

ERAS

WORLD HISTORY FROM
300 CE TO 1770 CE



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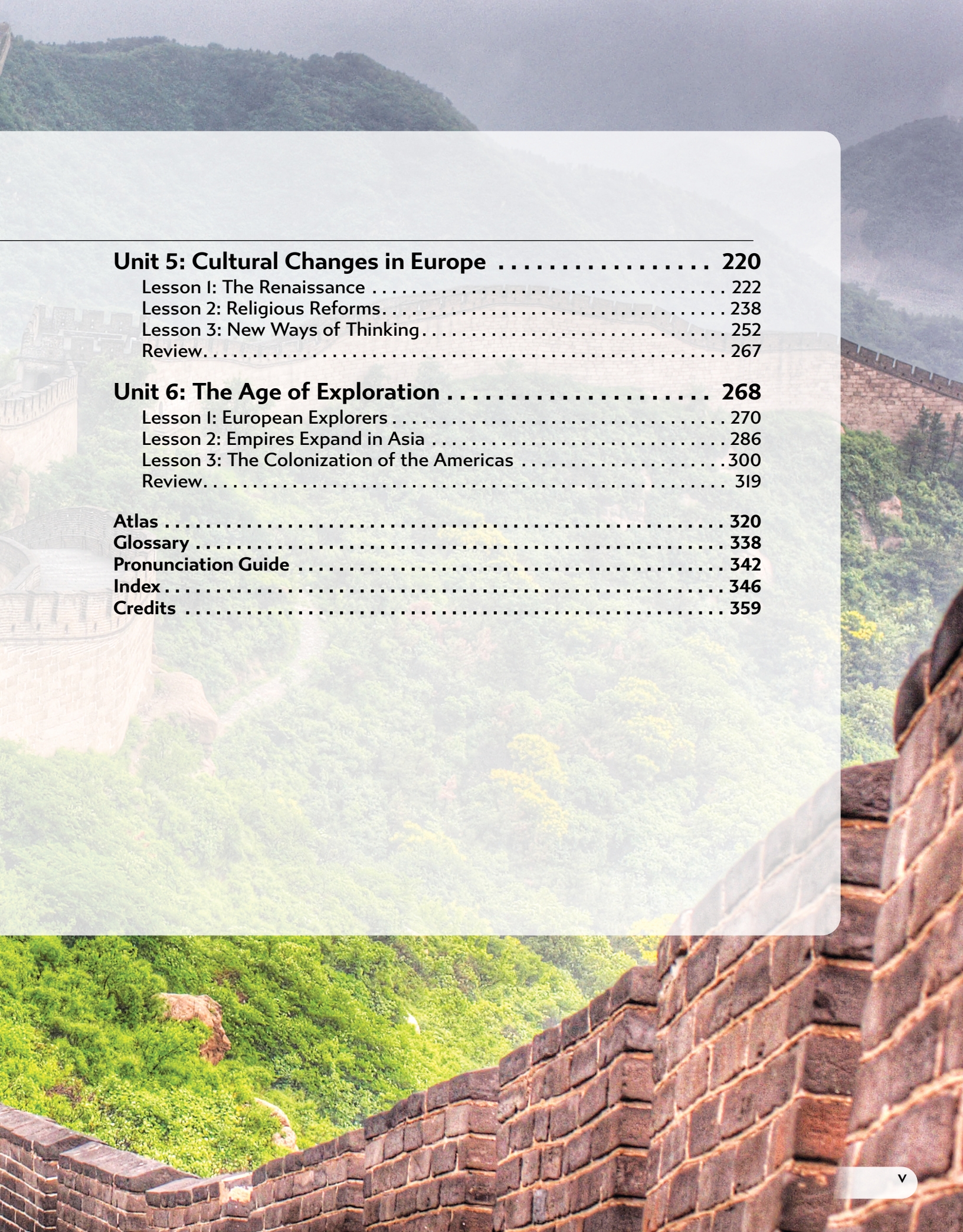
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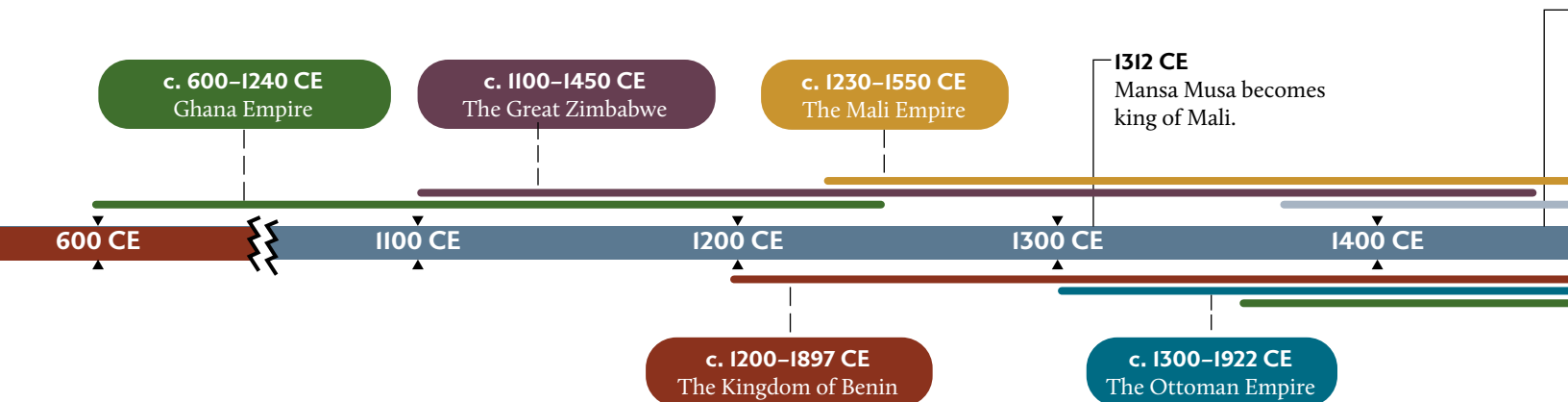
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African and Asian Empires




BCE: Before the Common Era
CE: Common Era
Timeline Break



Essential Question?

How did the rise of empires in Africa, Southwest Asia, and India change societies politically, economically, and culturally?

Lesson 1

Kingdoms Rise in West Africa

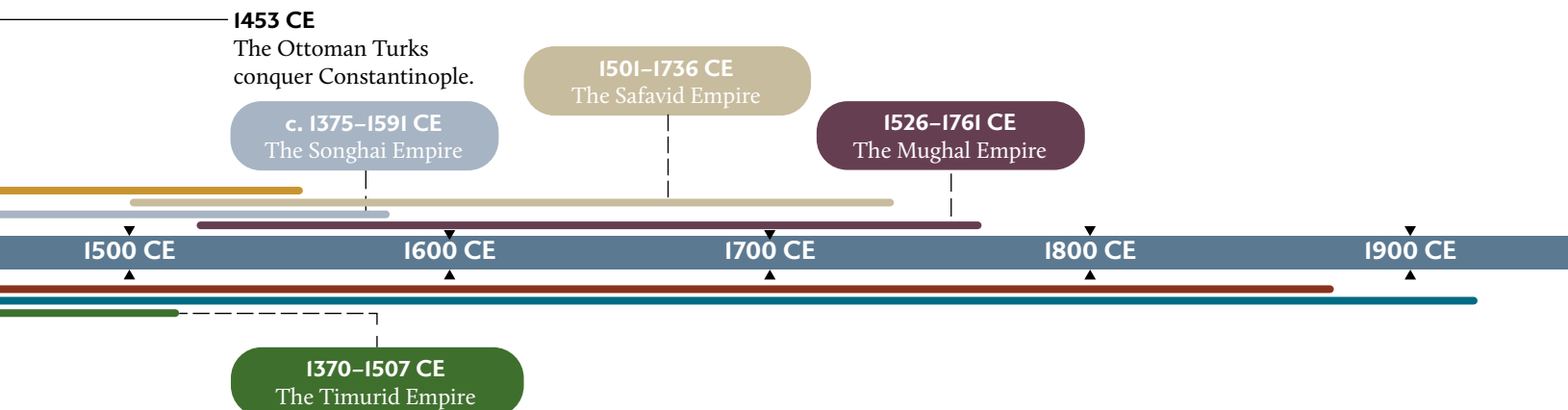
Lesson 2

The Growth of Trade in East Africa

Lesson 3

New Islamic Powers in Asia

Mughal emperor Sha Jāhān commissioned the building of the Taj Mahal in India. It was built to be a mausoleum, or tomb, for his wife, Mumtaz Mahal. The famous structure combines many artistic styles from Indian, Ottoman, and Persian traditions.



Kingdoms Rise in West Africa



Find the Main Idea

Textbooks, just like movies and novels, have main ideas. Previewing a section of text for a main idea can make reading and retaining information easier.

As you read the lesson, find the main idea in each section by doing the following:

- Find a specific section title. These are in large, bold headings.
- Identify the topic based on the section title.
- Summarize the beginning passage directly under the title.
- Look at the first and last sentences of each passage.
- Look for repeating ideas.



*As Islamic teaching spread across North Africa, many people converted to Islam. The original Great Mosque of Djenné was built in Mali in the 1200s CE, but it has since been rebuilt. **What materials do you think the builders used to construct this structure? Why do you think the walls have posts through them?***

***As empires rose and fell** in Asia, rulers in West Africa began expanding their kingdoms. Following the Arab conquests, Asia and Africa had become increasingly connected through trade. While Buddhism and Hinduism spread to new regions in East and Southeast Asia, Arab missionaries spread Islam in northern and western Africa. Many people converted to Islam, including the rulers of many of the first African empires.*

Learning Goals

- I can describe the early civilizations of West Africa and how they relied on natural resources.
- I can trace the trade routes that formed among West Africa, North Africa, and Southwest Asia.
- I can explain how trans-Saharan trade brought wealth to the empires of Mali and Songhai.
- I can identify the forest kingdoms of West Africa and how they became wealthy.

Key Terms

absolute monarch
commodity
confederation
devout
extract
forge

Early Civilizations in West Africa

The first agriculturalists in West Africa were Bantu-speaking people who lived along the Niger River in a region called the Sahel. Grassy plains, called savannas, cover the Sahel. The soil along the rivers created fertile fields. The people living in this region depended on the flooding of the Niger River to water their crops and support trade with other civilizations.

Bantu Societies Grow

In about 4000 BCE, people in sub-Saharan Africa began growing grain, yams, and fruit. They also raised animals such as cattle, sheep, goats, and chickens for food. To increase crop production, farmers built irrigation systems to water their fields. They also began **forging** iron tools, which helped them plow more land and plant more crops. As the food supply increased, the population grew. More people began working in specialized jobs as metalworkers, potters, or weavers. Others were salt miners, fishers, or merchants.

Bantu Culture Spreads

With a surplus of food and other items, Bantu-speaking merchants began trading with other African societies. Over time, their communities grew wealthy from trade. As their population increased, Bantu-speaking people began migrating into eastern, central, and southern Africa.

Their gradual movement, called the Bantu migration, occurred in stages over three thousand years, between 2000 BCE and 1500 CE. As they moved to new regions, they brought their language and culture with them, in addition to their knowledge and skills in agriculture and metalworking.

The Ghana Empire

As the culture and technology of Bantu-speaking people spread, other societies were growing west of the Niger Delta. They formed their own communities along the Niger and Senegal Rivers in the region where Mauritania and Mali are today. Called the Soninke, the people in this region spoke a language called Mande. Over the course of several centuries, their kingdom grew into what would become the Ghana Empire.

Similar to other early societies in West Africa, the Soninke farmed along the fertile banks of the Niger River. Miners **extracted** copper and gold for trade with other civilizations, which added to Ghana's wealth. Over time, merchants and traders from Arab lands heard about Ghana's wealth and traveled long distances to trade with the Soninke people.

Ancient Ghana is located northwest of the modern country of Ghana, which is located on the northern coast of the Gulf of Guinea along the Volta River.



The [gold] nuggets found in all the mines of [Ghana] are reserved for the king, only this gold dust being left for the people. But for this the people would accumulate gold until it lost its value. The nuggets may weigh from an ounce to a pound. It is related that the king owns a nugget as large as a big stone.

—Spanish-Arab scholar and geographer named Al-Bakri, who interviewed merchants who had traveled through Ghana in the mid-1000s CE

Only the foundations of structures remain where the ancient city of Kumbi once stood. The people used mud bricks reinforced with stone slabs to construct their buildings.

The Soninke called their land *Wagadu*. Later, Arab traders called the region “Ghana,” which means “king” in Mande. Since the Soninke did not have a written language, much of what historians know about ancient Ghana comes from Arab writers who visited the empire or learned about it from traveling merchants.

Soninke people lived in clans led by the same king. They lived in towns and villages, the largest of which was Kumbi, also called Koumbi Saleh. Archaeologists believe this was probably the capital city of ancient Ghana.

