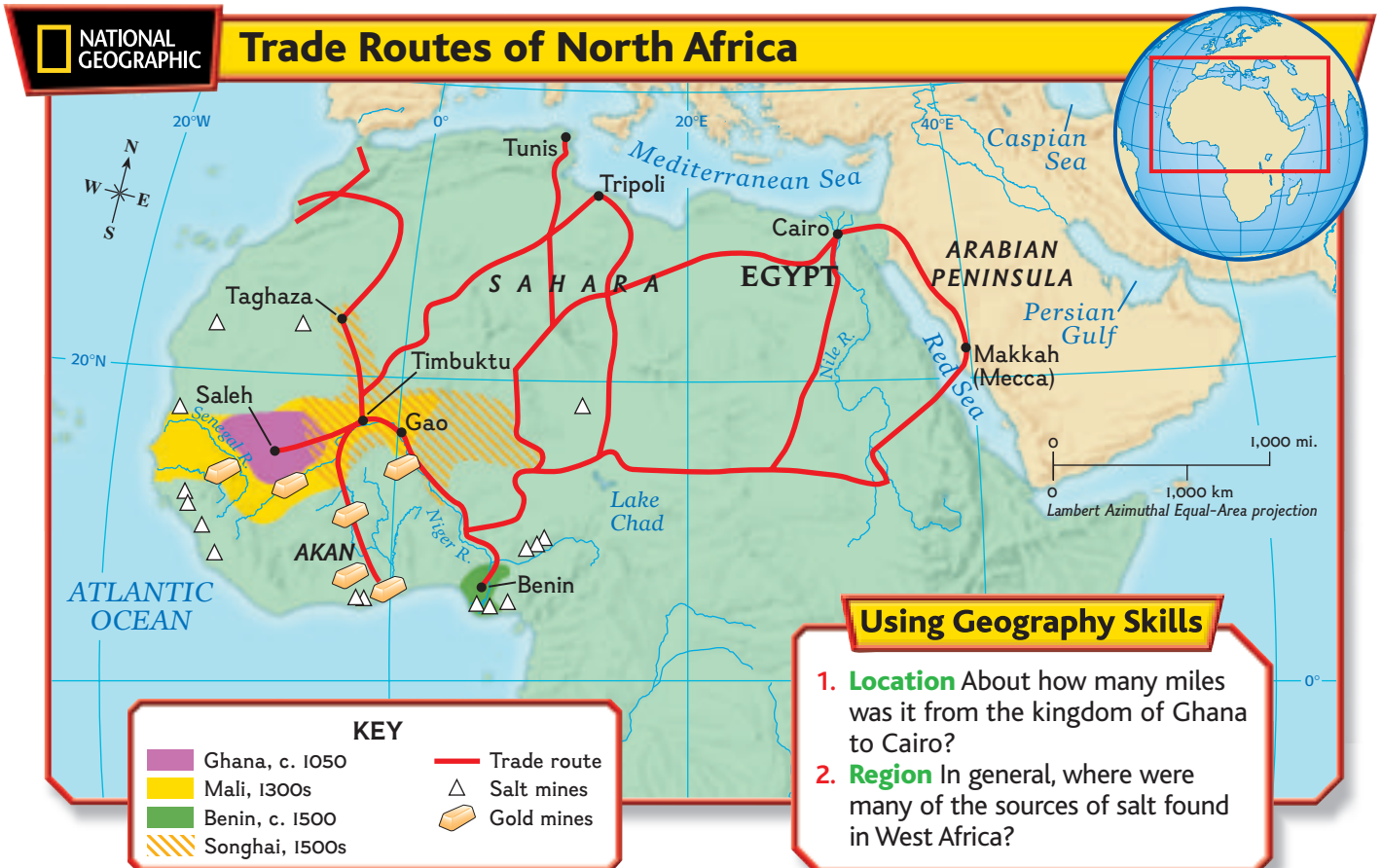
In the 1200s, the kingdom of **Mali** (MAH•lee) conquered what was left of the rapidly **diminishing** empire of Ghana. West African **griots** (gree•ohz), or storytellers, give credit to a great warrior-king named **Sundiata Keita** (sun•dee•AH•tuh KY•tuh)—the “Lion Prince.” Sundiata, who ruled from 1230 to 1255, seized the capital of Ghana in 1240. He then won control of lands from the Atlantic coast to the trading city of **Timbuktu** (TIHM•BUHK•TOO). His conquests put Mali in control of the gold-mining areas, allowing him to rebuild the gold and salt trade.

**Rise of Songhai** Mali began a slow decline after the death of its last strong king, **Mansa Musa** (MAHN•sah moo•SAH), in 1337. The

kings who followed failed to stop Berber invaders who soon conquered Timbuktu.

In 1468 **Sunni Ali** (sun•EE ah•LEE), the leader of **Songhai** (SAWNG•hy), stormed into Timbuktu and drove out the Berbers. He then began a campaign of conquest. Sunni Ali utilized Songhai’s location along the Niger River. He ordered a fleet of war canoes to seize control of the river trade. His armies then swept into the Sahara and seized the Berber salt mines. By the time of his death in 1492, Sunni Ali had built the largest empire in West Africa.

The empire lasted almost 100 more years. In 1591, however, a small army from the Arab kingdom of Morocco crossed the Sahara. Soldiers with cannons and guns easily cut down Songhai soldiers armed with swords, spears, and bows. Within months, Songhai’s empire was gone.



# The Way It Was

## Focus on Everyday Life

**Africa's Salt Mines** Salt mining began in the Sahara in the Middle Ages.

Ancient miners worked underground and in sand dunes to extract solid blocks of salt. The salt trade became a successful business for the African people. In ancient times, salt was so desirable that it was traded ounce for ounce for gold.

There are many salt deposits in western Africa because part of the desert was once a shallow sea made up of salt water. When the sea dried up, salt was left behind.

People need a small amount of salt to stay healthy. It is lost when people and animals sweat, so people need some in their food. In ancient times, before refrigerators or canned foods were invented, salt was used to keep foods from going bad. It also was used to add flavor to food.



◀ African salt mine today

## Connecting to the Past

1. How do salt deposits form?
2. Why do you think salt was so valuable that it was traded ounce for ounce for gold?

**Kingdoms of the Rain Forest** Ghana, Mali, and Songhai ruled the wide-open savannas. However, the dense rain forests along the Equator kept them from expanding to the southern coast. People living in the rain forests built their own kingdoms and empires. They included Benin, which arose in the Niger delta, and Kongo, which formed in the Congo River basin.

Griots who live in the Niger delta still tell stories about King Ewuare (eh•WOO•ah•ray), who founded the empire of Benin around 1440. In describing his ancestor's accomplishments, one storyteller boasted that the king had captured 201 towns and villages and made them pay tribute.

Farmers in the rain forest kingdoms enjoyed many natural advantages, including farmable soil and a warm, wet climate. In cleared-out areas of the forest, they often produced a surplus, or extra supply, of foods like bananas, yams, or rice.

Food surpluses supported rulers and a class of artisans. Kongo weavers, for example, wove fabrics from bark and plant fibers that looked to Europeans like velvet. In Benin, artists excelled at sculpting and carving metal, wood, and ivory.

Rain forest kingdoms that bordered on the dry savannas traded surplus food and crafts for copper, salt, and leather goods from the savannas. Later, when the Europeans arrived, traders from Benin and Kongo met ships along the coast. They traded, among other things, captives taken in war.

**East Africa** People today in the East African country of Ethiopia trace their history back to 1005 B.C. In that year, Queen Makeda rose to the throne of a great empire called Saba or Sheba. According to the *Glory of Kings*, Ethiopia's oldest written history, Makeda traveled to meet with King Solomon, ruler of the Israelites. On her

return, Makeda introduced ancient Israel's religion to her empire. Over time, eastern Africa would feel the impact of two other religions—Christianity and Islam.






**What Was Axum?** Like other empires, Saba declined. However, Ethiopia, known in ancient times as Abyssinia, did not. Its power was centered in a city-state called **Axum** (AHK•SOOM). Axum owed its strength to its location on the Red Sea. Goods from Africa flowed into Axum, which served as a **prime** trading center for the ancient Mediterranean and East Asian worlds.

Axum fought neighboring Kush for control of trade routes to inland Africa.

Around A.D. 300, King Ezana of Axum sent his armies against Kush and defeated it. A few years later, Ezana helped to bring a new religion to Africa when he converted to Christianity. In A.D. 334 he made it the official religion of Axum. Within a few hundred years, another religion—Islam—brought many changes to Axum and other trading states along Africa's eastern coast.

**Coastal City-States** Arab traders from the Arabian Peninsula had been coming to eastern Africa long before the rise of Islam in the early A.D. 600s. They invented a wind-catching, triangular sail that let them sail to

## African Trading Empires A.D. 100–1600

	Axum	Ghana	Mali	Songhai	Zimbabwe
<b>Location</b>	East Africa 	West Africa 	West Africa 	West Africa 	SE Africa 
<b>Time Period</b>	c. 100–1400	c. 400–1200	c. 1200–1450	c. 1000–1600	c. 700–1450
<b>Goods Traded</b>	ivory, frankincense, myrrh, slaves	iron products, animal products, salt, gold	salt, gold	salt, gold	gold, copper, ivory
<b>Key Facts</b>	King Ezana converted to Christianity; made it the official religion.	Taxes from traders passing through made Ghana rich.	King Mansa Musa built mosques and libraries.	Songhai gained control of West African trade by conquering Timbuktu and mastering trade by river.	Kings Mutota and Matope built the region's biggest empire.

### Understanding Charts

Large trading kingdoms developed in several areas of Africa.

1. Which kingdom developed earliest?
2. **Generalize** What were some of the common trade items of the West African empires?


Africa. The sails powered sailboats called **dhows** (DOWZ).

In the A.D. 700s, many Arab Muslim traders settled in East African city-states. Here Africans and Arab Muslims shared goods and ideas. By the 1300s, a string of trading ports extended down the East African coast. They included Mogadishu (MAH • guh • DIH • shoo), Kilwa, Mombasa, and Zanzibar. These ports became major links in an Indian Ocean trading network. They traded with places as far away as East Asia, including establishing trade with China.

**What Was the Great Zimbabwe?** Another great trading center known as Zimbabwe (zihm • BAH • BWAY) arose inland in southeast-

ern Africa. Founded around A.D. 700 by the Shona people, Zimbabwe supplied gold, copper, and ivory to the East African coast. From there, African goods were shipped to Arabia, Persia, India, and China.

During the 1400s, two kings—Mutota and his son Matope—made Zimbabwe into a large empire. It stretched from south of the Zambezi River to the Indian Ocean. Evidence of Zimbabwe’s power can still be seen at the ruins of the Great Zimbabwe, the empire’s capital where more than 300 huge stone buildings still stand—silent reminders of Zimbabwe’s past greatness.

 **Reading Check Analyze** Why did West Africa become the center of three large trade empires?

## Section 1 Review

**History**  **online**

**Study Central** Need help understanding Africa’s trading empires? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the **Main Ideas**

- The continent of Africa has varied landscapes, including rain forests, grasslands, and deserts. Most Africans draw on a common ancestry through the Bantu.
- Beginning in about A.D. 300, a succession of kingdoms, including Ghana, Mali, and Songhai, arose in West Africa. In addition, rain forest kingdoms, including Benin and Kongo, traded with the surrounding savanna kingdoms.

### What Did You Learn?

1. Describe Africa’s grasslands.
2. What items were traded in the kingdoms of West Africa?

#### Critical Thinking

3. **Organize Information** Draw a chart like the one below. For each region, describe the role of trade that developed there.

**CA 7RC2.2**

West Africa	Rain Forest Kingdoms	East Africa

4. **Economics Connection** How did the kingdom of Ghana use taxation to strengthen and increase the wealth of its empire? **CA HI.6**

5. **The Big Ideas** How do you think the history of Africa and its kingdoms might have been different if Africa’s geography had been different? **CA CS3.**

6. **Compare and Contrast** Which of the kingdoms discussed in this section developed away from the coast? How did the economies of these kingdoms compare to other African kingdoms? **CA 7RC2.0**

7. **Reading Summarizing** Create an outline of Section 1 that summarizes the rise and fall of empires in West Africa.

**CA 7WS1.3**

# SUNDIATA

## THE HUNGERING LION

Retold by Kenny Mann

### Before You Read

**The Scene:** This story takes place in Mali on the continent of Africa in the 1100s.

**The Characters:** Balla Fasseke is the griot who tells the story of Sundiata. Sundiata is the Lion King of Mali. Sogolon and Maghan Kon Fatta are Sundiata's parents. Sassouma is the first wife of Maghan Kon Fatta. Sumanguru is a rival king.

**The Plot:** The Lion King of Mali, Sundiata, is denied the throne. Sundiata has to prove that he is the rightful king.

### Vocabulary Preview

**guardian:** one who takes care of another person

**infirmity:** weakness

**brewed:** prepared by boiling

**smiths:** metalworkers

**multitude:** a great number of people

**exile:** period of time away from one's country

**lance:** a steel-tipped spear

**H**ave you ever known someone who overcame obstacles to achieve great things? In this story, a young leader must learn to speak and walk in order to take control of his kingdom.



### As You Read

Keep in mind that this story is a mixture of fact and legend. However, a king named Sundiata did conquer new lands and expand trade while he ruled the kingdom of Mali.



O people, hear my story! I am Balla Fasseke (bah•lah fah•SEE•kay) of Mali. I am a *griot*.<sup>1</sup> I am the guardian of the word. In my mind rest the stories of my people and the history of our land. O hear me and remember, for I speak the truth.

Long, long ago, the last king of Ghana fell to the sword of Sumanguru, the Sosso king; Sumanguru, the cruel warrior and mighty sorcerer; Sumanguru, who was to meet his fate at the hands of Sundiata, the Lion King of Mali.

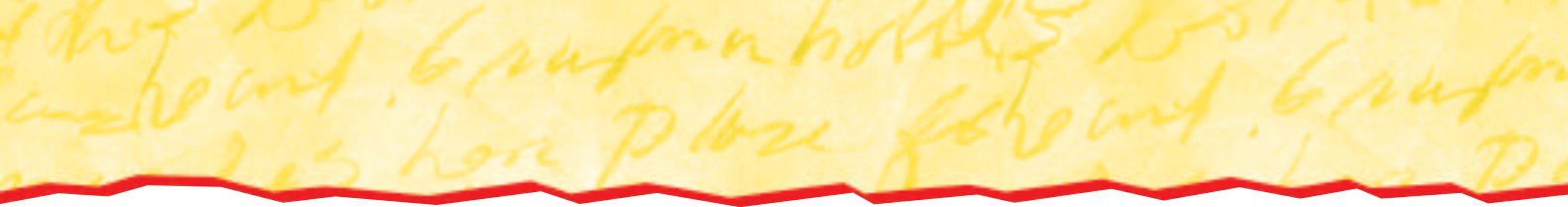
I am Sundiata's *griot*. O hear me, for I speak the truth!

Sundiata was born of Sogolon, who married Maghan Kon Fatta, the ruler of Mali, whose totem<sup>2</sup> was the lion. Sogolon was brought to the king as a maiden, disfigured by a hunchback and ill looks. But she was said to possess the mighty spirit of a buffalo, strong and courageous. Her coming had been foretold to the king, and he took Sogolon as his wife and came to love her.

When Sundiata was born, the king rejoiced. The great royal drums carried the news all over the kingdom. But his first wife, Sassouma, was jealous. Her son should inherit the throne! What need had her husband of another son? She vowed that Sundiata would never become king.

<sup>1</sup>**griot:** storyteller

<sup>2</sup>**totem:** animal or plant serving as the symbol of a family or clan



In time, Sassouma saw that she had nothing to fear, for Sundiata was stricken by a strange infirmity. He could neither speak nor walk! How great was Sogolon's sorrow! For seven long years, she tried to cure her son. She consulted with all the wise men of the kingdom and brewed herbs and potions, but to no avail.<sup>3</sup> And Sundiata's father, King Maghan Kon Fatta, despaired. But his *griot*, who was my father, advised the king. "The young seed must endure the storm," he said. "And from this small seed shall spring a great tree."

One day, when the king felt death approach, he called the child to him. "I shall give you the gift each king gives to his heir," he said. And on that day, my people, the king gave me—Balla Fasseke—to Sundiata to be his *griot*, as my father had been the king's *griot*, and his father before that. And on that day, for the first time in his life, Sundiata spoke. "Balla, you shall be my *griot*," he said. And the king knew that his son—the son of the lion and the buffalo—was worthy to be king.

But when Maghan Kon Fatta died, the councilors ignored his wishes. It was the son of Sassouma who ascended the throne, and not Sundiata, the rightful heir. And Sassouma persecuted Sogolon and her son with evil hatred and banished them to a dark corner of the palace. Oh, how Sogolon's tears flowed in her unhappiness! When Sundiata saw his mother's despair, he looked at her calmly and said, "Today I will walk." Then he sent me, Balla Fasseke, to the royal forges.<sup>4</sup> "Tell the smiths to make me the sturdiest iron rod possible," he ordered.

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<sup>3</sup>**avail:** benefit

<sup>4</sup>**forges:** furnaces where metal is heated and shaped



Six men were needed to carry the iron rod to Sogolon's house. They threw it on the ground before Sundiata. A huge multitude of people had gathered to see if Sundiata would walk. "Arise, young lion!" I commanded. "Roar, and may the land know that from henceforth, it has a master!"

Sundiata gripped the rod with his two hands and held it upright in the ground. Beads of sweat poured from his face. A deathly silence gripped the people. All at once, with a mighty thrust, Sundiata stood upright. The crowd gasped. The iron rod was bent like a bow. And Sogolon, who had been dumb with amazement, suddenly burst into song:

*Oh day, oh beautiful day,  
Oh day, day of joy,  
Allah Almighty, this is the finest  
day you have created,  
My son is going to walk!  
Hear me, people, for I speak the truth!*

Sundiata threw away the rod, and his first steps were those of a giant.

From that day on, Sundiata grew in strength. He became a fine hunter and was much loved by all the people. But Sassouma, whose son was now king, feared Sundiata's growing power. Her plots to kill him failed. And she knew that I would perform any deed to bring Sundiata to the throne. So, to separate us, Sassouma sent me far away to the court of the demon king, Sumanguru. And there I remained for several years. I pretended allegiance to Sumanguru, but always I waited for the day when I would sing the praises of Sundiata once more.

Sogolon fled the palace and took Sundiata far from Sassouma's hatred. For seven years they lived in exile, finding food and shelter wherever they could. At last, they came to the city of Mema. Here they met with good luck, for the king of Mema took a liking to Sundiata and treated him like a son. He admired Sundiata's courage and leadership. This king decided to make the young boy his heir and teach him the arts of government and war. And thus, Sundiata grew to manhood.

One day, messengers came running to Sundiata. "Sumanguru has invaded Mali!" they cried. "The king and his mother, Sassouma, have fled. Only you can save our people. Return, young lion, and reclaim your throne!"