The Capital City

Kumbi was built in a strategic trade location, which made the city wealthy. According to Arab writers, the city was inhabited by 15,000–20,000 people. However, archaeologists believe even more people may have lived there based on the city’s excavations.

The capital was surrounded by a wall with a large gate. Inside the wall, people constructed homes of mud brick with domed roofs. At the city center, there was a gathering place and a mosque. Although the kings of Ghana were not Muslim, many people converted to Islam as Islamic teachings spread throughout West Africa.

Building an Empire

Historians are not sure when the Ghana Empire was established, but they estimate that it was probably founded between 500 and 600 CE. During these years, the kingdom of Ghana expanded as the Soninke king formed an army capable of conquering other tribes in the region. The leaders of these tribes paid tribute to the Soninke king in exchange for keeping their positions as tribal leaders.

The Kings of Ghana

Ghanaian kings ruled as **absolute monarchs**, meaning they had complete control of the government. Although he had advisors, the king had the final word on every issue. The people treated the king as if he were sacred by offering him sacrifices.

Over time, tribute payments, taxes, and gold mining brought great wealth to the kings of Ghana. Since only the kings of Ghana were allowed to own large pieces of gold, the wealth they held in their treasuries was significantly more than the gold possessed by anyone else. As a reflection of their wealth and status, the kings wore elaborate clothing and ornate jewelry. According to Arab writers, Ghanaian kings lived in a grand palace in the city of Kumbi.





Gold and Salt Deposits

The area surrounding ancient Ghana was rich in deposits of gold and salt, which were very valuable resources. Gold was mined mostly along the southern and eastern borders of the empire, while most salt was mined in the Sahara Desert, north of Ghana. In addition to flavoring food, salt is used to preserve food, making it last much longer. For those traveling long distances or transporting food from other regions, salt was especially important.

Trade Brings Wealth

To trade for gold, salt, ivory, and animal hides, merchants traveled through the Ghana Empire using a series of trade routes. As traders crossed the border, they had to pay a special tax to the king of Ghana. If they brought trade goods with them, they had to pay another tax to conduct trade within the empire.

Taxes paid by foreign merchants funded the king's military and helped him provide protection to trade caravans that passed through Ghana. In most cases, these taxes were paid in gold. Ghana's closest trade partners came from North Africa, which was closely connected to the larger Islamic world.

Camel Caravans

As Ghana grew, traders from North Africa began searching for a safe route across the Sahara. The heat and lack of water made the journey dangerous. Many people lost their way, and some were never heard from again. In the 400s CE, Amazigh tribes from North Africa began using camels for transportation. They traveled across the North African desert and benefited from trade.

The use of camels created new trade possibilities, since camels can cross deserts with little water. They can also carry heavy loads, so traders could transport more goods. Over time, Amazigh traders identified the easiest routes through the desert as well as necessary oases with food and water.

Merchants traveled from city to city across North and West Africa using camel caravans, which are still used in some regions of Africa today.

What Do YOU Think?

Why do you think trade was important to many people who migrated in the desert?

LINKING THE PAST TO THE PRESENT



The Greeks and Romans called foreigners who did not speak Greek or Latin "barbarians." During the Arab conquest, this practice continued, and the Native inhabitants of North Africa came to be known as "Berbers." Today, descendants of these tribes are advocating for the use of their own name, Amazigh, which means "free people." Why do you think they want people to call them by their own name rather than the name given to them by foreign conquerors?

They load their camels at late dawn, and march until the sun has risen, its light has become bright in the air, and the heat on the ground has become severe. Then they put their loads down ... and stretch awnings to give some shade from the scorching heat and the hot wind of midday ... because the sun kills with its heat those who run the risk of marching at midday.

—Muslim scholar Ibn Battuta, who made a journey across the Sahara in 1351 CE

Trade Routes Expand

When merchants from North Africa discovered that Ghana had salt and gold, trade between North and West Africa increased. People from other regions learned about the riches of the Ghana Empire, which came to be known as the “Land of Gold.” Soon, merchants from Europe and Southwest Asia paid Amazigh traders to lead their camel caravans through the desert. These trade routes across the Sahara Desert are known as the trans-Saharan camel trade.

By the 800s CE, many camel caravans were regularly crossing the Sahara to reach West Africa. Caravans brought items such as metal tools, ivory, leather, bananas, and palm oil to trade for gold from Ghana. Merchants would gather in large cities, especially the capital of Kumbi, to barter for different trade goods. The kings of Ghana grew increasingly wealthy as the empire prospered from trade.



Camels could carry very heavy loads, which made them useful for traveling merchants. **Why do you think people traveling with such valuable loads would feel threatened in areas experiencing conflict? Why do you think they would begin looking for alternate routes?**

Islamic Influence in Ghana

As Muslim traders from North Africa reached Ghana, they brought not only goods but also Islamic teachings. Some people in Ghana began to convert to Islam. Some towns built several mosques where Muslims could worship.

Other people, however, including the royal family, continued the traditional religious beliefs of the Soninke tribes. They believed in a Creator, but their religion was based on animist beliefs. They built shrines dedicated to different spirits. Kings and priests performed rituals to appease the spirits, and many of the people wore charms to protect themselves from evil spirits.

Although some Ghanaian people converted, Islam would not become a major religion in West Africa until after the collapse of the Ghana Empire. Today, most people living in West Africa practice Islam.

The Ghana Empire Collapses

The kings of Ghana tightly controlled trade, and they began to use their influence to increase their economic power. This angered nearby rulers, who also wanted to profit from the trans-Saharan trade. Rulers from these rival nations began to invade Ghana. In 1076 CE, a **confederation** of North African tribes attacked Kumbi. Soon, other cities were taken, and Amazigh traders gained control of many regional trade routes.

Some tribes in Ghana began breaking away to form their own governments. This caused a series of civil wars, which made the trade routes through Ghana less safe. Fewer merchants were willing to use these routes, and safer routes began to open east of Ghana in what would become the Empire of Mali. As trade declined, the power of the Ghanaian kings decreased. In 1240 CE, Ghana was conquered by the king of Mali.

Islamic Empires in West Africa

Between 1000 and 1450 CE, Africa was a busy crossroads of international trade. Overland routes linked the Silk Roads with civilizations across North and West Africa. As Islamic teachings spread under Arab rule, many Amazigh tribes living in North Africa began to convert to Islam.

Amazigh Alliances

In time, different Amazigh tribes formed alliances with each other and reclaimed land in northwestern Africa. They even claimed land in Spain that had been under Abbasid control. These confederations of Amazigh tribes, called the Almoravids and the Almohads, had converted to Islam following the Arab conquest of North Africa.

Trans-Saharan Trade

Amazigh traders profited from their knowledge of the desert, and they enjoyed a monopoly on trade in North and West Africa. When Ghana collapsed, the city of Kumbi became less important, and cities to the north and east became larger trade centers. Gold remained the most important trade **commodity**, and miners worked hard to extract gold near the Niger and Senegal Rivers in what would later become the Mali Empire.

Islam Spreads in West Africa

As Amazigh traders traveled into West Africa, they brought Islam with them. Many more West Africans converted to Islam, including many ruling families. Trade brought wealth to new West African kingdoms and empires, including Mali, Songhai, Benin, and Ile-Ife. Having adopted Islam, rulers in these places built mosques and supported the spread of Islam.

The Mali Empire

Soon after the Ghana Empire collapsed, the Mali Empire rose in its place. At its peak, this empire stretched hundreds of miles from the Atlantic Coast to the major trade city of Timbuktu. Mali's founding ruler, Sundiata Keita (sŭn-dē-Ā-tă KĀ-tŭ), took over the gold trade after conquering Ghana. He also took over more territory around Mali, building an empire that was much larger than Ghana. In addition to salt and gold, Mali merchants traded copper, ivory, and enslaved people. With access to trans-Saharan trade routes, the Mali Empire grew wealthy.

The king of Mali ruled with the help of a council and leaders of local tribes. Several officials assisted the king in managing the government. As Mali's territory expanded, rulers collected tribute from conquered and allied regions, called the Twelve Doors of Mali. Similar to the kings of Ghana, they taxed merchants who entered Mali.



Artisans from Mali carved figures out of wood and brass, including many warriors on horseback. How is this carving decorated?





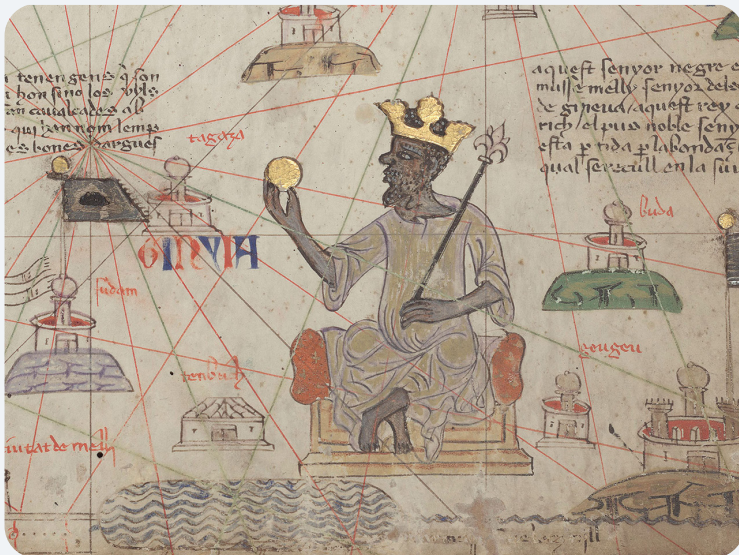
Mansa Musa reigned 1312–1337 CE

Mansa Musa, or Musa I, was one of the greatest Mali emperors. The title Mansa means “king of kings.” Many historians believe he was the richest man in history. Although little is known about his early life, historians believe Musa was the grandson or grandnephew of Sundiata, the founder of the Mali Empire. In 1312 CE, Musa became king, and he ruled the empire for the next 25 years.

As king, Musa raised an army of about 100,000 men with a cavalry of 10,000 horses. Under the command of General Saran Mandian, Mansa Musa’s army doubled the size of the Mali Empire. People from many different tribes lived in the regions that they conquered. They spoke different languages and practiced different religions. To manage his vast and diverse empire, Mansa Musa divided the land into provinces governed by appointed officials. They helped enforce laws and collect taxes.

In 1324 CE, Musa left Mali to perform his hajj, or religious pilgrimage to Mecca. He took thousands of people with him, including soldiers, officials, servants, and enslaved people. According to historical accounts, he brought 80 camels, each carrying hundreds of pounds of gold from the mines of Mali. He spent much of this gold in the cities along the way to Mecca, especially Cairo, Egypt.

After returning from Mecca, Musa worked to convert more people to Islam. He constructed mosques and schools throughout the empire. It was not long before the mosque in Timbuktu became a major center for learning and the arts. The city would later be the home of the University of Sankore, the oldest operating university in Africa. Commerce in the city also increased as merchants from Asia and Europe began making journeys to Timbuktu.



Increasing Regional Influence

Mansa Musa was one of the most powerful rulers of Mali. During his reign, he supported the spread of Islam in his empire. In 1324 CE, Mansa Musa traveled on a religious pilgrimage to Mecca. Along the way, he stopped in cities in North Africa and Southwest Asia. Rulers in these regions were impressed with his great wealth. His travels helped increase trade, as other rulers formed strong trade partnerships with Mali.

Timbuktu

Several cities in Mali grew into important trade centers. The largest was Timbuktu, which was founded about 1100 CE by pastoralists from North Africa called the Tuareg (TWĀ-rĕg). Located at the edge of the desert, Timbuktu served as a start and end point for merchants crossing the Sahara. Timbuktu reached its peak in the 1300s CE, when it became a center of commerce and culture.

In addition to commodities like salt and gold, African and Arab merchants bought and sold enslaved people. Many of them had been taken as prisoners of war. They were often forced to work in mines in West Africa or as servants in Arab states. Scholars estimate that between 650 and 1600 CE, over 5 million enslaved people were brought through Timbuktu on their way to other centers of trade.

Scholarship

When Mansa Musa returned from Mecca, he founded one of the world’s first universities in Timbuktu. Religious scholars came there to teach, and the city became a center for Islamic studies. In addition to religion, students studied law, history, geography, astronomy, and medicine. These classes were conducted in Arabic, not native African languages.

Society in Mali

While many people traveled to study in Timbuktu, most people in West Africa were farmers who spoke their own native languages. People living outside of Mali's large cities did not have access to higher levels of education, and many of them continued to practice their own religions. Some people blended animist beliefs with Islam.

Although the royal family grew wealthy from trade and tribute payments, most people living in Mali did not share this wealth. They worked as farmers, miners, or artisans and lived like they had been living for centuries.

The Mali Empire Declines

Gradually, Mali weakened due to trade competition, civil wars, and conflicts with nearby tribal groups. Portuguese merchants began sailing to ports along the coast of West Africa, bypassing the land routes through Mali. As trade competition increased, the influence of Mali's rulers weakened. Finally, in 1468 CE, most of Mali's land was conquered by the king of Songhai (sǒn-Gĭ), West Africa's next large empire.