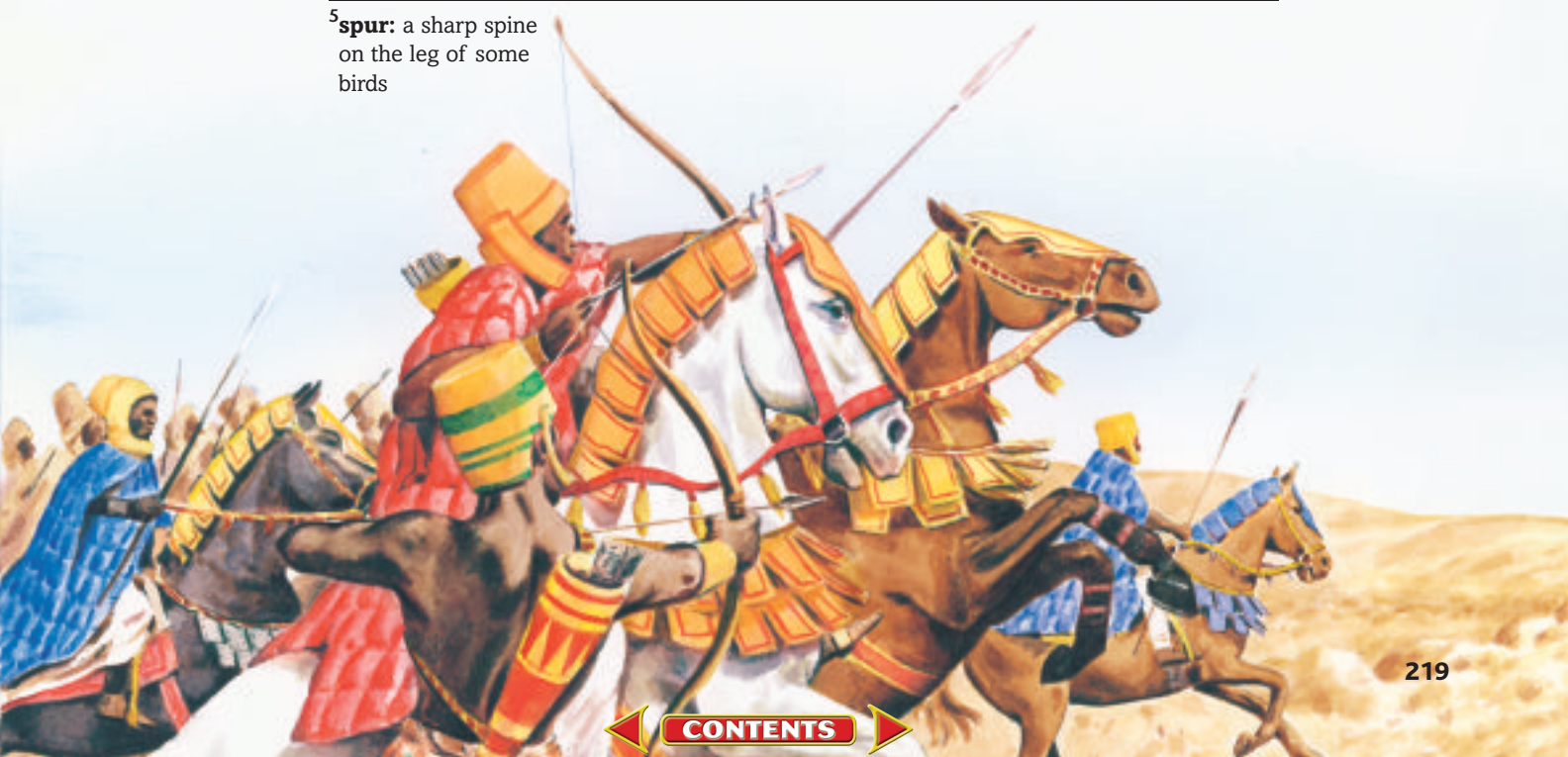
This, O people, was the moment of Sundiata's destiny. The king of Mema gave him half his forces. And as Sundiata rode at their head, more and more men joined him until a great army thundered across the plains. And from far-distant Mali, Sumanguru, too, raced to meet his destiny. And I, O my people, I followed, for I knew that soon I would be reunited with Sundiata, my Lion King.

And so it was. Sundiata led his army from Mema, and Sumanguru came from Mali. The two great armies met in battle on the plains of Kirina. I took my chance and escaped at last from Sumanguru. Through the thick clouds of dust and the battle cries of the warriors, I galloped to Sundiata's side. Oh, how great was our joy!

My years with Sumanguru had not been in vain, O my people, for I had learned that Sumanguru feared the magic power of a white rooster. He believed that one touch of the rooster's spur<sup>5</sup> would defeat him

---

<sup>5</sup>**spur**: a sharp spine on the leg of some birds



forever. And this very spur I had fastened to an arrow, which I gave to my lord, Sundiata.

With deadly aim, Sundiata sent the arrow speeding across the battlefield toward Sumanguru. True as a hawk in flight, it met its mark, grazing the sorcerer's shoulder. With a great scream of fear, Sumanguru turned on his horse and fled.

Far away he rode, to the caves of Mount Koulikoro. There we saw Sumanguru, the demon king, fall to his knees and turn to stone. His soldiers, discouraged by his flight, ceased to fight and were defeated.

And so Sundiata returned to Mali to reclaim his throne, and I, Balla Fasseke, went with him to sing of his glory. There waited the twelve kings who had helped Sundiata in exile. Each thrust his lance into the earth before Sundiata. "We shall be united!" they proclaimed. "You have restored peace to our lands. We give you our kingdoms to rule in your great wisdom!" The drums beat out the news. The warriors danced in a joyous frenzy. And the crowd sent a mighty cry to the heavens: "Wassa, Wassa, Ayé!"

And thus did I bear witness to the birth of the great kingdom of Mali. And thus did I see Sundiata become its first emperor.

So listen, O my people, and remember, for I speak the truth. May you live to tell this story to your children, that the name of Sundiata—the Lion King—shall live forever.



## Responding to the Literature

1. Why did the king give Sundiata a griot?
2. Who did Sundiata defeat to gain control of Mali?
3. **Identify** Foreshadowing is when a storyteller gives you hints of something to come later. This story contains many suggestions that foreshadow Sundiata's successful reign as king. Identify three such hints in the first six paragraphs. **CA 7RL3.2**
4. **Analyze** Why do you think Sundiata did not walk after receiving his mother's treatments but *did* walk when his half-brother was made king? **CA 7RL3.3**
5. **Read to Write** Suppose you are Sundiata's father. Write a brief speech stating your reasons for choosing Sundiata to be the next king. **CA 7WA2.2**

# Reading on Your Own...



## From the California Reading List

If you would like to read more about ancient Rome, Islam, or Africa, check out these other great books.

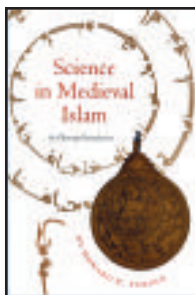


### Nonfiction

**Gladiator** by Richard Watkins describes the life of gladiators. Read about the games, the weapons and equipment used, and various opponents from humans to exotic animals. *The content of this book is related to History–Social Science Standard WH7.1.*

### Fiction

**Detectives in Togas** by Henry Winterfeld is a story of a group of boys who stumble across a mystery at their school. One of their classmates is accused of a terrible crime, and they must find the truth before he goes to prison. *The content of this book is related to History–Social Science Standard WH7.1.*



### Nonfiction

**Science in Medieval Islam: An illustrated Introduction** by Howard R. Turner details many scientific achievements of medieval Islam from astronomy to medicine and much more. Learn how this knowledge helped the rest of the world. *The content of this book is related to History–Social Science Standard WH7.2.*

### Biography

**Mansa Musa: The Lion of Mali** by Khephra Burns recounts the story of one of Mali's most legendary kings named Mansa Musa. Kidnapped by slave traders when he was a boy, he grew up to become a triumphant and famous king. *The content of this book is related to History–Social Science Standard WH7.4.*



# Africa's Religion and Government

## Guide to Reading



### History Social Science Standards

**WH7.4** Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

### Looking Back, Looking Ahead

In Section 1, you read about some of the kingdoms and empires that developed in Africa. To hold their kingdoms and empires together, Africans had to create their own governments. One unifying force was the religion of Islam, but many Africans continued to practice their traditional religious beliefs as well.

### Focusing on the Main Ideas

- Traditional African religions shared certain beliefs and provided a guide for living together. (page 223)
- Islam played an important role in medieval Africa, but long-held African beliefs and customs still remained strong. (page 224)
- The growth of West African empires led to the growth of centralized governments ruled by kings. (page 227)

### Locating Places

Makkah (MAH•kuh)

### Meeting People

**Olaudah Equiano** (oh•LOW•duh  
EHK•wee•AHN•oh)

**Ibn Battuta** (IH•buhn bat•TOO•tah)

**Askia Muhammad** (ahs•KEE•uh  
moh•HAH•muhd)

### Content Vocabulary

**sultan** (SUHL•tuhn)

**Swahili** (swah•HEE•lee)  
clan

### Academic Vocabulary

**vary**

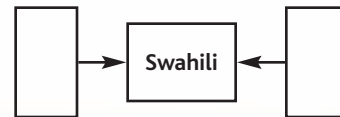
**accompany** (uh•KUHMP•nee)

**element** (EH•luh•muhnt)

**benefit** (BEH•nuh•FIHT)

### Reading Strategy

**Organizing Information** Use a diagram to show the characteristics of Swahili culture and language.



## Where & When?



1300

1324

Mansa Musa travels to Makkah

1400

1352

Ibn Battuta arrives in West Africa

1500

1492

Sunni Ali dies



**WH7.4.3** Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.

(t) Jeff Greenberg/Photo Researchers, (b) The Art Archive/Harper Collins Publishers

## Traditional African Religions

**Main Idea** Traditional African religions shared certain beliefs and provided a guide for living together.

**Reading Connection** What questions do most religions try to answer? As you read this section, look for questions answered by traditional African religions.

For centuries, Europeans believed Africans did not have a religion. **Olaudah Equiano** (oh • LOW • duh EHK • wee • AHN • oh), a member of the Igbo, disagreed. The Igbo, he wrote, “believe that there is one Creator of all things, and that he . . . governs events, especially our deaths and captivity.”

Most African groups shared the Igbo belief in one supreme god. They understood the Christian and Muslim idea of a single god, but many wanted to continue their own religious practices.

These practices **varied** from place to place. Some groups, like the Nanti in East Africa, thought people could talk directly with their god. Others, like the Igbo, thought their creator could only be spoken to through less powerful gods and goddesses who worked for him.

Even though Africans practiced their religion differently in different places, their

beliefs served similar purposes. They provided rules for living and helped people stay in touch with their history.

When relatives died, many Africans believed their spirits stayed with the community. They believed these spirits could talk to the supreme god or help solve problems. As a result, many Africans honored their ancestors.

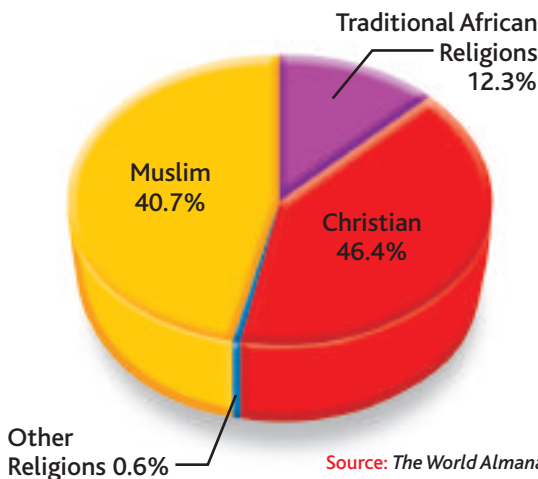
**Reading Check Explain** What was the role of ancestors in African religion?