Connect It: Culture

Oral Traditions in West Africa

Ancient West African civilizations did not leave written records of their history. Instead, they kept a rich oral tradition that was passed down through griots (GRĒ-oh), who are trained storytellers, singers, and musicians. Griots carefully learn their history by listening to the epics of the griots who came before them. Often, they use stringed instruments to accompany their storytelling, which can take the form of short stories, songs, poems, or historical narratives. For over 1,000 years, griots have preserved the history of many different West African societies, and they still play an important role in many of these cultures today. In addition to providing instruction, they also help advise community leaders.



Located in Mali, Timbuktu was a center of trade and learning between the 1200s and 1600s CE. What do you notice about the architecture of these buildings?



The Songhai Empire, c. 1375–1591 CE



The Songhai Empire

King Sonni Ali of Songhai, also spelled Songhay, conquered the land of Mali about 1468 CE. From the Songhai capital city of Gao, Sonni Ali expanded his empire to include the lands along the Niger River as well as profitable trade centers, including the cities of Timbuktu and Djenné.

Early Settlement

The people of Songhai built the city of Gao along the Niger River about 800 CE. For centuries, they farmed and fished along the river. However, similar to Ghana and Mali, Songhai's capital of Gao became an important center of commerce as trans-Saharan trade increased. In addition to gold and salt, people in Songhai also traded copper and enslaved people.

As Gao grew into a wealthy trade hub, Mansa Musa conquered the region, adding it to the Mali Empire. Around 1375 CE, as Mali began to weaken, the people of

LINKING THE PAST TO THE PRESENT



The Tuareg are a confederation of tribes related to the Amazigh tribes of North Africa. For centuries, Tuareg guides led camel caravans across the Sahara Desert into West Africa. Sometimes, bands of Tuareg raiders attacked caravans to steal goods. When the Mali Empire was in decline, Tuareg warriors raided cities in Mali, leading to the empire's demise.

Today, over a million Tuareg pastoralists live in North and West Africa. Each tribe has a leader, called the amenokal, who is advised by a group of elders. Traditionally, Tuareg society is a feudal system, with nobles and warriors who owe loyalty to higher nobles and the ruler. Most Tuareg people are Muslim today, though they combine their Islamic practice with their own traditions.

Unlike other Amazigh tribes, Tuareg society is matrilineal. Inheritances are passed down through the mother's line. Although men serve as the tribal leaders, women hold a high status in society. They own the animals that the tribe herds as well as other goods. Traditionally, Tuareg men wear a distinct blue veil around women or strangers. In the desert, veils provide protection against wind and sand. Tuareg pastoralists still use camels for desert travel today. During the past 50 years, droughts throughout West Africa have threatened the traditional way of life for Tuareg pastoralists. Many of them have moved to West African cities to find work.





This pyramid structure, built in 1495 CE, marks the tomb of Askia Muhammad. It stands in the city of Gao and is located between two mosques. Similar to most West African buildings, it was constructed using mud brick reinforced with wood.

Songhai rebelled against Mali and began taking their land. Songhai rulers were eager to control Mali's natural resources and the trans-Saharan caravan trade. A century later, Sonni Ali led the Songhai army as they captured the city of Timbuktu from the Tuareg tribes.

Islamic Influence in Songhai

After Sonni Ali's death, King Askia Muhammad I took the throne. He was a **devout** Muslim, and he created a legal code based on the teachings in the Quran. He also made Arabic the empire's official language, instead of the native languages spoken by most of the people who lived in Songhai.

To manage his empire, Askia Muhammad divided the land into provinces, each governed by an official he appointed. He raised a professional army to defend Songhai, and he maintained a fleet of canoes for military use.

Like Mansa Musa, Askia Muhammad made a pilgrimage to Mecca. He made trade connections with other rulers in Southwest Asia and North Africa. During his rule, Timbuktu remained an important center of learning. He encouraged scholars and artisans from nearby regions to move to Songhai, and he built new schools to promote education.

The Songhai Empire Ends

After Askia Muhammad's death, a civil war broke out for control of the empire. In 1590 CE, Songhai was conquered by armies from Morocco who used guns in battle. The king of Morocco claimed Songhai's riches and access to trade centers, including Timbuktu. Although the empire collapsed, the model of Islamic government Askia Muhammad created was later used by other West African states.

What Do YOU Think?

Why do you think rulers often went to war with other nations in order to control trade routes?

Evaluate the Evidence

Wealth of West Africa

While in power, the Ghana, Mali, and Songhai Empires controlled much of the trans-Saharan trade, bringing growth and wealth to their lands. Much of what historians know about the wealth of these West African empires comes from oral history and secondhand accounts. Examine the sources below, then answer the questions.



Excerpt, *Book of Roads and Kingdoms*, 1067 CE

The following description of the king's court in ancient Ghana was written by Al-Bakri, a Muslim geographer from Spain. The information he gathered came from merchants and visitors who traveled through Africa.

The king adorns himself ... wearing necklaces round his neck and bracelets on his forearms, and he puts on a high cap decorated with gold and wrapped in a turban of fine cotton. He sits in audience to hear grievances against officials in a domed pavilion around which stand ten horses covered with gold-embroidered materials. Behind the king stand ten pages holding shields and swords decorated with gold, and on his right are the sons of the kings of his country, wearing splendid garments and their hair plaited with gold. ... At the door of the pavilion are dogs of excellent pedigree who hardly ever leave the place where the king is, guarding him. Round their necks they wear collars of gold and silver studded with a number of balls of the same metals.

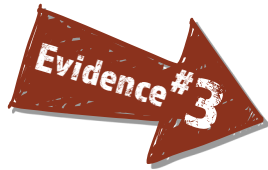
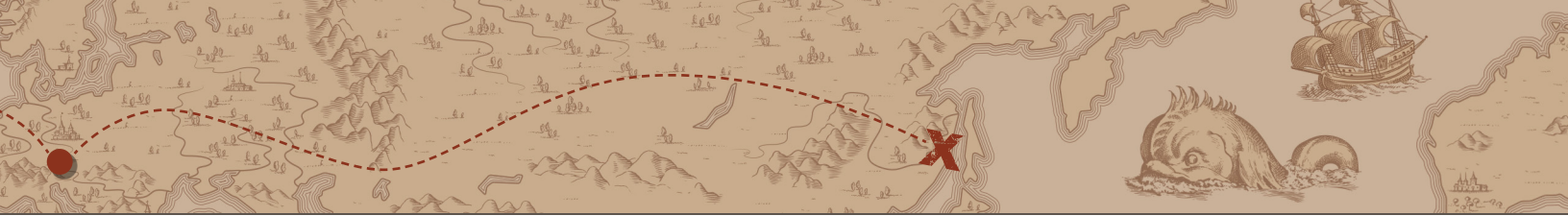


Excerpt, *Writings of Al-Umari*, c. 1337 CE

The following description, written by Arab historian Al-Umari, depicts Malian King Mansa Musa's visit to Cairo, Egypt, while on his pilgrimage to Mecca. Mansa Musa's pilgrimage became widely known because of the tales of his wealth.

From the beginning of my coming to stay in Egypt I heard talk of the arrival of this sultan Musa on his Pilgrimage and found [the people of Cairo] eager to recount what they had seen of the Africans' prodigal spending. I asked the emir Abu ... and he told me of the [wealth], manly virtues, and piety of his sultan. "When I went out to meet him ... he did me extreme honour and treated me with the greatest courtesy. ... Then he forwarded to the royal treasury many loads of unworked native gold and other valuables."

This man [Mansa Musa] flooded Cairo with his benefactions. He left no court emir nor holder of a royal office without the gift of a load of gold. ... They exchanged gold until they depressed its value in Egypt and caused its price to fall.



Excerpt, *The Description of Africa*, 1526 CE

The following is a description of the city of Timbuktu by Leo Africanus, a Moroccan diplomat and writer who traveled through Africa. Timbuktu was a large trade center during both the Mali and Songhai Empires. Salt and goods from the Mediterranean were traded in Timbuktu for items such as gold, ivory, enslaved people, and more.

The houses of Timbuktu are huts made of clay-covered wattles with thatched roofs. In the center of the city is a temple built of stone and mortar ... and in addition there is a large palace ... where the king lives. The shops of the artisans, the merchants, and especially weavers of cotton cloth are very numerous. Fabrics are also imported from Europe to Timbuktu, borne by Berber merchants.

There are in Timbuktu numerous judges, teachers, and priests, all properly appointed by the king. He greatly honors learning. Many hand-written books imported from Barbary are also sold. There is more profit made from this commerce than from all other merchandise.

Instead of coined money, pure gold nuggets are used; and for small purchases, cowrie shells which have been carried from Persia.

Observe

1. What words in the description of the king's court in Ghana indicate wealth?
2. What gift did Mansa Musa give to the royal officers of Cairo?
3. According to *The Description of Africa*, what is the most profitable commerce in Timbuktu?

Evaluate

4. Describe the similarities or differences that stand out in these descriptions.
5. How did Ghana, Mali, and Songhai become wealthy empires?
6. How did Mansa Musa have an impact on the economy in Egypt? How might his pilgrimage have had an impact on the Mali Empire?

Conclude

7. How might the geographic locations of the Ghana, Mali, and Songhai Empires have contributed to their wealth?
8. How do you think trade helped the development of states and cities, such as Timbuktu, in West Africa?
9. Why do you think the wealth, learning, and generosity of these empires was not reported in many 20th-century history books?



Artisans from Ile-Ife are known for crafting heads and human figures from metal, clay, and stone. This brass head wears a crown, signifying that this person was probably a ruler.

Forest Kingdoms

South of the African savannah is a tropical forest region. Today, Liberia, Sierra Leone, Guinea, Cote D'Ivoire, Nigeria, and Ghana are in this region. The area is mostly hot, with two rainy seasons that bring 50 to 100 inches of rain annually. Beginning in 1000 CE, it was also home to two powerful states: Ile-Ife and Benin.

Ile-Ife

According to Yoruba tradition, Ile-Ife (Ē-lā Ē-fā) was the birthplace of humans. Located in what is now southwest Nigeria, it is the oldest city founded by the Yoruba people. They believed the god Oduduwa founded the city and became its first ruler. Historians are not sure when the city was actually founded, but estimates range from 500 BCE to 500 CE.

The king of Ile-Ife was called the *ooni* (Ō-nē). By the early 1000s CE, Ile-Ife had grown into a kingdom, and the city itself became a major cultural and artistic center. The city was protected by a large defense wall. Some of the buildings in Ile-Ife were built of stone, including the king's palace and a few sacred shrines. To prevent muddy streets, some roads were paved with terra-cotta tiles.

Technology and Trade

Ile-Ife was close to a gold mine, so the same trade that made Ghana, Mali, and Songhai wealthy also helped Ile-Ife grow. People from this region also traded ivory, nuts, and pepper. The rain and fertile forest soil made the land good for farming. Metalworkers forged iron tools so farmers could plant and harvest more crops.

With a surplus of food, people began to specialize in other trades, especially art. Ile-Ife's artisans became famous for their sculptures of terra-cotta, stone, brass, copper, and bronze. These sculptures often depicted heads and full human figures of rulers and deities. The artistic styles of Ile-Ife influenced people living nearby in the city of Benin, which would rise to regional prominence as Ile-Ife declined.

Benin

The city of Benin (bē-NĒN) was established by the Edo people about 1180 CE. Over the course of a century, the city became a thriving trade center. Benin farmers benefited from fertile soil and rainfall, which helped them produce a surplus of crops. Similar to Ile-Ife, Benin artisans became famous for their works of art. Most of their sculptures were made of bronze, copper, brass, or ivory.

The king of Benin and the surrounding area was called the *oba*, although local chiefs still had



LINKING THE PAST TO THE PRESENT



Between the 1200s and 1500s CE, artisans in Benin created thousands of metal plaques and sculptures that are collectively known as the Benin Bronzes. These plaques illustrate the history of the Kingdom of Benin, like a large visual history book. They were made to hang in chronological order on the walls of the royal palace in the city of Benin.

When the British seized control of Benin in 1897 CE, they tore down the plaques and sent them to the United Kingdom. They were taken to the British Museum and then distributed to other museums in both Europe and the United States. Since 1960 CE, the government of Nigeria and the descendants of the Benin royal family have been trying to regain possession of the Benin Bronzes. More than 50 years later, museums around the world began to return many pieces of stolen art and culture, including some of the Benin Bronzes.



most of the power. In 1440 CE, a king named Ewuare the Great ascended the throne, and he greatly expanded the kingdom to include most of the land in what is now Nigeria. He took power away from local chiefs and became the main political, military, and religious leader in Benin.

Benin took over the major trade routes that connected West and North Africa as well as the Iberian Peninsula in southwestern Europe. Workers constructed a port near the coast so merchant ships from Portugal could dock near the capital city. Benin merchants often sold copper, gold, carvings, and pepper in exchange for cloth, guns, and gunpowder from Europe.