**NATIONAL GEOGRAPHIC**

## African Religions Today



### Religion in Africa



Source: *The World Almanac and Book of Facts*, 2003

### Using Geography Skills

- Place** What religion dominates the northern part of Africa?
- Region** In what areas are traditional religions the main type of religion?



**WH7.4.3** Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law. **WH7.4.4** Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa. **WH7.4.5** Describe the importance of written and oral traditions in the transmission of African history and culture.

## Islam in Africa

**Main Idea** Islam played an important role in medieval Africa, but long-held African beliefs and customs still remained strong.

**Reading Connection** Have you ever changed your ideas because someone you respect has different ideas than you do? Learn how African rulers helped spread Islam and how Arabs and Africans influenced each other.

**Ibn Battuta** (IH•buhn bat•TOO•tah), a young Arab lawyer from Morocco, set out in 1325 to see the Muslim world. Since the A.D. 600s, the religion of Islam had spread from the Arabian Peninsula to Africa and elsewhere.

Ibn Battuta traveled throughout the lands of Islam for 30 years. He covered a

distance of more than 73,000 miles (117,482 km). When Ibn Battuta arrived in West Africa in 1352, Islam had been practiced there for hundreds of years. Yet he soon realized that not all people in West Africa accepted Islam. Many people in the countryside still followed traditional African religions. Islam was popular in the cities where rulers and traders accepted it by choice or because it helped them trade with Muslim Arabs.

Some Muslims complained that Sundiata Keita and Sunni Ali—western Africa’s two great empire builders—did not do enough to win people over to Islam. The two leaders were more concerned about stopping rebellions than spreading religion.

Ibn Battuta found things in West Africa that surprised him. He was amazed that

## The City of Djenne

Like Timbuktu, the city of Djenne became a center for both trade and Islam. Traders from the deserts to the north and the rain forests to the south met at Djenne, located on the Bani River. The first Great Mosque at Djenne was probably built in the 1200s.

**Did all of the people in West Africa accept Islam? Explain.**

### The Great Mosque

Djenne's Great Mosque was made from baked bricks, and the walls were then covered with mud. The Great Mosque is one of the largest buildings made from mud in western Africa.

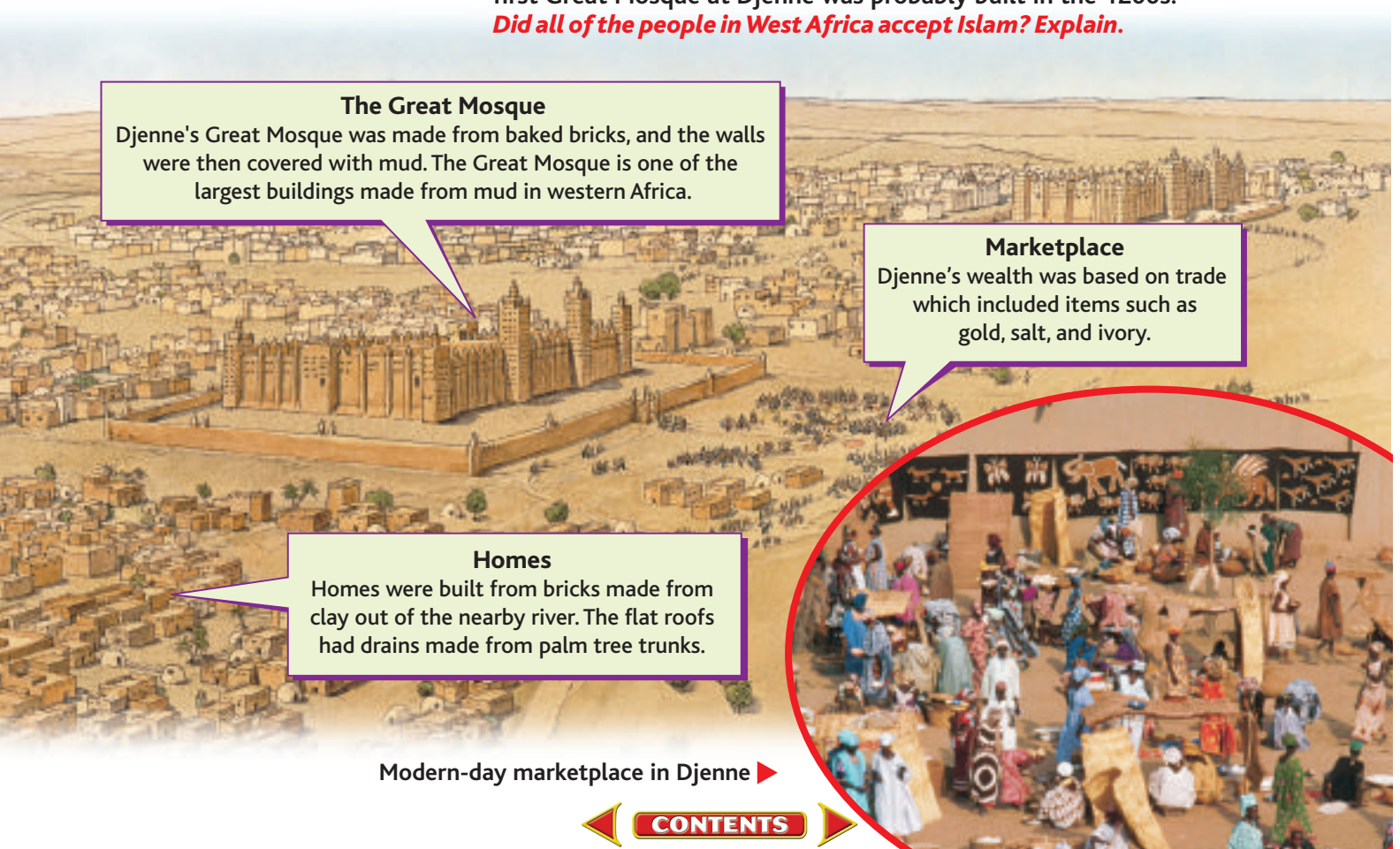
### Marketplace

Djenne's wealth was based on trade which included items such as gold, salt, and ivory.

### Homes

Homes were built from bricks made from clay out of the nearby river. The flat roofs had drains made from palm tree trunks.

Modern-day marketplace in Djenne ▶



women did not cover their faces with a veil, as was the Muslim custom. However, he did find that West Africans studied the Quran, the Muslim holy book. “They zealously [eagerly] learn the Quran by heart,” he wrote.

**Mali and Mansa Musa** Much of what pleased Ibn Battuta was the work of Mansa Musa. Mansa Musa had allowed different religions but was devoted to making Islam stronger. He used the wealth of Mali to build more mosques, or Muslim places of worship. He also set up libraries at Timbuktu, which collected books from all over the Muslim world.

In 1324 Mansa Musa made Mali known to other parts of the world when he set out on a long journey to the city of **Makkah** (MAH•kuh), also known as Mecca. As you read in the chapter on Islam, all Muslims are supposed to make a pilgrimage to the Muslim holy city of Makkah. When Mansa Musa set out on his trip, however, he made sure everybody knew he was the leader of a great empire.

Mansa Musa’s caravan had thousands of people, including enslaved people, and 100 pack camels. Each camel carried gold. While in Makkah, Mansa Musa convinced some of Islam’s finest architects, teachers, and writers to **accompany** him back to Mali. There they helped spread Islam in West Africa.

**Songhai and Askia Muhammad** Sunni Ali, the founder of Songhai, practiced the traditional religion of the Songhai people. However, he declared himself a Muslim to keep the support of townspeople. After Sunni Ali died, his son refused to follow his father’s example. One of Sunni Ali’s generals, Muhammad Ture, saw a chance to take over the government. With the support of Muslim townspeople, he declared himself

## Primary Source

### The Sultan of Mali

The sultan in this passage is Mansa Musa. He is described by an Arab scholar named Ibn Fadl Allah al Omari.

“The sultan of this kingdom presides in his palace on a great balcony called *bembe* where he has a great seat of ebony that is like a throne fit for a large and tall person: on either side it is flanked by elephant tusks turned towards each other. His arms [weapons] stand near him, being all of gold, saber, lance, quiver, bow and arrows. He wears wide trousers made of about twenty pieces [of stuff] of a kind which he alone may wear.”



—Ibn Fadl Allah al Omari,  
“Mali in the  
Fourteenth Century”

▲ Mansa Musa

## DBQ Document-Based Questions

What impression did Mansa Musa want to make on newcomers to his kingdom? How do you know?

king. In a bloody war, he drove Sunni Ali’s family from Songhai. He then took the name Askia, a rank in the Songhai army.

Under **Askia Muhammad** (ahs•KEE•uh moh•HAH•muhd), Songhai built the largest empire in medieval West Africa. He kept local courts in place but told them to honor Muslim laws. He also made Timbuktu an important center of Islamic culture and learning, with a university known throughout the Muslim world. In addition, he set up some 150 schools to teach the Quran.

The empire survived family disputes. But, as you have read, it did not survive the guns of Moroccan invaders. The invasion in 1591 shattered the empire.





**WH7.4.3** Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.

**WH7.4.4** Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.

## MANSA MUSA

*Ruled 1312–1337*

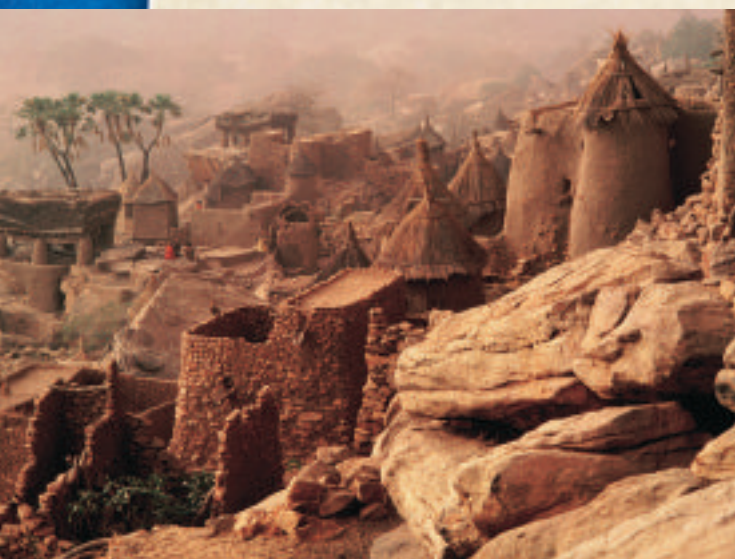
Mansa Musa ruled the West African empire of Mali with great skill and organization. Under Mansa Musa's guidance, Mali became a great center of education, commerce, and the arts. Mali was one of the largest empires in the world at the time. In fact, the kingdom was so vast that Mansa Musa once bragged it would take a year to travel from the northern border to the southern border.

Despite Mali's enormous size and wealth, the kingdom was not well-known outside the continent of Africa. Mansa Musa's pilgrimage to Makkah in 1324, however, announced Mali's riches and achievements to the world. Traveling on horseback, Mansa Musa was joined by many people, including 8,000 enslaved people, 100 camels to carry baggage, and 24,000 pounds of gold. Each person carried a staff of gold. According to Egyptian historians and the accounts of observers, Mansa Musa spent so much gold in Cairo, Egypt, that the value of gold dropped in Cairo and did not recover for more than 12 years.



▲ Mansa Musa

Mansa Musa's famous pilgrimage to Makkah brought attention to his kingdom. Mali was included on world maps as early as 1339. Many European nations and kingdoms in North Africa and the Middle East wished to establish trade connections with Mali and gain some of its wealth.



▲ A village in Mali today

### Then and Now

Mali was unnoticed by the rest of the world until Mansa Musa's pilgrimage. Is it possible for a present-day country to go unnoticed? Why or why not?



**WH7.4.3** Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.

**WH7.4.4** Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.

**Islam's Impact on Africa** Islam had a far-reaching impact on northern and eastern Africa. Africans who accepted Islam also adopted Islamic laws and ideas. Sometimes these changes were opposed by people who favored traditional African ways.

In 1331 Ibn Battuta visited Mogadishu, a trading port on the East African coast. Its **sultan** (SUHL • tuhñ), or leader, said in perfect Arabic, "You have honored our country by coming." A moment later, Ibn Battuta heard the sultan speak in **Swahili** (swah • HEE • lee).

The word *Swahili* comes from an Arabic word meaning "people of the coast." By 1331, however, it had come to mean two things: the unique culture of East Africa's coast and the language spoken there.

The Swahili culture and language are a blend of African and Muslim **elements**. African influences came from the cultures of Africa's interior. Muslim influences came from Arab and Persian settlers. The Swahili culture still exists in Africa today.

Islam also advanced learning. Muslim schools drew students from many parts of Africa and introduced the Arabic language to many Africans. These helped pass along African culture and history. Arabic soon became an important language of government and education.

In addition, Islam also influenced African art and buildings. Muslim architects built beautiful mosques and palaces in Timbuktu and other cities.

**Reading Check Explain** How did Askia Muhammad gain control of Songhai?

## Government and Society

**Main Idea** The growth of West African empires led to the growth of centralized governments ruled by kings.

**Reading Connection** What makes a system of government effective? Read to learn how African rulers governed their empires.

The loud thumping of drums called the citizens of Ghana to a meeting with the king. Anybody with a complaint could speak. In the royal courtyard, the king sat in an open silk tent. He wore a cap of gold and a jewel-covered robe. Royal officials surrounded him. Guard dogs with gold and silver collars stood watch. Before talking to the king,



▲ The carving above shows a king of Benin. The ivory armband (lower left) was worn by the king during ceremonies. **Why did African kings allow local rulers to keep some power?**

**History online**  
**Web Activity** Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on *Chapter 3—Student Web Activities* to learn more about medieval Africa.

## Primary Source

### Ghana Profits From Trade

Al Bekri described the way Ghana taxed merchants to increase its own wealth.

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

— Abdullah Abu-Ubayd al Bekri, "Ghana in 1067"



▲ Ghana's wealth came from trade caravans.

### DBQ Document-Based Question

Which do you think has more worth, a dinar or a mitqal? Why?

subjects poured dust over their heads or fell to the ground. Bowing, they stated their business and waited for the king's reply.

**Ruler and Subject** This, said Arab travelers, was how government worked in West Africa. Kings settled arguments, managed trade, and protected the empire. But they expected complete obedience in return.

With the growth of empires, Africans invented new ways to govern themselves. The most successful states, like Ghana, formed some type of central authority. Power usually rested with a king—or, in a few cases, a queen.

Both rulers and people **benefited**. Merchants received favors from the kings,

and the kings received taxes from the merchants. Local rulers kept some power, and the kings in turn received their loyalty. This allowed kingdoms to grow richer and to extend their control over a larger area.

**Ghana's Government** The kings of Ghana relied on help from a council of ministers, or group of close advisers. As the empire grew, rulers divided it into provinces. Lesser kings, often conquered leaders, governed each of these areas. Beneath them, district chiefs oversaw smaller districts. Each district usually included a chief's **clan**—a group of people descended from the same ancestor.

Kings held tightly to their power. They insisted that local rulers send their sons to the royal court. They rode through the countryside seeking reports of rebellion. Most important, they controlled trade.

Nobody could trade without the king's permission. Also, nobody could own gold nuggets except the king. People traded only in gold dust. "If kings did otherwise," said one Arab traveler, "gold would become so abundant as practically to lose its value."

One policy of Ghana's government, however, confused outsiders. "It is their custom," exclaimed an Arab writer, "that the kingdom is inherited only by the son of the king's sister." In Arab states, property passed through a man's sons, not the sons of his sister. In Ghana, the throne went to the king's nephew.

**What Was Mali's Government Like?** Mali followed Ghana's example but on a larger scale. It had more territory, people, and trade, so royal officials had more responsibilities than in Ghana. One supervised fishing on the Niger. Another looked after the empire's forests. A third oversaw farming, and a fourth managed money.

Most kings divided their kingdoms into provinces, like Ghana. However, Sundiata, the founder of Mali, put his generals in charge of them. People accepted this policy because the generals protected them from invaders. Also, the generals often came from the provinces they ruled.

Mali's other great king, Mansa Musa, rewarded citizens with gold, land, and horses to keep them loyal. He granted military heroes the "National Honor of the Trousers." As one Arab said:

“Whenever a hero adds to the lists of his exploits, the king gives him a pair of wide trousers. . . . [T]he greater the number of the knight's [soldier's] exploits, the bigger the size of his trousers.”

—Al-Dukhari, as quoted in *Topics in West African History*

Because only the king and royal family could wear sewn clothes, this was a big honor indeed. Most people wore only wrapped clothes.

**Songhai's Government** Songhai built on the traditions of Ghana and Mali. Its founder, Sunni Ali, divided his empire into provinces. However, he never finished setting up his empire. Sunni continually moved, fighting one battle or another.

In 1492 Sunni Ali died mysteriously on a return trip home. Some say he drowned while crossing a stream. Others say his enemies killed him. The next year, general Muhammad Ture seized control of the government. Unlike Sunni Ali, Ture was a loyal Muslim. His religious ideas affected Songhai's government.

**Reading Check Contrast** How was Mali ruled differently from Ghana?

## Section 2 Review

**History online**  
**Study Central** Need help understanding African religion and government? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

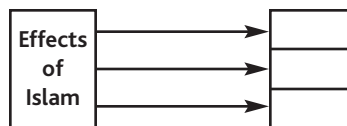
- Many Africans believed in a single creator and honored the spirits of ancestors.
- Islam became the dominant religion in the kingdoms of West and East Africa.
- The empires of West Africa were ruled by kings who closely controlled trade and divided their lands among lesser chiefs to aid in governing.

### What Did You Learn?

1. How did Mansa Musa attempt to strengthen Islam in Mali?
2. How did the kings of Ghana strengthen the government and maintain their power?
5. **Analyze** How did a strong central authority benefit African kingdoms? In what ways does this reflect modern-day government? **CA 7RC2.0**

#### Critical Thinking

3. **The Big Ideas** Draw a diagram to show the effects of Islam on Africa. **CA 7RC2.3**
4. **Predict** How might Africa's history be different if Islam had not been introduced? **CA HI.2.**



6. **Writing Research Reports** Use the library and Internet to research Mansa Musa. Write an essay describing his pilgrimage to Makkah. **CA 7WA2.3**

7. **Analysis Understanding Problems** What kinds of problems did Africa's people face during medieval times? Write an essay explaining how Africans tried to solve these problems. **CA HI.1.**

# African Society and Culture

## Guide to Reading



### History Social Science Standards

**WH7.4** Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

### Looking Back, Looking Ahead

By the time Europeans came to Africa, people all over the continent had developed complex cultures. For most Africans, life centered on farming villages like the ones you will read about in this section. Here the family formed the basis of society.

### Focusing on the **Main Ideas**

- Despite Africa's great size, its societies shared many common traits. (page 231)
- The African slave trade changed greatly when Muslims and Europeans began taking captives from the continent. (page 233)
- Enslaved Africans developed rich cultures that influenced many other cultures, including our own. (page 235)

### Meeting People

**Dahia al-Kahina** (dah•HEE•uh ahl•kah•HEE•nah)

**Nzinga** (ehn•ZIHN•GAH)

### Content Vocabulary

**extended family**

**matrilineal** (MA•truh•LIH•nee•uhl)

**oral history**

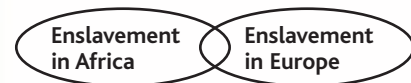
### Academic Vocabulary

**bond**

**release** (rih•LEES)

### Reading Strategy

**Compare and Contrast** Create a Venn diagram like the one below showing the similarities and differences between the enslavement of Africans in Africa and the enslavement of Africans in Europe.