Some Benin merchants profited from the slave trade. Enslaved people were sold to African traders, who sold them to other kingdoms to work as laborers or servants. Portuguese slave traders bought enslaved people from ports in West Africa to sell in Europe and later in the Americas.

Trade made Benin very wealthy and attracted the attention of other Europeans. In 1897 CE, Benin was conquered by soldiers from Britain. For over 60 years, the British controlled the region before it became the modern country of Nigeria in 1960 CE. Today, the descendants of the royal family of Benin are still recognized and respected in Nigeria.



This ivory salt holder from Benin depicts wealthy Portuguese traders.

LESSON 1 Check It!



Dig

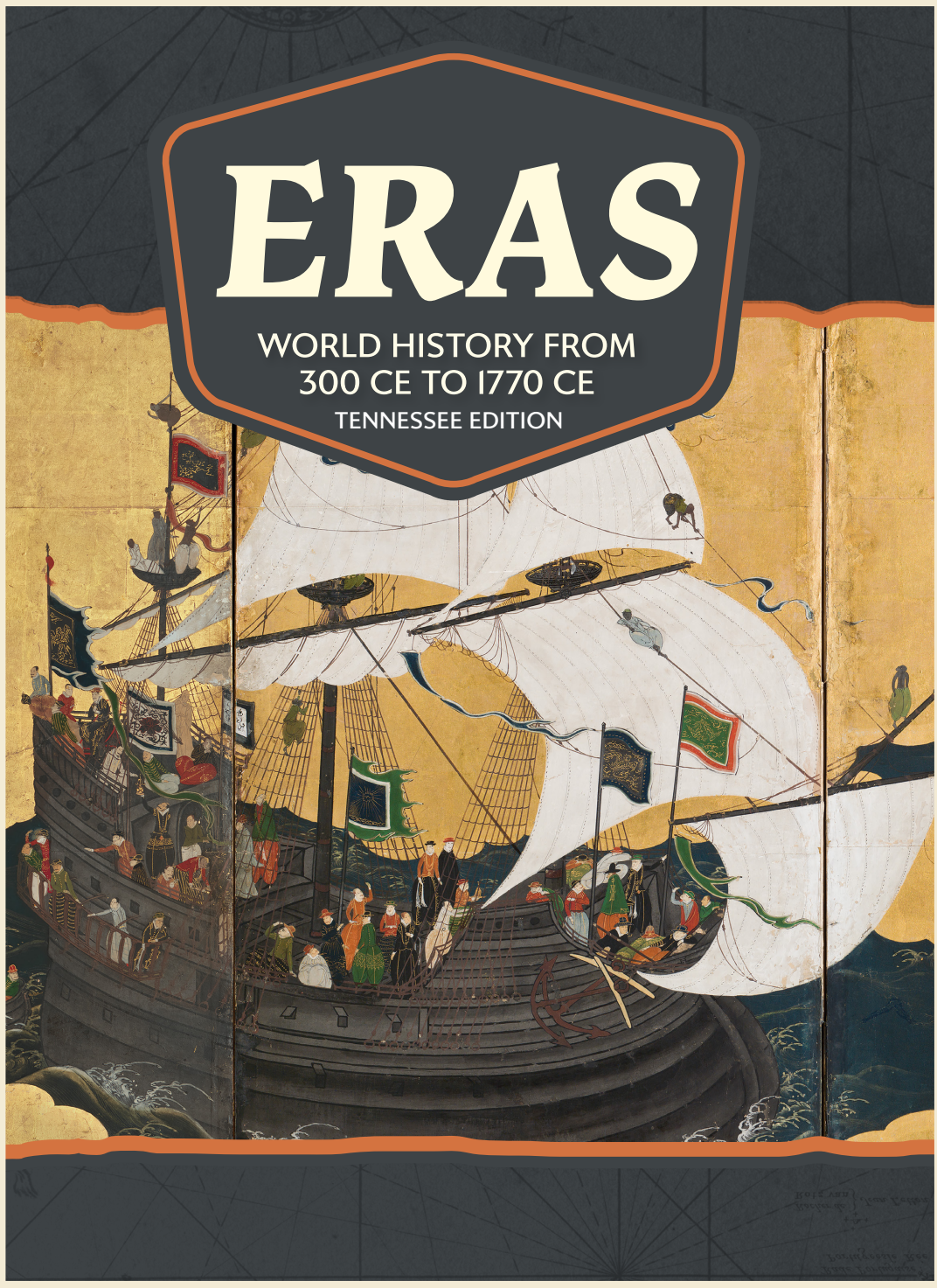
1. What is the Bantu migration?
2. How did the empires of West Africa grow wealthy?
3. What forms of art were common in the forest kingdoms?

Dig Deeper

4. Why were routes across the Sahara Desert important to empires in Africa?
5. How did conquest and trade lead to cultural diffusion in West Africa?

ERAS

WORLD HISTORY FROM
300 CE TO 1770 CE
TENNESSEE EDITION



TEACHER GUIDE

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The student materials bring the interactive content and tools of your program to life. The platform allows students to:

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- Download sections and read offline using the mobile apps
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- Take advantage of text-to-speech audio capability
- Translate into specified languages on-the-fly and utilize translated text-to-speech features
- Submit activities within the platform for grading and evaluation
- Use pop-up definitions and pronunciations of glossary terms
- Explore in-platform links to online content such as articles and videos

Teacher Features

In addition to the student features, teachers can:

- Access teacher-facing materials digitally or easily download PDF versions straight from the platform.
- Assign individual activities and sections of the text
- Use AI-assisted grading
- Build and customize printable assessments using the Dynamic Question Bank
- Access robust analytics for grading and standards alignment

Note: All third-party links have been reviewed to ensure credibility and reliability. However, links should be used at the teacher's discretion in line with your school or district's standards regarding data privacy and security.

*These links provide content and activities that are supplemental to the material;
all standards are addressed in a variety of other places within your materials.*

For help navigating GSE Bookshelf+ or to learn more about how to use its features, visit the

[Gibbs Smith Education Knowledge Base](#).

**To gain access to GSE Bookshelf+, contact your school administrator,
district technology director, or curriculum coordinator.**

Apps for all your devices



Teacher Guide

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The Gibbs Smith Education Commitment

At Gibbs Smith Education, we are driven by our mission: to create products that accurately and effectively tell the stories of our collective past in ways that engage, inspire, and motivate students and their teachers. We strive to provide authentic learning experiences in which students not only focus on events but also on building and refining the necessary skills to effectively understand the past and its consequences in our modern world. Our goal is to provide teachers with the classroom tools they need to guide students toward accurate historical understanding and how the past affects our world today.

Crafting high-quality instructional materials is a responsibility and a privilege. The following chart shows how the *Eras: World History From 300 CE to 1770 CE, Tennessee Edition* resources align with the American Institute for Research's recommendations for selecting high-quality social studies instructional materials.

High-Quality Instructional Materials (HQIM) Criterion

Criterion 1: Standards Alignment

Materials are aligned to state social studies standards.

- Gibbs Smith Education uses social studies state standards to drive the development of all the curriculum that is created. Each activity is purposefully crafted to support student mastery of standards-based content and skills. To find which standards each activity aligns to, you can check out the Correlation Guide or the table of contents of each unit's Teacher Guide.

Criterion 2: Social Studies Practices

Materials emphasize social studies practices and skills students apply when engaging in social studies content.

- The activities developed in this Teacher Guide give students an opportunity to learn and practically apply social studies skills. Each unit feature and lesson activity provides student an opportunity to think like a historian by getting them to practice source analysis, periodization, continuity and change, and/or contextualization.

Criterion 3: Representation and Perspective

Materials provide content that is representative of a variety of perspectives and experiences.

- History is a collection of multiple voices coming together to create a story of our common past. The story told within this book includes background, examples, and sources from many different experiences. Gibbs Smith Education partners with diverse communities to develop and review our materials to ensure the content in the Student Edition and the Teacher Guide represent history accurately and equitably.

Criterion 4: Usability

Materials support educators' ability to effectively plan and use instructional materials and resources for instruction and develop their content and pedagogical knowledge to further student learning.

- Gibbs Smith Education's curriculum is intentionally crafted to promote best practices and current research-backed educational trends. Throughout this Teacher Guide, you will find detailed instructions and helpful tips on how to effectively implement these pedagogical strategies in your classroom.

Criterion 5: Instructional Supports

Materials provide a variety of instructional supports and strategies for scaffolding learning.

- Throughout this Teacher Guide, you will find guidance on how to differentiate activities to support Approaching Learners and enrichment opportunities for Advanced Learners. There are also suggestions on how to adapt activities to engage Multilingual Learners by connecting to cultural backgrounds, integrating English language development skills, and contextualizing essential academic vocabulary. The Student Support Guide provides accommodated versions of the Student Edition text. Consider utilizing these resources to support the Approaching or Multilingual Learners in your classroom.

Criterion 6: Assessment Practices

High-quality materials provide a balance of formative and summative assessments that clearly measure students' learning progress, inform social studies instruction, and provide feedback to students to improve their own learning.

- Opportunities to formatively assess your students can be found in the Check It! activity for each lesson. Additionally, formative questions at various depth of knowledge levels are available throughout the activities in this Teacher Guide. Summative assessments that measure student mastery of social studies state standards are available in the Unit Assessments. Common Core standards-aligned rubrics are available in the Teacher Tools and can be used to assess student writing, projects, and discussions.



Gibbs Smith Education

Unit Overview & Planning Guide

The overview and planning guide is your primary tool to determine what content to teach and when. The overview will show you the standards alignment within the unit to help you determine where you need to spend the bulk of your time. The planning guide offers a snapshot of each activity, such as whether it includes a discussion/debate element, a differentiation suggestion, or if the activity requires a rubric or evaluation. It also includes the approximate time the activity should take so that you can plan shorter and longer lessons as appropriate to your classroom needs.

Note: It is not necessary to teach every activity in every lesson and unit. Each standard is covered in a variety of activities, so you may pick and choose what you and your students are most interested in and still meet each target.

A wide variety of activity types anchored in student-facing content

Thorough standards-based alignment throughout each unit and activity

Fully customizable to fit the time, interests, and needs of your classroom. While each activity includes an approximate time frame, we know that each class moves at a different pace. Each activity is adaptable and generally offers a variety of options that may shorten or lengthen the time you spend. The times listed are an approximation of how long it may take an average class, with diverse learners, to complete the activity.

There are seven primary symbols used in the Teacher Guide:



Project-Based: activities featuring learning skills that take information from the text and apply it to hands-on exercises



Discussion/Debate: activities that promote speaking and listening skills, as well as forming and supporting opinions



Cross-Curricular: projects or activities that promote analysis through the lens of different disciplines (e.g., art, reading, math)



ML Integration: lessons include specific opportunities to support ML students



Differentiation: lessons include opportunities to differentiate your instruction for both advanced and approaching-level students



Remote Essentials: activities that are designed to be adaptable for blended or remote learning classrooms



Evaluate/Rubric: indicates that the activity requires a rubric and/or evaluation to assess student work and evidence that the student has met the Success Criteria

Unit Features

Use any or all of the following activities to best meet the needs of your classroom.

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Spark It! SSP.02; 7.SL.CC.1	Introduce the Essential Question , explore the opening image, and examine the timeline.	6		25 Minutes
Career Corner SSP.04; 7.02; 7.SL.CC.1; 7.SL.PKI.4; 7.W.RW.10	Lawmaker: Investigate career choices by examining what a lawmaker does.	12		35 Minutes
Evaluate the Evidence SSP.01; SSP.02; SSP.05; 7.W.RBP.K.9	Art and Religion: Compare sources: a Christian mosaic from the Church of San Vitale, an Islamic mosaic from the Dome of the Rock, and a Viking image stone.	46		35 Minutes
Social Studies Savvy SSP.01; SSP.04; SSP.05; SSP.06; 7.34; 7.35; 7.RI.KID.3; 7.W.RBP.K.7; 7.W.RBP.K.9	Describe Causes and Effects of the Crusades: Use historical thinking skills to examine and describe the causes and effects of the Crusades.	66		45 Minutes
Inquiring Minds... SSP.03; SSP.04; 7.RI.KID.1; 7.W.RBP.K.9	RACE to the Essential Question: Use the RACE acronym to achieve the Learning Goals and answer the Essential Question .	66		30 Minutes
Today's History! SSP.01; SSP.03; SSP.04; SSP.05; 7.RI.KID.1	Timeline of Leaders: Create a timeline of the influential leaders from the unit.	67		45 Minutes
Tech Tie-In SSP.01; SSP.02; SSP.03; SSP.04; 7.SL.PKI.4; 7.SL.PKI.5; 7.SL.PKI.6; 7.W.RW.10	Historical News: Record a news report of an event from the unit.	67		55 Minutes
Prove It! SSP.02; SSP.03; SSP.04; SSP.05; SSP.06; 7.01; 7.02; 7.04; 7.05; 7.29; 7.30; 7.34; 7.36; 7.RI.KID.3; 7.RI.CS.4; 7.RI.RTC.10; 7.W.RW.10	Check for understanding through a summative assessment, reflection, and by answering the Essential Question . ★Note: The Prove It! is found in the Unit Assessments .	UA 5		45 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

IC

Eras: World History From 300 CE to 1770 CE, Tennessee Edition | Teacher Guide

Teacher Tip



The **Teacher Tools** section includes an assortment of customizable and reusable activity worksheets. Use your favorites to extend or support any activity!