NATIONAL GEOGRAPHIC

## Where & When?



A.D. 500

c. A.D. 650

Queen Dahia al-Kahina fights Muslims

1000

c. 1441

First enslaved Africans arrive in Europe

1500

1623

Queen Nzinga fights Portuguese



**WH7.4.2** Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.

**WH7.4.5** Describe the importance of written and oral traditions in the transmission of African history and culture.

## Life in Medieval Africa

**Main Idea** Despite Africa's great size, its societies shared many common traits.

**Reading Connection** Have you ever noticed that even though people are different, they all have some things in common? Read to learn why people in different regions of Africa have similar traditions and cultures.

The family formed the basis of African society. People often lived in **extended families**, or families made up of several generations. They included anywhere from ten to hundreds of members.

Many villages, especially Bantu villages, were **matrilineal** (MA • truh • LIH • nee • uhl). They traced their descent through mothers rather than fathers. When a woman married, however, she joined her husband's family. To make up for the loss, her family received gifts—cloth, metal tools, cattle, or goats—from the husband's family.

All families valued children greatly. They saw them as a **bond** between the past and the future. Some people, like the Yoruba of what is today Nigeria, believed an ancestor might be reborn in a child. They also knew children guaranteed that the family would live on.

**Education** In Africa's villages, education was the responsibility of the family and other villagers. Children learned the history of their people and the skills they would need as adults.

In West Africa, griots, or storytellers, helped in schooling. They kept alive their village's **oral history**—the stories passed down by word of mouth

from generation to generation. Many stories included a lesson about living. Lessons also were given through short proverbs. One Bantu proverb stated: "A good deed will make a good neighbor."

**What Was the Role of Women?** As in other medieval societies, women in Africa acted mostly as wives and mothers. Men had more rights and controlled much of what women did. Visitors to Africa, however, saw exceptions. European explorers were amazed to learn that women served as soldiers in some African kingdoms.

African women also won fame as rulers. In the A.D. 600s, Queen **Dahia al-Kahina** (dah • HEE • uh ahl • kah • HEE • nah) led the fight against the Muslim invasion of her kingdom, which was located about where Mauritania is today. Another woman ruler was Queen **Nzinga** (ehn • ZIHN • GAH), who ruled lands in what are now Angola and Congo. She spent almost 40 years battling Portuguese slave traders in an effort to stop them from enslaving her people and exporting them to America.

**Reading Check Explain** How were Bantu families organized?

▼ This panel shows a family from the Congo at work. *What was an extended family in Bantu society?*





**WH7.4.1** Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

**WH7.4.3** Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.

## QUEEN NZINGA

c. 1582–1663

### *Angolan Warrior-Leader*

It was rare in the 1600s for women to take active roles in politics and war, but one African woman—Queen Nzinga of Matamba—was known for her military leadership and political skills. Nzinga was the daughter of the king of the Ndongo people. The Ndongo lived in southwest Africa in what is today called Angola. Nzinga quickly learned archery and hunting. She was intelligent and a natural athlete. Nzinga’s father failed to notice his daughter. He was too busy defending the kingdom from the Portuguese, who wanted to buy enslaved Africans and ship them overseas.

Even though she was female, Nzinga knew she could be a strong leader. She did not want to learn the enemy’s language, but she soon realized that it could benefit her. She asked a captured priest to teach her Portuguese.

In 1623 Nzinga became queen. She declared all of her territory to be free territory and promised that all enslaved Africans who made it to the kingdom would be free. For nearly 30 years, she led her people in battles against the Portuguese. She allied with other African kingdoms to seal the trade routes used to ship enslaved Africans out of the country. In 1662 she negotiated a peace agreement with the Portuguese. She died the next year at age 81.



▲ Enslaved Africans in a ship’s hold being taken to America.



◀ The Portuguese built Elmina Castle on the coast of Ghana to hold enslaved Africans before shipping them overseas.

### Then and Now

Do research to find the name of a modern female leader. Compare her leadership skills to those of Queen Nzinga.



**WH7.4.1** Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

**WH7.4.3** Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.

## Slavery

**Main Idea** The African slave trade changed greatly when Muslims and Europeans began taking captives from the continent.

**Reading Connection** Do you know why the shipment of enslaved Africans to America began? Read to learn about slavery in African society and the beginning of the European slave trade.

In 1441 a Portuguese sea captain sailed down Africa’s western coast. His goal was to bring the first African captives back to Portugal. During the voyage, the captain and his 9 sailors seized 12 Africans—men, women, and boys. The ship then sailed back to Portugal. These captives represented only a small portion of a slave trade that would grow into the millions.

**How Did Slavery Develop?** Within Africa, Europeans did not invent slavery. For a long time, it had existed throughout the world. In Africa, Bantu chiefs raided nearby villages for captives. These captives became laborers or were **released** for a fee.

Africans also enslaved criminals or enemies taken in war. These enslaved Africans became part of the Saharan trade. However, as long as Africans stayed in Africa, hope of escape still existed. Enslaved Africans might also win their freedom through hard work or by marrying a free person.

The trade in humans also grew as the trade with Muslim merchants increased. The Quran forbade enslavement of Muslims. Muslims, however, could enslave non-Muslims. Arab traders, therefore, began to trade horses, cotton, and other goods for enslaved, non-Muslim Africans.

When Europeans arrived in West Africa, a new market for enslaved Africans opened. Africans armed with European guns began raiding villages to seize captives to sell.



▲ On a slave ship, enslaved people were transported in the dark, crowded spaces of the ship’s cargo deck. **Why were enslaved Africans used on Portuguese plantations?**

**The European Slave Trade** In 1444 a Portuguese ship docked at a port in Portugal. Sailors unloaded the cargo—235 enslaved Africans. Tears ran down the faces of some. Others cried for help. A Portuguese official described the scene:

“But to increase their sufferings still more, . . . was it needful to part fathers from sons, husbands from wives, brothers from brothers.”

—Gomes Eannes de Zurara, as quoted in *The Slave Trade*

Barely three years had passed since the arrival of the first African captives in Portugal. Some merchants who had hoped to sell gold brought from Africa now sold



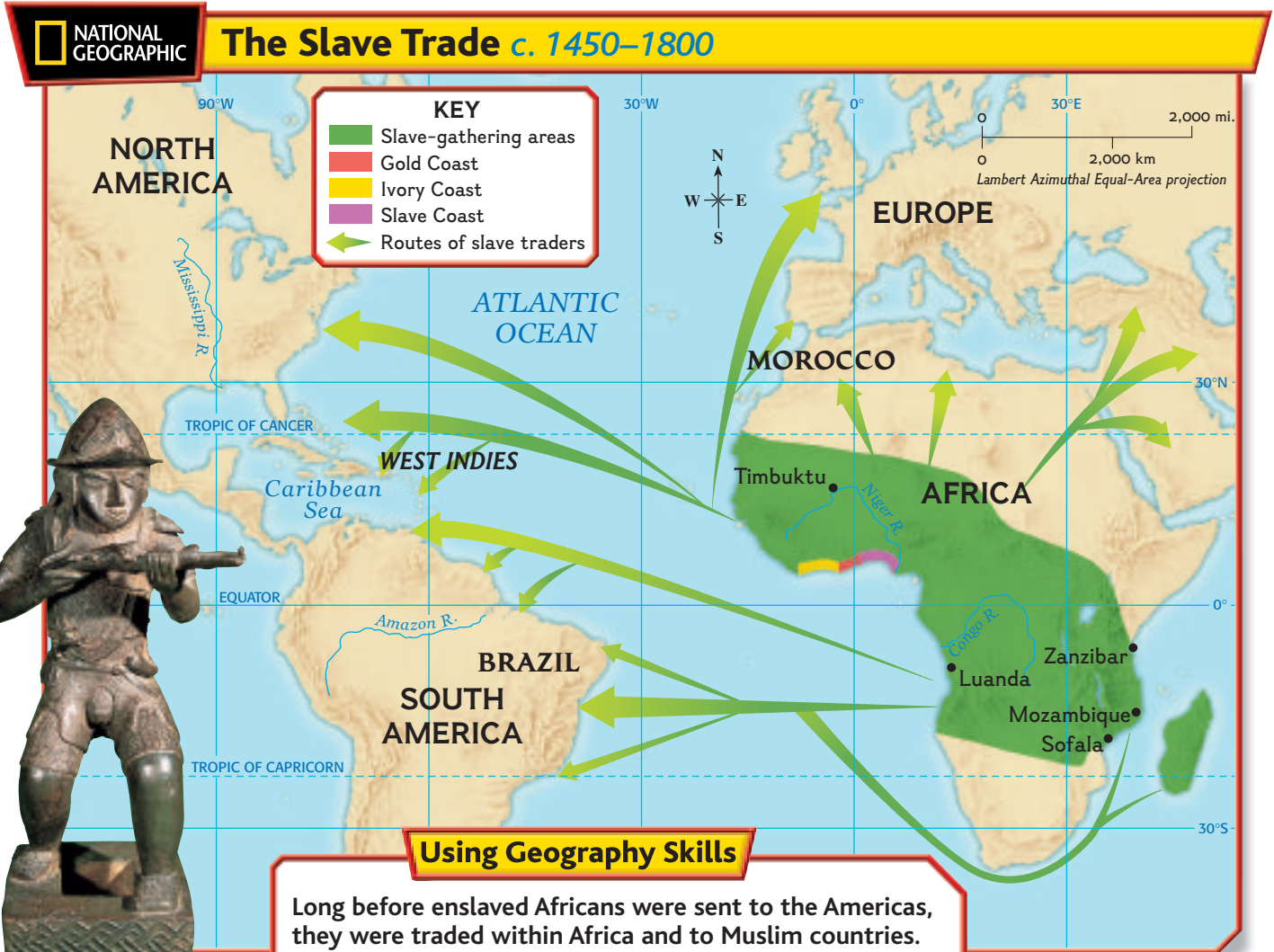
humans instead. At first, most enslaved Africans stayed in Portugal, working as laborers. This changed when the Portuguese settled the Atlantic islands of Madeira, the Azores, and Cape Verde. There the climate was perfect for growing cotton, grapes, and sugarcane on plantations, or huge farms.

Harvesting sugarcane was hard labor. Planters could not pay high wages to get workers, so they used enslaved Africans. Many Africans had farming skills and the ability to make tools. Enslaved people were

not paid and could be fed and kept cheaply. By 1500, Portugal was the world's leading supplier of sugar.

The rest of Europe followed Portugal's example. In the late 1400s, Europeans arrived in the Americas. They set up sugar plantations and brought enslaved Africans across the Atlantic Ocean to work the fields. They also used enslaved people to grow tobacco, rice, and cotton.

**Reading Check Analyze** How did exploration change the African slave trade?



▲ West African statue of Portuguese soldier

Long before enslaved Africans were sent to the Americas, they were traded within Africa and to Muslim countries.

- Location** From which part of Africa were the most enslaved people taken?
- Location** To what parts of the Americas were enslaved people taken?



**WH7.4.3** Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.

**WH7.4.5** Describe the importance of written and oral traditions in the transmission of African history and culture.

## African Culture

**Main Idea** Enslaved Africans developed rich cultures that influenced many other cultures, including our own.

**Reading Connection** Do you have any traditions that have been in your family for a long time? Read to learn how Africans took their culture with them when they were enslaved and sent overseas.

“We are almost a nation of dancers, musicians, and poets,” declared Olaudah Equiano in describing the Igbo people of West Africa. He might have added artists, weavers, woodcarvers, and metalworkers too. African peoples like the Igbo excelled in many art forms.

When slave traders seized Africans like Equiano from their homelands, they also uprooted their cultures. Africans carried these cultures with them in what has become known as the African Diaspora—the spreading of African people and culture around the world.

People of African descent held on to memories of their cultures and passed them down from generation to generation. The heritage of Africa can be seen and heard in the United States today—not just in the faces and voices of African descendants but in their gifts to our culture.

**African Art** Cave paintings are the earliest form of African art we know about. They show people hunting animals, dancing, and doing everyday chores. As in other parts of the world, African art and religion developed hand in hand. Early African cave paintings, as well as later art, almost always had some religious meaning or use. Woodcarvers made masks and statues, for example, to celebrate African religious beliefs. Each carved piece of wood captured some part of the spiritual world.

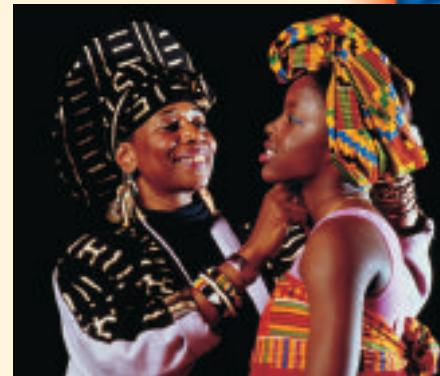
## The Way It Was

### Focus on Everyday Life

**Kente Cloth** *Kente* is the name of a colorful woven cloth. Its name comes from a word that means “basket.” The first weavers were mostly men. They used fibers to make cloth that looked like the patterns in baskets. Strips were sewn together to make colorful patterns. *Kente* was worn by tribal chiefs and is still popular today. This African folktale about *kente* cloth has been handed down for generations:

One day two friends walked through a rain forest and saw a spider creating designs in its web. They took the spider web to show their friends, but the web fell apart. They returned the next day to watch as the spider did a weaving dance and spun another web. The friends took their newfound skills to their looms and made colorful cloth they called *kente*.

African women wearing *kente* cloth



### Connecting to the Past

1. Why does the legend suggest that Africans learned to weave *kente* cloth from a spider?
2. Why do you think the first *kente* cloth weavers were mostly men?

African works of art also told stories and served practical purposes. Artists working in wood, ivory, or bronze showed the faces of important leaders, everyday people, and, later, European explorers and traders. Weavers designed cloth similar to cloth still worn today. You may have seen the brightly colored kente cloth of West Africa. Many people wear it today.

**Music and Dance** Music played a part in almost all aspects of African life. People used it to express their religious feelings or

to get through an everyday task, like planting a field.

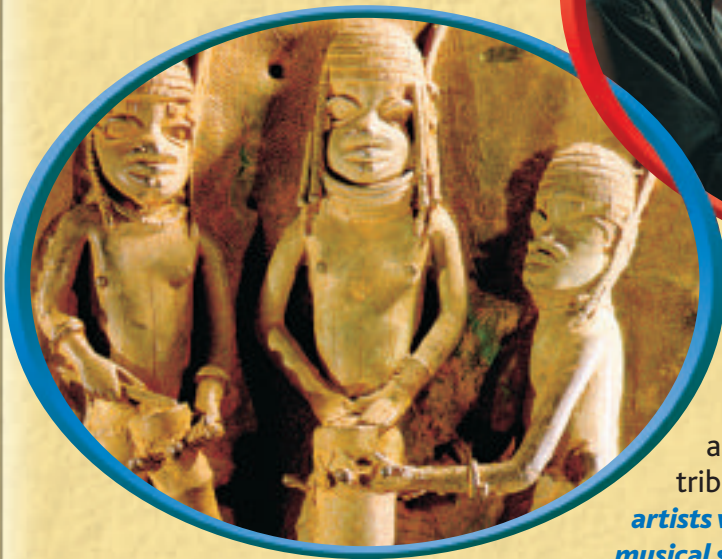
In many African songs, a singer calls out a line, then other singers repeat it back. Musical instruments, such as drums, whistles, horns, flutes, or banjos, were used to keep the beat.

Africans believed dance allowed the spirits to express themselves. So they used it to celebrate important events such as birth and death. Nearly everybody danced. Lines of men and women swayed and clapped their hands. Individual dancers

## Linking Past & Present

### African Music

**PAST** Traditional African music comes from many different sounds and rhythms. Every culture in Africa contributed to its development. Some used drums. Others used wind and string instruments. Many imitated nature through voice and dance. African music was handed down from one generation to another.



▲ Traditional African musicians

▼ Modern-day musicians



**PRESENT** Traditional African music influences rap, hip-hop, pop, and rock music. The use of drums and a steady beat comes from African tribal music. *Can you name current groups or artists who have been impacted by the African musical style?*

leaped and twirled. In the background, drummers sounded out the rhythm.

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

### Why Was Storytelling Important?

Africans also kept alive their storytelling tradition. A few enslaved Africans escaped and were able to record their stories. Others retold their stories aloud. Those who heard the stories repeated them. They also retold tales taught by griots in the African homeland. Popular stories often told how small



◀ Griots still share the stories and lessons of their ancestors. **What were traditional African stories often about?**

animals, such as turtles and rabbits, outsmarted larger ones.

In more recent times, some African Americans have renewed ties with their past by taking African names or giving them to their children. This also helps keep alive African history and culture.

**Reading Check Explain** Why did Africans use dance to celebrate important events?

## Section 3 Review

**History online**

**Study Central** Need help understanding African society and culture? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

- Many Africans south of the Sahara lived in small villages. Family was very important, and women had fewer rights than men.
- Africans had kept slaves long before they began to trade enslaved persons to Muslims and Europeans.
- As enslaved Africans were taken to new areas, African culture, including art, music, and storytelling, spread around the world.

### What Did You Learn?

1. What was the African Diaspora?
2. What is the earliest form of African art known? Describe some of the subjects portrayed.
4. **Analyze** Why do you think storytelling helped keep African culture alive? How did Africans use their stories to teach values and offer hope? **CA HR4.**

### Critical Thinking

3. **Organizing Information** Draw a diagram like the one below. Fill in details about African music and dance. **CA 7RC2.0**



5. **Compare** Write an essay comparing the role of music in medieval African society to the role of music in your life today. **CA 7WA2.0**
6. **The Big Ideas** Write a paragraph comparing the reasons Africans, Muslims, and Europeans enslaved people from Africa. **CA 7RC2.0**
7. **Summarize** Write an essay describing the influence of art and music on African culture. **CA 7WA2.5**

# Analyzing Primary Sources



**WH7.4** Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

## African Splendor

The kingdoms of Ghana and Mali grew powerful from the gold and salt trade. In each kingdom, strong leaders arose—some good, some bad. Some kings wanted to amaze and frighten people with their wealth and power. In addition, the kingdom of Mali developed a strong center of learning at Timbuktu.

Read the following passages on pages 238 and 239, and answer the questions that follow.



Camel caravan ►

### Reader's Dictionary

**pavilion** (puh•VIHL•yuhn): a large tent

**page:** attendant

**clad:** clothed

**plaited** (PLAY•tuhd): woven; braided

**ebony** (EH•buh•nee): a hard, heavy wood

**mitqals:** an ancient unit of measure

## The King of Ghana

Ghana was one of the first powerful states in Africa south of the Sahara. Its kings lived so that they appeared great to any who saw them. The following quote by a Muslim traveler named Al-Bakri describes the splendor in which King Tenkaminen held court.

“When the king gives audience to his people, to listen to their complaints and to set them to rights, he sits in a **pavilion** around which stand ten **pages** holding shields and gold-mounted swords. On his right hand are the sons of the princes of his empire, splendidly **clad** and with gold **plaited** in their hair. The governor of the city is seated on the ground in front of the

king, and all around him are his counselors in the same position. The gate of the chamber is guarded by dogs of an excellent breed. These dogs never leave their place of duty. They wear collars of gold and silver, ornamented with metals. The beginning of a royal audience is announced by the beating of a kind of drum they call *deba*. This drum is made of a long piece of hollowed wood. The people gather when they hear its sound.”

—Basil Davidson, *A History of West Africa: To the Nineteenth Century*



## The Sultan of Mali

An Arab scholar named Ibn Fadl Allah al Omari describes the West African court and army of Mansa Musa in the 1330s. He refers to Mansa Musa as sultan, the Arab word for “king.”

The sultan of this kingdom presides in his palace on a great balcony called *bembe* where he has a seat of **ebony** that is like a throne fit for a large and tall person: on either side it is flanked by elephant tusks turned towards each other. His arms stand near him, being all of gold, saber, lance, quiver, bow and arrows. He wears wide trousers made of about twenty pieces [of stuff] of a kind which he alone may wear. . . . His officers are seated in a circle about him, in two rows, one to the right and one to the left; beyond them sit the chief commanders of his cavalry. . . .

The officers of this king, his soldiers and his guard receive gifts of land and presents. Some among the greatest of them receive as much as fifty thousand *mitqals* of gold each year, besides which the king provides them with horses and clothing.

—Al Omari, “Mali in the Fourteenth Century”

## White Gold

Salt and gold were what made the kingdoms of Africa rich. Here Ibn Battuta describes the salt city of Taghaza in northern Mali in 1352.