Suggestions on teaching strategies, ML differentiation, remote learning tips, and great educator resources are available to take the guesswork out of your practice.

Teacher Resources & Unit Features

Teacher Resources

The Teacher Resources include the **Teacher Guide**, **Unit Assessments**, **Student Support Guide**, **Student Activities**, and **Teacher Tools**.

- The **Teacher Guide** features standards-aligned activities and instruction wrapped around **Student Edition** pages. A range of activities that spiral and scaffold skills and content promote higher level thinking for all students.
- The **Student Activities** include digital files of reproducible student worksheets for each lesson and unit.
- The **Student Support Guide** provides support tools for each lesson, such as a quick tour highlighting the main ideas and key takeaways from each lesson.
- The **Unit Assessments** contain a catalog of assessment questions for each unit and lesson, including traditional multiple-choice as well as document-based questions requiring a written response. Accommodated assessments are available for each unit, and all materials are organized by DOK level and pegged to standards.
- The **Teacher Tools** features an assortment of maps, graphic organizers, rubrics, extensions, and games. Some activities in the **Teacher Guide** will direct you to specific resources in **Teacher Tools**, but we encourage you to use them as you see fit to customize your curriculum to the needs of your class.

Spark It!

Each Spark It! activity is designed to kindle prior knowledge and ignite curiosity. Mix and match each component or use all of them to spark interest and engagement before reading. Each unit utilizes backwards design, starting with the Essential Question. Preview the Essential Question to gain an understanding of what your students already know and don't know about each topic. The beautiful artwork and photography on each unit spread make exceptional conversation points, and units that include a timeline have suggestions for analysis.

Evaluate the Evidence

The Evaluate the Evidence feature directs students to analyze primary source documents. These range from maps and letters to artifacts. These activities prompt students to move beyond surface-level questions and think critically about what they are studying. You can use each unit's PowerPoint to project the sources as well as the questions.

Social Studies Savvy

The Social Studies Savvy feature emphasizes the skills historians use to understand and interpret history. These skills include analysis, forming fact-based opinions, research, defending a position, and interpreting paintings and poems as primary sources.

Career Corner

The Career Corner feature highlights the wide variety of job opportunities available that utilize historical-thinking skills, and it details how students can apply these skills in future career fields. These activities prompt students to consider how historical thinking skills are relevant beyond a classroom.

Inquiring Minds...

Inquiry skills and processes are essential for engagement, understanding, retention, and fostering lifelong learning in students. These skills are cross-curricular and have real-world application. The Inquiring Minds... feature teaches students about the inquiry process, introduces them to supporting and compelling questions, and hones their skills to create their own questions and find credible sources to get answers. Question Formulation Technique resources are included to support students as they explore inquiry arcs.

Today's History!

Timelines are great visual tools to help students comprehend how events connect in chronological and sequential order. They are also an excellent comprehension support tool for English Language Learners. Today's History! incorporates timeline-based activities into each unit that allows students to preview the time period, recognize cause and effect, understand chronology, and make connections across time.

Tech Tie-In

An important component of a curriculum that aims to teach students the skills they need to not only be successful in school but in the world as well is the integration of technology. The Tech Tie-In feature offers opportunities for students to enhance their technological skills by utilizing a range of resources and creating a variety of products. These activities may take some extra planning, but they offer high rewards in engagement and skills. If technology on a one-to-one ratio is unavailable in your class, you can adapt each activity to group or class projects so that everyone can participate.

Prove It!

The Prove It! feature is a multilayered summative and self-assessment to check student understanding of the concepts and skills they have studied. These assessments are a tool to gauge student understanding of the unit as a whole and their ability to synthesize what they have learned by answering the Essential Question.

Lesson Features

Sneak Peek

Each lesson includes Learning Goals and Key Terms in the Student Edition that directly relate to the Essential Question. By phrasing Learning Goals in "I can..." language, students are able to take ownership of their learning and achievement. All Learning Goals align to the state standards and the Essential Question. The Key Terms enable students to gain and understand academic and domain-specific vocabulary.

Sharpen Your Skills!

The Sharpen Your Skills! feature encourages students to use skills like periodization, contextualization, analysis of continuities and changes, inquiry, compare and contrast, and more. Students will consider the ways in which these skills can be applied to multiple facets of their everyday lives.

Spotlight On...

The Spotlight On... feature goes into depth about important topics that are more succinct in the Student Edition by promoting kinesthetic and project-based learning. These activities allow students to not just study history but to connect to it and experience it as well.

Flex It!

It is critical for educators to be able to teach not just history but other disciplines as well. The Flex It! feature is designed to connect what your students study to other disciplines. Each lesson includes a unique cross-curricular content connection to science, art, health, drama, music, math, English, or reading.

ML Adaptations

We encourage you to accommodate your students in any way that makes sense for your classroom and their needs. Each activity is adaptable to students of varying needs and abilities. These resources are designed to be inclusive and accommodating. Utilize the ML options to offer an equally rich and engaging learning experience to all of your students. There may be ML activities that make sense for you to use in other areas of your curriculum, or even with your entire classroom.



Differentiation

Throughout the Teacher Guide, you will find opportunities to simplify and enhance various activities. Differentiation includes opportunities to increase and decrease difficulty, and options to extend an activity. Guidance is provided for teachers to support differentiated instruction by including appropriate alternatives and extra support for students who are approaching the targeted expectations, and additional activity prompts that are designed to engage students with high interest or who have advanced beyond the performance expectations to develop deeper understanding of the content.



Literacy POWER

Each lesson includes specific strategies to help students increase their reading aptitude. Strategies include standalone activities but are spiraled and scaffolded to a unit strategy as well as into other activities throughout lessons and units. Many of the activities in the unit ask students to use and reuse strategies they have experienced in previous sections of the text.

Connect It



Social studies is more than just teaching history. It is the job of educators to provide students with the knowledge, intellectual processes, and dispositions required to be active and engaged participants in public life. The Connect It features are designed to connect history lessons to the other social studies disciplines. Each unit includes unique content connections to economics, culture, geography, politics, and civics.

What Do YOU Think?

The What Do YOU Think? feature is anchored in student-facing content that encourages them to develop and share their opinions with each other and the class as a whole. The questions provided in the Teacher Guide build upon those introduced in the Student Edition. These open-ended questions encourage students to delve deeper into subjects, while allowing you the flexibility to gauge student understanding and extend the learning depending on the needs of your class.

Check It!

Each lesson includes a formative assessment for students to check their understanding of the concepts and content they have studied in the lesson. The assessment includes basic recall questions as well as critical thinking questions that spiraled and scaffolded to the Prove It! unit assessments. Additionally, each Check It! includes a self-assessment for students to gauge their own understanding of the Learning Goals.

Links and Thinks



The Links and Thinks links offer another technology-based way to take the text and curriculum to a new level. In the Teacher Guide, you will find URLs and descriptions of links found in the digital Student Edition, as well as extension activities. You determine which ones you want your students to explore depending on time and the needs of your class.

Extra! Extra!

Extra! Extra! indicates opportunities to extend an activity. These extensions are meant to take the activity a step further, engage students through another lens, or deepen understanding through additional critical thinking. Extra! Extra! can also serve as activities for advanced students who may complete the primary activity more quickly.

Unit 3: African and Asian Empires

Essential Question: How did the rise of empires in Africa, Southwest Asia, and India change societies politically, economically, and culturally?

STUDENT OUTCOME: Students will be able to explain the political, economic, and cultural impact of African, Southwest Asian, and Indian empires by exploring a variety of sources and scaffolded activities.

Curriculum Overview

Seventh Grade Social Studies World History and Geography: The Middle Ages to the Exploration of the Americas

Standard	Student Edition
SSP.01 Collect data and information from a variety of primary and secondary sources, including: Printed materials, Graphic representations, Artifacts, Media and technology sources, Oral History	LI, L2, L3, ETE, SSS
SSP.02 Critically examine a primary or secondary source in order to: Extract, summarize, and paraphrase significant ideas and relevant information; Distinguish the difference between fact and opinion; Recognize author's purpose and point of view, and potential bias; Draw logical inferences and conclusions; Assess the strengths and limitations of arguments	LI, L2, L3, ETE
SSP.03 Synthesize data from multiple sources in order to: Recognize differences among multiple accounts, Establish validity by comparing and contrasting multiple sources, Frame appropriate questions for further investigation	SSS
SSP.04 Construct and communicate arguments by citing supporting evidence to: Demonstrate and defend an understanding of ideas, Compare and contrast viewpoints, Illustrate cause and effect, Predict likely outcomes, Devise new outcomes or solutions, Engage in appropriate civic discourse	SSS
SSP.05 Develop historical awareness by: Recognizing how and why historical accounts change over time; Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy vs. present mindedness; Evaluating how unique circumstances of time and place create context and contribute to action and reaction; Identifying patterns of continuity and change over time, making connections to the present	LI, L2, L3, ETE, SSS
SSP.06 Develop geographic awareness by: Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales; Determining the use of diverse types of maps based on their origin, structure, context, and validity; Analyzing locations, conditions, and connections of places and use maps to investigate spatial relationships; Analyzing interaction between humans and the physical environment; Examining how geographic regions and perceptions of the regions are fluid across time and space	LI, L2, L3
7.04 Identify and locate on a map the geographical and political features of Southwest Asia and North Africa, including: Arabian Peninsula, Arabian Sea, Black Sea, Euphrates River, Mecca, Mediterranean Sea, Persian Gulf, Red Sea, Tigris River	L3
7.05 Describe the origins and central features of Islam: Key Person(s): Mohammad; Sacred Texts: The Quran and The Sunnah; Basic Beliefs: monotheism, Five Pillars	L3
7.06 Describe how trade and expansion led to the diffusion of Islamic culture and the Arabic language.	L3
7.07 Summarize the contributions of the region's scholars in the areas of: Art, Literature, Mathematics, Medicine, Navigation, Science	L3
7.08 Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire.	L3
7.09 Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants, including the trade in spices, paper, textiles, and navigational tools.	L2, L3
7.10 Identify and locate on a map the geographical and political features of West Africa, including: Atlantic Ocean, Djenne, The Sahara, The Niger River, Timbuktu	LI
7.11 Explain indigenous African spiritual traditions, including ancestor worship, animism, and the relationship between humans and deities.	LI
7.12 Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.	LI, ETE
7.13 Analyze how the exchange of salt, gold, and enslaved people along the Trans-Saharan trade route led to religious and cultural changes, such as the growth of Islam and the Arabic language.	LI, ETE
7.15 Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324.	LI, ETE

LI = Lesson 1; L2 = Lesson 2; L3 = Lesson 3; ETE = Evaluate the Evidence; SSS = Social Studies Savvy

Unit Features

Use any or all of the following activities to best meet the needs of your classroom.



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Spark It! SSP.02; SSP.03; 7.W.RW.10	Introduce the Essential Question , explore the opening image, and examine the timeline.	126		25 Minutes
Evaluate the Evidence SSP.01; SSP.02; SSP.05; 7.I2; 7.I3; 7.I5; 7.RI.KID.1; 7.RI.CS.4; 7.W.RBPK.9	Wealth of West Africa: Compare sources: an excerpt from <i>Book of Roads and Kingdoms</i> on ancient Ghana, writings of Al-Umari on Mansa Musa, and an excerpt from <i>The Description of Africa</i> on Timbuktu.	138		35 Minutes
Career Corner SSP.01; SSP.02; SSP.05; 7.RI.KID.2; 7.SL.PKI.4; 7.SL.PKI.5; 7.W.RBPK.7	Documentary Filmmaker: Investigate career choices by examining what a documentary filmmaker does.	164		65 Minutes
Social Studies Savvy SSP.01; SSP.03; SSP.04; SSP.05; 7.RI.KID.1; 7.W.TTP.2; 7.W.RBPK.7; 7.W.RW.10	Find Patterns in History: Use historical thinking skills to identify patterns of continuity and change in history.	166		40 Minutes
Inquiring Minds... SSP.04; 7.RI.KID.1; 7.SL.CC.1	Two Truths and a Lie: Play the Two Truths and a Lie game to detect true and false statements about the unit.	166		25 Minutes
Today's History! SSP.01; SSP.03; SSP.05; 7.08; 7.SL.CC.1; 7.W.RBPK.7	Timeline Topics: Organize events during the Ottoman Empire to create themed timelines.	167		40 Minutes
Tech Tie-In SSP.01; SSP.02; SSP.03; 7.W.TTP.2; 7.W.PDW.5; 7.W.PDW.6; 7.W.RW.10	History Online: Develop a website using credible sources to review the unit.	167		70 Minutes
Prove It! SSP.01; SSP.02; SSP.05; SSP.06; 7.08; 7.09; 7.I0; 7.I1; 7.I2; 7.I3; 7.I4; 7.I5; 7.RI.CS.4; 7.RI.RRTC.10; 7.W.RW.10	Check for understanding through a summative assessment, reflection, and by answering the Essential Question . ★ Note: The Prove It! is found in the Unit Assessments .	UA 32		45 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Lesson Features Lesson 1: Kingdoms Rise in West Africa



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek SSP.03; 7.RI.CS.4	Notice and Wonder: Preview the lesson, introduce Key Terms , and activate curiosity.	128		20 Minutes
Literacy Power 7.RI.KID.2; 7.RI.RRTC.10	Find the Main Idea: Practice identifying the main ideas to gain a more thorough understanding of the text.	129		20 Minutes
What Do YOU Think? SSP.04; SSP.06; 7.I0; 7.I2; 7.I3; 7.SL.CC.1; 7.W.RBPK.9	Trade in the Desert: Discuss challenges and benefits of nomadic tribes trading in the desert.	131		10 Minutes
Flex It! SSP.03; 7.I2; 7.RI.KID.1; 7.SL.CC.1; 7.W.RW.10	Trade in Ghana: Flex history into financial literacy by conducting a SWOT analysis of the Ghana Empire.	132		35 Minutes
Spotlight On... SSP.01; SSP.02; SSP.05; 7.I5; 7.SL.CC.2; 7.SL.PKI.4; 7.SL.PKI.5; 7.SL.PKI.6; 7.W.RBPK.7; 7.W.RBPK.8; 7.W.RBPK.9	Mansa Musa: Create a presentation to explain the contributions of Mansa Musa.	134		50 Minutes
Connect It: Culture SSP.02; SSP.05; 7.I4; 7.SL.CC.1; 7.SL.CC.2; 7.SL.PKI.4; 7.SL.PKI.6	Oral Traditions in West Africa: Examine the role of West African griots and participate in a story circle.	135		45 Minutes
What Do YOU Think? SSP.04; SSP.06; 7.I0; 7.I2; 7.I3; 7.SL.CC.1; 7.W.RBPK.9	Trade Routes: Discuss the importance of access and control over trade routes.	137		15 Minutes
Writing Workshop SSP.01; 7.W.PDW.4; 7.W.RBPK.8; 7.W.RW.10	Citing Sources: Styles: Identify styles of citation including MLA, APA, and Chicago style.	140		45 Minutes
Sharpen Your Skills! SSP.03; SSP.05; SSP.06; 7.I3; 7.SL.CC.1; 7.W.RBPK.7; 7.W.RBPK.9	Trans-Saharan Slave Trade: Research and explore the impacts of the trans-Saharan slave trade.	141		30 Minutes
Check It! SSP.04; SSP.05; SSP.06; 7.I2; 7.I3; 7.RI.KID.1; 7.RI.KID.2; 7.RI.KID.3; 7.W.RBPK.9; 7.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	141		25 Minutes

Lesson Features Lesson 2: The Growth of Trade in East Africa



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek SSP.03; 7.RI.CS.4	Notice and Wonder: Preview the lesson, introduce Key Terms , and activate curiosity.	142	ML	25 Minutes
Literacy Power 7.RI.KID.2; 7.RI.RRTC.10	Find the Main Idea: Practice identifying the main ideas in to gain a more thorough understanding of the text.	143		20 Minutes
Sharpen Your Skills! SSP.02; SSP.05; 7.W.RBPK.7; 7.W.RBPK.9; 7.W.RW.10	Class Coin Collection: Examine and analyze Akumite coins, then design a meaningful coin.	144	ML	45 Minutes
What Do YOU Think? SSP.04; SSP.05; 7.SL.CC.1; 7.W.RBPK.9	Official Religions: Discuss factors that impact civilizations approaches to religious tolerance.	145		15 Minutes
Writing Workshop SSP.01; 7.W.PDW.4; 7.W.RBPK.8; 7.W.RW.10	Citing Sources: In-Text Citations: Practice quoting, paraphrasing, and citing the work of others.	147		45 Minutes
Connect It: Culture SSP.01; SSP.05; 7.II; 7.RI.KID.1; 7.SL.CC.1; 7.W.RBPK.7; 7.W.RBPK.9; 7.W.RW.10	Soapstone Bird Carvings of Great Zimbabwe: Examine soapstone birds as an important symbol of Great Zimbabwe.	148		45 Minutes
Spotlight On... SSP.03; SSP.05; SSP.06; 7.RI.KID.3; 7.SL.CC.1	Make Some Memories: Play a memory matching game to review political, cultural, and economic information about societies in East Africa.	149		40 Minutes
Flex It! SSP.06; 7.RI.KID.3; 7.W.RBPK.7	Prevailing Winds: Flex history into meteorology and construct a wind vane to measure wind.	150		55 Minutes
Connect It: Culture SSP.01; SSP.05; 7.II; 7.RI.KID.1; 7.SL.CC.1; 7.W.RBPK.7; 7.W.RBPK.9; 7.W.RW.10	Speaking and Writing Swahili: Discover how language evolve and influence one another.	151		15 Minutes
Check It! SSP.04; SSP.05; SSP.06; 7.RI.KID.1; 7.RI.KID.2; 7.RI.KID.3; 7.W.RBPK.9; 7.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	151		25 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Lesson Features Lesson 3: New Islamic Powers in Asia



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek SSP.03; 7.RI.CS.4	Notice and Wonder: Preview the lesson, introduce Key Terms , and activate curiosity.	152	ML	25 Minutes
Literacy Power 7.RI.KID.2; 7.RI.CS.5; 7.RI.RRTC.10	Find the Main Idea: Practice identifying the main ideas to gain a more thorough understanding of the text.	153		25 Minutes
Spotlight On... SSP.05; SSP.06; 7.08; 7.SL.CC.1; 7.SL.PK1.4; 7.W.RW.10	Siege Tactics: Simulate battle strategies of the Ottoman attacks on Constantinople.	154		45 Minutes
Connect It: Economics SSP.01; SSP.05; SSP.06; 7.09; 7.RI.KID.1; 7.SL.CC.1; 7.W.RBPK.7; 7.W.RW.10	A Pinch of Spice: Compare European recipes before and after access to the Spice Trade.	155		50 Minutes
Flex It! SSP.02; 7.08; 7.SL.CC.1; 7.SL.PK1.4; 7.W.RW.10	The Sultan's Signature: Flex history into art by learning the practice of calligraphy.	156		45 Minutes
What Do YOU Think? SSP.04; SSP.06; 7.SL.CC.1; 7.W.RBPK.9	Soldiers from Conquered Lands: Discuss the benefits and drawbacks of conquerors using men from conquered lands to build up their armies.	160		15 Minutes
Writing Workshop SSP.01; 7.W.TTP.2; 7.W.PDW.4; 7.W.PDW.5; 7.W.RBPK.7; 7.W.RBPK.8; 7.W.RW.10	Citing Sources: In Practice: Write an informative essay using quotes, paraphrases, and in-text citations.	161		55 Minutes
Sharpen Your Skills! SSP.01; SSP.02; SSP.03; 7.SL.PK1.4; 7.SL.PK1.5; 7.W.RBPK.7; 7.W.RBPK.8; 7.W.RBPK.9	Expansion Snapshot: Create and present a visual represent of the accomplishments of Islamic empires.	162		50 Minutes
Connect It: Economics SSP.01; SSP.05; SSP.06; 7.09; 7.RI.KID.1; 7.SL.CC.1; 7.W.RBPK.7; 7.W.RW.10	Indian Ports of Trade: Explore the importance of imports and exports to an economy and India's contributions to Afro-Eurasian trade.	163		40 Minutes
Check It! SSP.04; SSP.05; SSP.06; 7.RI.KID.1; 7.RI.KID.2; 7.RI.KID.3; 7.W.RBPK.9; 7.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	165		25 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Page

★ = Resources indicated with this symbol feature an additional optional activity.

Page

Notes

[illegible]

Online Resource Addresses



Features	Description and Website	Page
Spotlight On... Mansa Musa	The Richest Person in History: https://ed.ted.com/lessons/mansa-musa-one-of-the-wealthiest-people-who-ever-lived-jessica-smith	134
Connect It: Culture Oral Traditions in West Africa	The Griot Tradition of West Africa video: https://www.youtube.com/watch?v=QdrPmZwsXiM	135
Writing Workshop Citing Sources: Styles	Citation: A (Very) Brief Introduction video: https://www.youtube.com/watch?v=IMhMuVvXCVw Purdue Online Writing Lab: https://owl.purdue.edu/	140
Sharpen Your Skills! Class Coin Collection	Forum Ancient Coins: https://www.forumancientcoins.com/gallery/thumbnails.php?album=249	144
Writing Workshop Citing Sources: In-Text Citations	How to Format In-Text Citations: https://libguides.williams.edu/citing/chicago-author-date#s-lg-box-21699945	147
Flex It! Prevailing Winds	How to Make a Wind Vane video: https://www.youtube.com/watch?v=NnU-RUQLjp0	150
Connect It: Culture Speaking and Writing Swahili	How Languages Evolve video: https://www.youtube.com/watch?v=iWDKsHm6gTA	151
Connect It: Economics Demand for Spices	How to Cook a Stew - The Medieval Way video: https://www.youtube.com/watch?v=tITKqXklwBU Mutancana Sweet and Savory Lamb Stew video: https://www.youtube.com/watch?v=tTJivnrwk34 How to Cook a Medieval Feast list: https://www.britishmuseum.org/blog/how-cook-medieval-feast-11-recipes-middle-ages	155
Flex It! The Sultan's Signature	You Could Get Lost in this Turkish Sultan's Elaborate Signature video: https://www.youtube.com/watch?v=iWDKsHm6gTA Sultan Suleiman insignia exhibit: https://www.metmuseum.org/art/collection/search/449533	156
Writing Workshop The Sultan's Signature	Avoiding Plagiarism video: https://www.youtube.com/watch?v=PzZsButRaHs	161
Connect It: Economics Indian Ports of Trade	Have Fun With OEC Data: https://oec.world/en/games	163
Career Corner Documentary Filmmaker	Top Documentary Films video clips: https://topdocumentaryfilms.com/category/history/ Filmora video editing software: https://filmora.wondershare.net/filmora-video-editor.html?gclid=EAlaIQobChMI5avSq9Si_gIVre3jBxInjg3jEAAAYASAAEgJbu_D_BwE	164
Tech Tie-In History Online	Wix website creator: https://www.wix.com/	167

Spark It!

Ignite Curiosity & Activate Prior Knowledge

Discuss the **Essential Question**, opening image, and timeline to preview the unit.

- Display the **Essential Question**: *How did the rise of empires in Africa, Southwest Asia, and India change societies politically, economically, and culturally?*
- Have students read the **Essential Question**, unit title, and lesson titles, then briefly look at the opening image and events on the timeline.
- Set a timer for 10 minutes and have students write down as many questions they think of that relate to the opening spread. Questions can be simple, such as "What is the name of the building in the image?" or more complex, such as "How did the Ghana Empire fall?"
- Once time is up, have students review their questions and select the two that they are most curious about finding answers to. Distribute sticky notes for students to write their two questions on.
- On a designated bulletin board or poster, write the title of the unit: **African and Asian Empires**. Have students take turns reading their questions to the class, explaining what part of the opening spread inspired the questions, then attaching their sticky notes to the board. If any questions are repeated, have students place their notes on top of the same question.
- After reading the unit and working through the activities, return to the question board and answer the questions as a class.

UNIT

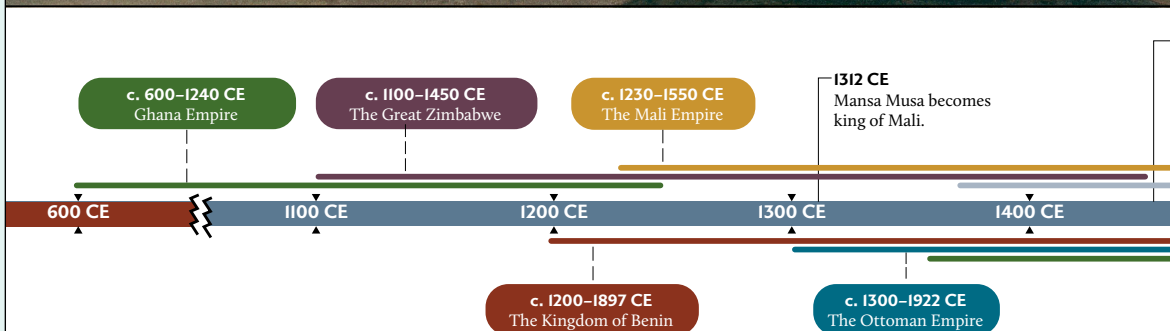
3

African and Asian Empires



BCE: Before the Common Era
CE: Common Era

Timeline Break



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Put Yourself in the Picture

- Direct students to examine the image on the opening spread without reading the caption.
 - **Ask:** What do you think the purpose of this building is? Why?
 - **Ask:** What do you notice about the architecture of the building?
- Instruct students to write their own three-sentence caption for the image that includes why they think the structure was built and what it was used for.
- Read the caption for the image as a class, then discuss the accuracy of students' predictions about the building.