“Its houses and mosques . . . are built of blocks of salt, roofed with camel skins. There are no trees there, nothing but sand. In the sand is a salt mine; they dig for the salt, and find it in thick slabs . . . [They] use salt as a medium of exchange . . . they cut it up into pieces and buy and sell with it. The business done at Taghaza . . . amounts to an enormous figure in terms of hundredweights of gold-dust.”

—Basil Davidson, “The Niger to the Nile”

## Timbuktu

Timbuktu was a center of trade and learning. The following passage by Leo Africanus describes the city in the 1500s.

“In Timbuktu . . . there are numerous judges, professors, and holy men, all being handsomely maintained by the king, who holds scholars in much honour. Here, too, they sell many handwritten books from North Africa. More profit is made in selling books in Timbuktu than from any other branch of trade.”

—Basil Davidson, *A History of West Africa: To the Nineteenth Century*

### DBQ Document-Based Questions

#### The King of Ghana

1. What does the clothing of the princes, dogs, and soldiers tell you about the king’s wealth?

#### The Sultan of Mali

2. What conclusions can you draw about Mansa Musa’s power?
3. Why do you think Mansa Musa treated his soldiers so well?

#### White Gold

4. Why did the people of Taghaza use salt to build their houses?
5. Do you think it rained in Taghaza? Explain.

#### Timbuktu

6. Do you think that books were valued more than gold and salt in cities that were not centers of learning? Explain.

#### Read to Write

7. Imagine you have visited an African kingdom during the Middle Ages. Using the primary sources you have just read, write a letter home describing the power of the king and his influence over trade and education.

CA 7WA2.1 CA HRI.1

# Chapter 3 Assessment

## Standard WH7.4

### Review Content Vocabulary

Write *True* beside each true statement. Replace the word in italics to make false statements true.

- \_\_\_\_\_ 1. Wooden boats known as *bantu* were powered by triangular sails.
- \_\_\_\_\_ 2. An area of high, flat land is a *plateau*.
- \_\_\_\_\_ 3. Each district in Ghana usually included a chief's *clan*.
- \_\_\_\_\_ 4. African *dhow*s are storytellers.
- \_\_\_\_\_ 5. *Matrilineal* societies trace their descent through mothers.
- \_\_\_\_\_ 6. *Swahili* culture and language exist in Africa today.

### Review the **Main Ideas**

#### Section 1 • The Rise of African Civilizations

7. How did the climate and environment influence the way people lived in Africa?
8. How did early empires in West Africa gain wealth and power?

#### Section 2 • Africa's Religion and Government

9. How did the shared belief in traditional religions differ among groups in Africa?
10. What religion was introduced to Africa in the A.D. 600s? What was its influence?
11. What did the kings in West Africa do for their people? What did they get in return?

#### Section 3 • African Society and Culture

12. Describe the accomplishments of two famous African queens.
13. Why were enslaved Africans taken to North and South America?
14. How were many African songs performed?

### Critical Thinking

15. **Predict** What do you think would have happened in Ghana if the people had been allowed to trade with gold nuggets instead of gold dust? **CA 7RC2.3**

16. **Explain** What caused the decline of Ghana, Mali, and Songhai? **CA HI2.**
17. **Contrast** How was property inherited in Ghana and the Arab states? **CA 7RC2.0**
18. **Analyze** Why do you think the Bantu language changed as people moved into different parts of Africa? **CA CS3.**

### Geography Skills

Study the map below and answer the following questions.

19. **Human/Environment Interaction** What obstacle did the empires in western Africa have to overcome in order to trade with cities in northern Africa? **CA CS3.**
20. **Movement** In which part of Africa do you think groups had the best opportunities to trade by sea? **CA CS3.**
21. **Place** How do you think inland water routes would have changed the cultures of Africa? **CA CS3.**



## Read to Write

22. **The Big Ideas Writing Summaries** Review the chapter, taking notes on the influence of Islam as you go. Use these notes to write a summary of Islam's effect on Africa. **CA 7WS1.3; 7WA2.4**
23. **Making Connections** Write an essay describing evidence of the African Diaspora in your community, city, or state. Make note of music, dance, literature, art, and other aspects of culture. **CA 7WA2.1**
24. **Using Your FOLDABLES** Use the answers in your foldable to create a poster that shows what Africa was like in the past. Draw sketches, create maps, and find pictures to visually describe the cultures. **CA CS3.**

## Using Academic Vocabulary

25. Each of the following words can be used in more than one way. Use your dictionary to help you understand the different uses of these words. Then write a sentence for the different meanings of each word.

prime	bond	benefit
element	release	

## Linking Past and Present

26. **Narrative Writing** People often tell stories about their lives as oral histories. Ask a family member, neighbor, teacher, or other adult to tell a story that has been passed down in his or her family. Ask them if and how the story has changed since they first heard it. Record the oral history in narrative form. **CA 7WA2.1**  
**CA HR5.**

## Reviewing Skills

27. **Reading Skill Summarizing** Imagine that your friend wants to learn about Africa during the Middle Ages. Create a brief summary of the chapter that will teach him or her all of the important parts of Africa during this time. Create a time line, an outline, or a graphic organizer that will help your friend better understand the events in the chapter. **CA 7WS1.3 CA 7RC2.2**

28. **Analysis Skill Creating Time Lines** Choose a present-day African country to research. Find information on that country from its early history to the present. Then create an illustrated time line about that country, including images and important events in the country's history. Be sure to include aspects of culture, natural resources, and government. **CA CS2.; CS3.**



## Standards Practice

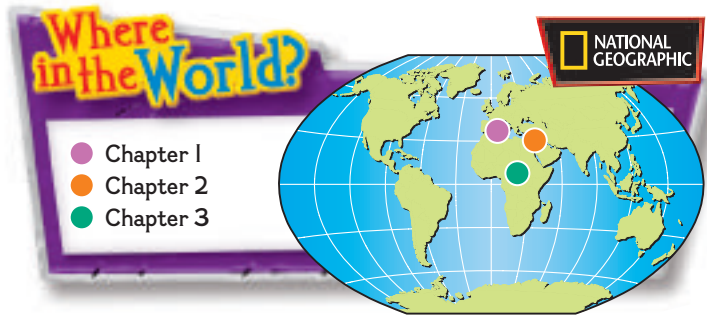
Select the best answer for each of the following questions.




29. **Ghana and Mali became successful kingdoms because**
- A their kings allowed traders to pass through without having to pay taxes.
  - B they controlled the trade along the Niger River trade routes.
  - C they accepted the religion of Islam and lived in peace.
  - D farmers in that region had food that was in great demand.
30. **Speaking the Arabic language and following the Islamic faith became acceptable in West African cities partly because**
- A all West African governments were led by Muslim kings.
  - B other religions were not tolerated.
  - C these influences helped African merchants trade goods with Muslim Arabs.
  - D the people had forgotten all the traditional African religions.



## Making Comparisons

Compare ancient Rome, early Islam, and medieval Africa by reviewing the chart below. Can you see how people during this time had lives that were very much like yours?



	<b>Ancient Rome</b> <i>Chapter 1</i>	<b>Early Islam</b> <i>Chapter 2</i>	<b>Medieval Africa</b> <i>Chapter 3</i>
<b>Where did these groups develop?</b>	<ul style="list-style-type: none"> <li>• Began on Italian peninsula</li> <li>• Won control of Mediterranean world</li> </ul>	<ul style="list-style-type: none"> <li>• Began in Arabia</li> <li>• Arab Empire stretched from North Africa to central Asia</li> </ul>	<ul style="list-style-type: none"> <li>• West Africa; Southern Africa; East Africa</li> </ul>
<b>Who were some important people?</b>	<ul style="list-style-type: none"> <li>• Augustus, ruled 27 B.C.–A.D. 14</li> <li>• Theodora c. A.D. 500–548</li> </ul>	<ul style="list-style-type: none"> <li>• Muhammad c. A.D. 570–632</li> <li>• Omar Khayyam A.D. 1048–1131</li> <li>• Suleiman I, ruled A.D. 1520–1566</li> </ul>	<ul style="list-style-type: none"> <li>• Ibn Battuta, A.D. 1307–1377</li> <li>• Mansa Musa, ruled A.D. 1312–1332</li> <li>• Sunni Ali, ruled A.D. 1464–1492</li> <li>• Queen Nzinga, ruled c. A.D. 1623–1663</li> </ul>
<b>Where did most of the people live?</b>	<ul style="list-style-type: none"> <li>• Farming villages</li> <li>• Major cities included Rome and Alexandria</li> </ul> 	<ul style="list-style-type: none"> <li>• Desert oases</li> <li>• Farming villages</li> <li>• Major cities included Makkah and Baghdad</li> </ul> 	<ul style="list-style-type: none"> <li>• Farming villages; trading centers, such as Timbuktu and Kilwa</li> </ul> 

## Ancient Rome

### Chapter 1

What were these people's beliefs?



- Belief in many gods and goddesses
- Emperors honored as gods
- Many local religions

## Early Islam

### Chapter 2

- Belief in one God (Allah)
- Muhammad is final prophet
- Major groups: Sunni and Shiite



## Medieval Africa

### Chapter 3

- Traditional African religions, Christianity, Islam

What was their government like?

- Rome developed from a republic into an empire
- An emperor was the chief leader
- Army played role in government



- Muhammad founded Islamic state
- After Muhammad, leaders called caliphs held religious and political power

- Ruled by kings, close advisers, and local officials



What was their language and writing like?

- Latin was official language; Greek spoken in the east of the empire
- Many local languages

- Quran written in Arabic
- Arabic was Arab Empire's official language
- Persian and Turkish also spoken

- Many languages and different writing systems, but much knowledge passed on by oral history

What contributions did they make?

- Introduced ideas about law and government
- Developed new styles of building



- Islam became a world religion
- Developed ideas in medicine and mathematics

- Produced tradition of storytelling, dance, music, and sculpture
- Developed trade routes across North Africa and supplied salt and gold to Europeans and Arabs



How do these changes affect me? *Can you add any?*

- Latin contributed many words to English language
- Rome's idea of a republic followed by governments today

- Islam is a major religion today
- Developed algebra
- Developed game of chess

- Early Africans passed on musical traditions that led to jazz, rap, gospel, reggae