Essential Question?

How did the rise of empires in Africa, Southwest Asia, and India change societies politically, economically, and culturally?

Lesson 1

Kingdoms Rise in West Africa

Lesson 2

The Growth of Trade in East Africa

Lesson 3

New Islamic Powers in Asia

Mughal emperor *Sha Jahān* commissioned the building of the *Taj Mahal* in India. It was built to be a mausoleum, or tomb, for his wife, *Mumtaz Mahal*. The famous structure combines many artistic styles from Indian, Ottoman, and Persian traditions.

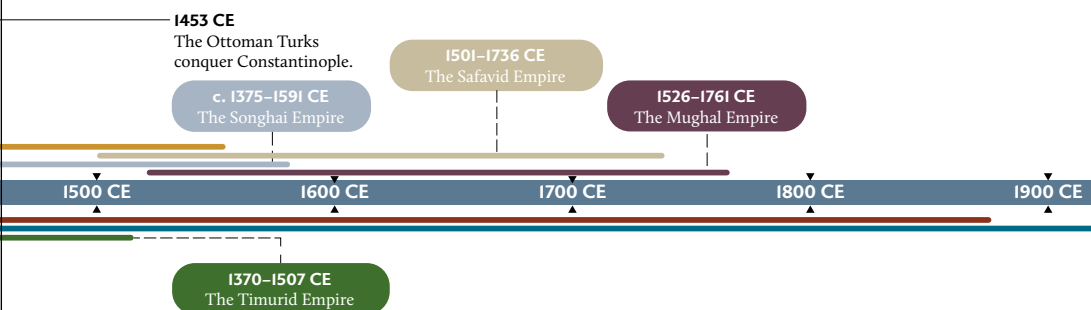
Learning Objectives

Skills Objectives

- Students will practice identifying the main ideas in the text to determine meaning in what they read.
- Students will use primary and secondary sources to analyze the wealth and economy of West African empires.
- Students will use historical thinking skills to identify patterns of continuity and change in history.
- Students will identify citation styles and practice paraphrasing and quoting with in-text citations to complete an informative essay and enhance their writing skills.

Content Objectives

- Students will describe West African civilizations, kingdoms, and empires and explain how trade brought wealth to the region.
- Students will explain connections between the geography, cultures, economy, and societies of East Africa.
- Students will identify the expansion and achievements of the Ottoman, Safavid, and Mughal Empires.



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Examine the Timeline

- As a class, examine the events on the timeline.
- Have students draw three columns on a sheet of paper and write each lesson title at the top of one column.
- Instruct students to sort the events on the timeline by predicting which lesson they relate to, then writing the event in that column.
- Next, have students compare their lists with a partner and discuss their reasoning for placing each event in the column they chose.
 - **Ask:** What event on the timeline are you the most curious about and why?
- Encourage students to come up with questions they have based on the opening image and timeline that they want to find answers for as they read.

Sneak Peek

Notice and Wonder

- As a class, read the **Learning Goals** for this lesson.
- Distribute a **Notice and Wonder** worksheet on page 25 in the **Teacher Tools** to students. Instruct them to quickly scan the text and write five things they notice in the appropriate column. Then have students write five things they still wonder about the lesson after scanning and reading the **Learning Goals** in the “Wonder” column.
- At the end of the lesson, have students revisit what they wondered about and determine if they received clarity or found an answer.
- Have students indicate their level of understanding for the **Learning Goals** by holding up fingers:
1—they do not get it
2—they kind of get it, but still need help
3—they definitely get it and are ready to move on
- Students will revisit the **Learning Goals** at the end of each lesson in the **Check It!** activities.

Key Terms

- **absolute monarch** (noun): a ruler who holds total power
 - **commodity** (noun): an economic good
 - **confederation** (noun): an alliance between states
 - **devout** (adjective): committed to religion
 - **extract** (verb): to separate from an ore
 - **forge** (verb): to shape by heating and hammering
- ★ **Note:** The **Teacher Tools** contain many graphic organizers that can be used to aid Multilingual Learners and Approaching Learners in understanding the **Key Terms**.

LESSON 1

Kingdoms Rise in West Africa



Find the Main Idea

Textbooks, just like movies and novels, have main ideas. Previewing a section of text for a main idea can make reading and retaining information easier.

As you read the lesson, find the main idea in each section by doing the following:

- Find a specific section title. These are in large, bold headings.
- Identify the topic based on the section title.
- Summarize the beginning passage directly under the title.
- Look at the first and last sentences of each passage.
- Look for repeating ideas.



As Islamic teaching spread across North Africa, many people converted to Islam. The original Great Mosque of Djenné was built in Mali in the 1200s CE, but it has since been rebuilt. **What materials do you think the builders used to construct this structure? Why do you think the walls have posts through them?**

As empires rose and fell in Asia, rulers in West Africa began expanding their kingdoms. Following the Arab conquests, Asia and Africa had become increasingly connected through trade. While Buddhism and Hinduism spread to new regions in East and Southeast Asia, Arab missionaries spread Islam in northern and western Africa. Many people converted to Islam, including the rulers of many of the first African empires.

Learning Goals

- I can describe the early civilizations of West Africa and how they relied on natural resources.
- I can trace the trade routes that formed among West Africa, North Africa, and Southwest Asia.
- I can explain how trans-Saharan trade brought wealth to the empires of Mali and Songhai.
- I can identify the forest kingdoms of West Africa and how they became wealthy.

Key Terms

absolute monarch
commodity
confederation
devout
extract
forge

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Unit 3

ML Support: Sneak Peek

- Distribute a copy of the **Quick Tour** for the lesson found on pages 60–67 in the **Student Support Guide**. Emphasize the images throughout the text. Pause periodically to check for understanding and allow students to discuss observations and questions.
- Consider having ML students review the **Check It!** questions for the lesson and discuss the answers before reading in the **Student Edition**. This will help develop any prior knowledge required to comprehend the topic, personalize the information, increase motivation for reading, and provide a clear focus for retention.

QUICK TOUR Unit 3: African and Asian Empires

UNIT OVERVIEW

Textbooks are full of new words and ideas. It can be hard to know what information is the most important. Read through the boxes below to explore the tools you are given to help you grow as a learner.

Essential Question

Each unit has an Essential Question. “Essential” means that something is important or needed. You should be able to answer the Essential Question once you are done reading a unit. To make sure you remember the question, you will read it at the beginning of each lesson.

Key Terms

Key Terms are the new words that you will learn in each lesson. In the text, these new words are highlighted yellow. You will also see some other words that are bold. These words are not Key Terms, but they are words that will help you understand what you are reading. The definitions for these words will be written in the margins, or the space off to the side of the main text.

Learning Goals

Learning goals are things that you should be able to talk about at the end of each lesson. The learning goals change for each lesson, so you will read through them before you start to read the Quick Tour. Sometimes it is hard to pick out ideas that relate to learning goals by yourself, so we have a page that focuses on ideas and events that relate to each lesson's learning goals.

Check It!

Before you read the text, review the questions at the end of the lesson. By knowing what the questions are, you can look for the answers in the text. Sometimes it is hard to pick out ideas that relate to Check It! questions by yourself, so we have a page that focuses on ideas and events that relate to each lesson's questions.

Early Civilizations in West Africa

The first agriculturalists in West Africa were Bantu-speaking people who lived along the Niger River in a region called the Sahel. Grassy plains, called savannas, cover the Sahel. The soil along the rivers created fertile fields. The people living in this region depended on the flooding of the Niger River to water their crops and support trade with other civilizations.

Bantu Societies Grow

In about 4000 BCE, people in sub-Saharan Africa began growing grain, yams, and fruit. They also raised animals such as cattle, sheep, goats, and chickens for food. To increase crop production, farmers built irrigation systems to water their fields. They also began **forging** iron tools, which helped them plow more land and plant more crops. As the food supply increased, the population grew. More people began working in specialized jobs as metalworkers, potters, or weavers. Others were salt miners, fishers, or merchants.

Bantu Culture Spreads

With a surplus of food and other items, Bantu-speaking merchants began trading with other African societies. Over time, their communities grew wealthy from trade. As their population increased, Bantu-speaking people began migrating into eastern, central, and southern Africa.

Their gradual movement, called the Bantu migration, occurred in stages over three thousand years, between 2000 BCE and 1500 CE. As they moved to new regions, they brought their language and culture with them, in addition to their knowledge and skills in agriculture and metalworking.

African and Asian Empires

The Ghana Empire

As the culture and technology of Bantu-speaking people spread, other societies were growing west of the Niger Delta. They formed their own communities along the Niger and Senegal Rivers in the region where Mauritania and Mali are today. Called the Soninke, the people in this region spoke a language called Mande. Over the course of several centuries, their kingdom grew into what would become the Ghana Empire.

Similar to other early societies in West Africa, the Soninke farmed along the fertile banks of the Niger River. Miners **extracted** copper and gold for trade with other civilizations, which added to Ghana's wealth. Over time, merchants and traders from Arab lands heard about Ghana's wealth and traveled long distances to trade with the Soninke people.

Ancient Ghana is located northwest of the modern country of Ghana, which is located on the northern coast of the Gulf of Guinea along the Volta River.



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Literacy POWER

Success Criteria: Students will practice identifying the main ideas in the text to determine meaning in what they read.

Find the Main Idea

Throughout this unit, students will practice finding the main ideas of sections, paragraphs, and the text as a whole. You may add or eliminate activities or resources to enhance each concept as necessary.

- Explain to students that they can practice being a better reader by learning to find the main idea of a section of the text.
- Have students share their suggestions on how to find the main idea of a section.
- Next, discuss the difference between a topic and a main idea. Explain to students how some people tend to think headings are main ideas, but they are sometimes topics. Point out that many paragraphs with different main ideas can be written about a specific topic.
- Instruct students to think of two to three more examples of topics and possible main ideas based on previous lessons or general knowledge. Write students' examples on the board and discuss.
- Have students practice finding the main idea for the section titled **Early Civilizations in West Africa** beginning on page 129 in the **Student Edition**. Discuss students' main idea suggestions as a class.
- As they read the rest of the lesson, have students find the main ideas for the other two main sections, then share their ideas with a partner.

★**Note:** The **Literacy Power** activities utilize reading strategies to cultivate content connections and skill development.

Links and Thinks

Bantu Knots: Hair History

- Explain that Bantu knots are a popular hairstyle today in which the hair is sectioned off, twisted, and wrapped so that it is stacked upon itself to form a spiraled knot. The history of the hairstyle dates back to the Bantu society in sub-Saharan Africa and is considered to be historically and spiritually significant.
 - **Ask:** How can hair be an expression of personal identity and heritage?
- Have students navigate to a [Visual History of Iconic Black Hairstyles](#) to learn more about Bantu knots and other historically significant hairstyles within the global Black community.
 - **Ask:** How can a hairstyle be a primary source of history?
- After the discussion, have students write a one- to two-paragraph explanation of how Black hairstyles have been preserved and how they have evolved over time since the early history of the Bantu society. Students should use examples from the article in their writing.

Notes

The [gold] nuggets found in all the mines of [Ghana] are reserved for the king, only this gold dust being left for the people. But for this the people would accumulate gold until it lost its value. The nuggets may weigh from an ounce to a pound. It is related that the king owns a nugget as large as a big stone.

—Spanish-Arab scholar and geographer named Al-Bakri, who interviewed merchants who had traveled through Ghana in the mid-1000s CE

Only the foundations of structures remain where the ancient city of Kumbi once stood. The people used mud bricks reinforced with stone slabs to construct their buildings.

The Soninke called their land *Wagadu*. Later, Arab traders called the region “Ghana,” which means “king” in Mande. Since the Soninke did not have a written language, much of what historians know about ancient Ghana comes from Arab writers who visited the empire or learned about it from traveling merchants.

Soninke people lived in clans led by the same king. They lived in towns and villages, the largest of which was Kumbi, also called Koumbi Saleh. Archaeologists believe this was probably the capital city of ancient Ghana.

The Capital City

Kumbi was built in a strategic trade location, which made the city wealthy. According to Arab writers, the city was inhabited by 15,000–20,000 people. However, archaeologists believe even more people may have lived there based on the city’s excavations.

The capital was surrounded by a wall with a large gate. Inside the wall, people constructed homes of mud brick with domed roofs. At the city center, there was a gathering place and a mosque. Although the kings of Ghana were not Muslim, many people converted to Islam as Islamic teachings spread throughout West Africa.

Building an Empire

Historians are not sure when the Ghana Empire was established, but they estimate that it was probably founded between 500 and 600 CE. During these years, the kingdom of Ghana expanded as the Soninke king formed an army capable of conquering other tribes in the region. The leaders of these tribes paid tribute to the Soninke king in exchange for keeping their positions as tribal leaders.

The Kings of Ghana

Ghanaian kings ruled as **absolute monarchs**, meaning they had complete control of the government. Although he had advisors, the king had the final word on every issue. The people treated the king as if he were sacred by offering him sacrifices.

Over time, tribute payments, taxes, and gold mining brought great wealth to the kings of Ghana. Since only the kings of Ghana were allowed to own large pieces of gold, the wealth they held in their treasuries was significantly more than the gold possessed by anyone else. As a reflection of their wealth and status, the kings wore elaborate clothing and ornate jewelry. According to Arab writers, Ghanaian kings lived in a grand palace in the city of Kumbi.



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Unit 3

Special Education Tip



Many students with learning differences benefit from instructions that begin with what they are about to learn. Review the **Learning Goals** so that students feel prepared as they begin the lesson and can evaluate their progress at the end of a lesson.



Gold and Salt Deposits

The area surrounding ancient Ghana was rich in deposits of gold and salt, which were very valuable resources. Gold was mined mostly along the southern and eastern borders of the empire, while most salt was mined in the Sahara Desert, north of Ghana. In addition to flavoring food, salt is used to preserve food, making it last much longer. For those traveling long distances or transporting food from other regions, salt was especially important.

Trade Brings Wealth

To trade for gold, salt, ivory, and animal hides, merchants traveled through the Ghana Empire using a series of trade routes. As traders crossed the border, they had to pay a special tax to the king of Ghana. If they brought trade goods with them, they had to pay another tax to conduct trade within the empire.

Taxes paid by foreign merchants funded the king's military and helped him provide protection to trade caravans that passed through Ghana. In most cases, these taxes were paid in gold. Ghana's closest trade partners came from North Africa, which was closely connected to the larger Islamic world.

African and Asian Empires

Camel Caravans

As Ghana grew, traders from North Africa began searching for a safe route across the Sahara. The heat and lack of water made the journey dangerous. Many people lost their way, and some were never heard from again. In the 400s CE, Amazigh tribes from North Africa began using camels for transportation. They traveled across the North African desert and benefited from trade.

The use of camels created new trade possibilities, since camels can cross deserts with little water. They can also carry heavy loads, so traders could transport more goods. Over time, Amazigh traders identified the easiest routes through the desert as well as necessary oases with food and water.

Merchants traveled from city to city across North and West Africa using camel caravans, which are still used in some regions of Africa today.

What Do YOU Think?

Why do you think trade was important to many people who migrated in the desert?

LINKING THE PAST TO THE PRESENT



The Greeks and Romans called foreigners who did not speak Greek or Latin "barbarians." During the Arab conquest, this practice continued, and the Native inhabitants of North Africa came to be known as "Berbers." Today, descendants of these tribes are advocating for the use of their own name, Amazigh, which means "free people." Why do you think they want people to call them by their own name rather than the name given to them by foreign conquerors?

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What Do YOU Think?

Trade in the Desert

- Have students review page 131 of the **Student Edition** and prompt them to answer the **What Do YOU Think?** question as a feature of the class discussion.

- **Ask:** What challenges might exist for nomadic tribes trading in the desert?

Answers will vary, but students may mention that the heat and lack of water made the journey dangerous.

- **Ask:** How might trading have been beneficial for nomadic tribes? *Answers will vary, but students may suggest that nomadic tribes could exchange forged or specialized goods for other vital resources that could be used by the tribe or traded with another town within the empire.*

- **Ask:** Which resources do you think might have been the most valuable for the nomadic tribes to trade in the desert and why? *Answers will vary, but students may mention gold, salt, ivory, and animal hides.*

TALK ABOUT IT

How did the Ghana Empire collect and use taxes on imports and foreign traders? How do modern countries collect and use taxes from imports?

Flex It!

Success Criteria: Students will use a cross-curricular learning lens to engage with history through financial literacy.

Trade in Ghana

- Explain to students that economists analyze business decisions by identifying strengths, weaknesses, opportunities, and threats (SWOT). Factors like geography, personal or cultural interests, and access to goods and resources can all influence a SWOT analysis.
- As a class, select one business local to your area and write the name of it at the top of the board or class display. Then create four columns and label them as "strengths," "weaknesses," "opportunities," and "threats."
- Invite volunteers to share ideas about what they think might be the strengths, weaknesses, opportunities, and threats for the chosen local business. Encourage students to consider what products the business sells, who the competitors are, and why the business might have chosen to enter that market sector.
- Next, explain that historical markets can also be analyzed for strengths, weaknesses, opportunities, and threats. Distribute copies of the **SWOT Analysis** worksheet on page 20 in the **Student Activities** to each student.
- Have students review pages 132–133 of the **Student Edition** and complete their analysis based on the trading history of the Ghana Empire. Once students finish, lead the class in a reflection discussion.
 - Ask:** What factors affected business opportunities in Ghana?
 - Ask:** How did the strengths and opportunities compare to the weaknesses and threats associated with trading in the Ghana Empire? Do you think the risks were worth the rewards? Why or why not?
 - Ask:** How did the SWOT analysis of the local business compare to the analysis of the Ghana Empire? Why do you think those similarities and differences exist?
- For an exit ticket, have students write a three- to five-sentence reflection on how SWOT analyses can help us interpret business decisions both historically and today.

They load their camels at late dawn, and march until the sun has risen, its light has become bright in the air, and the heat on the ground has become severe. Then they put their loads down ... and stretch awnings to give some shade from the scorching heat and the hot wind of midday ... because the sun kills with its heat those who run the risk of marching at midday.

—Muslim scholar Ibn Battuta, who made a journey across the Sahara in 1351 CE

Trade Routes Expand

When merchants from North Africa discovered that Ghana had salt and gold, trade between North and West Africa increased. People from other regions learned about the riches of the Ghana Empire, which came to be known as the "Land of Gold." Soon, merchants from Europe and Southwest Asia paid Amazigh traders to lead their camel caravans through the desert. These trade routes across the Sahara Desert are known as the trans-Saharan camel trade.

By the 800s CE, many camel caravans were regularly crossing the Sahara to reach West Africa. Caravans brought items such as metal tools, ivory, leather, bananas, and palm oil to trade for gold from Ghana. Merchants would gather in large cities, especially the capital of Kumbi, to barter for different trade goods. The kings of Ghana grew increasingly wealthy as the empire prospered from trade.



Camels could carry very heavy loads, which made them useful for traveling merchants. Why do you think people traveling with such valuable loads would feel threatened in areas experiencing conflict? Why do you think they would begin looking for alternate routes?

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Islamic Influence in Ghana

As Muslim traders from North Africa reached Ghana, they brought not only goods but also Islamic teachings. Some people in Ghana began to convert to Islam. Some towns built several mosques where Muslims could worship.

Other people, however, including the royal family, continued the traditional religious beliefs of the Soninke tribes. They believed in a Creator, but their religion was based on animist beliefs. They built shrines dedicated to different spirits. Kings and priests performed rituals to appease the spirits, and many of the people wore charms to protect themselves from evil spirits.

Although some Ghanaian people converted, Islam would not become a major religion in West Africa until after the collapse of the Ghana Empire. Today, most people living in West Africa practice Islam.

The Ghana Empire Collapses

The kings of Ghana tightly controlled trade, and they began to use their influence to increase their economic power. This angered nearby rulers, who also wanted to profit from the trans-Saharan trade. Rulers from these rival nations began to invade Ghana. In 1076 CE, a **confederation** of North African tribes attacked Kumbi. Soon, other cities were taken, and Amazigh traders gained control of many regional trade routes.

Some tribes in Ghana began breaking away to form their own governments. This caused a series of civil wars, which made the trade routes through Ghana less safe. Fewer merchants were willing to use these routes, and safer routes began to open east of Ghana in what would become the Empire of Mali. As trade declined, the power of the Ghanaian kings decreased. In 1240 CE, Ghana was conquered by the king of Mali.

Unit 3



Differentiation: Flex It!

Consider the following alternative approaches to this activity to meet the needs of your class.

- Advanced Learners:** Have students select a society from a previous unit that engaged in trade, such as the Mongols or people of the Eurasian Steppe, to conduct an additional analysis for. Instruct students to write a two-paragraph comparison of the analyses.
- Approaching Learners:** Select examples from the text for each category of the SWOT analysis and print them onto strips of paper. Have students work with a partner to categorize the examples and glue them in the appropriate category of the worksheet.

Name: _____ Date: _____	
Flex It! SWOT Analysis Unit 3: Lesson 1 Instructions: Economists analyze business decisions by examining the strengths, weaknesses, opportunities, and threats (SWOT) within an individual business or market sector. Conduct a SWOT analysis based on the history of trading in the Ghana Empire by answering the questions below.	
Strengths What are some of the natural resources that the Ghana Empire had to offer?	Weaknesses What challenges were experienced by leaders within the Ghana Empire?
Opportunities What possibilities existed for traders in the Ghana Empire?	Threats What were the government's rules for traders in the Ghana Empire?
Reflection Based on your SWOT analysis, would you have traded in the Ghana Empire? Why or why not?	

Between 1000 and 1450 CE, Africa was a busy crossroads of international trade. Overland routes linked the Silk Roads with civilizations across North and West Africa. As Islamic teachings spread under Arab rule, many Amazigh tribes living in North Africa began to convert to Islam.

In time, different Amazigh tribes formed alliances with each other and reclaimed land in northwestern Africa. They even claimed land in Spain that had been under Abbasid control. These confederations of Amazigh tribes, called the Almoravids and the Almohads, had converted to Islam following the Arab conquest of North Africa.

Amazigh traders profited from their knowledge of the desert, and they enjoyed a monopoly on trade in North and West Africa. When Ghana collapsed, the city of Kumbi became less important, and cities to the north and east became larger trade centers. Gold remained the most important trade **commodity**, and miners worked hard to extract gold near the Niger and Senegal Rivers in what would later become the Mali Empire.

As Amazigh traders traveled into West Africa, they brought Islam with them. Many more West Africans converted to Islam, including many ruling families. Trade brought wealth to new West African kingdoms and empires, including Mali, Songhai, Benin, and Ile-Ife. Having adopted Islam, rulers in these places built mosques and supported the spread of Islam.

Soon after the Ghana Empire collapsed, the Mali Empire rose in its place. At its peak, this empire stretched hundreds of miles from the Atlantic Coast to the major trade city of Timbuktu. Mali's founding ruler, Sundiata Keita (sŭn-dē-Ā-tă KĀ-tŭ), took over the gold trade after conquering Ghana. He also took over more territory around Mali, building an empire that was much larger than Ghana. In addition to salt and gold, Mali merchants traded copper, ivory, and enslaved people. With access to trans-Saharan trade routes, the Mali Empire grew wealthy.

The Mali Empire, c. 1230–1550 CE



This map illustrates the Mali Empire, which flourished from approximately 1230 to 1550 CE. The empire's territory is shaded in light orange and covers a vast area in West Africa, stretching from the Atlantic coast in the west to the Sahara Desert in the north, and from the Gulf of Guinea in the south to the Mediterranean Sea in the north. Key cities and locations marked include Audaghost, Walata, Kumbi, Timbuktu, Gao, Djenné, and Niani. The map also shows the Niger River, the Benue River, and the Congo River, along with the Sahel and the Sahara Desert. A legend indicates that the light orange area represents the Mali Empire, the yellow area represents Gold Fields, and the red line represents Trade Routes. A scale bar shows distances in miles (0 to 500) and kilometers (0 to 500). A compass rose indicates the cardinal directions (N, S, E, W).

Spotlight On...



Success Criteria: Students will explain the contributions of Mansa Musa by creating a slideshow presentation.

Mansa Musa

- Show students [The Richest Person in History](#) from TED-Ed.
- ★ **Note:** If you have a TED-Ed account, consider having students complete the activities in the TED-Ed lesson.
- **Ask:** What are some ways Mansa Musa contributed to society? *Mansa Musa developed trade routes; established important cities like Timbuktu; founded universities, libraries, and mosques; and encouraged the study of art, architecture, and literature.*
- **Ask:** How might these contributions be foundational to society? *These contributions are foundational to society because they stimulate learning, culture, and trade.*
- Divide the class into groups. Instruct groups to choose one of Mansa Musa's accomplishments to highlight in a slideshow presentation. Presentations should be composed of three to five slides and include the following:
 - » background on the era during which Mansa Musa lived and ruled
 - » description of the chosen accomplishment of Mansa Musa
 - » explanation of how that accomplishment impacted humanity
 - » how the accomplishment plays a role in or is relevant to today's society
 - » two or more visual elements (video clips, maps, artifacts, etc.)
- Once finished, have groups present their slideshows to the class. Alternatively, consider having groups post their slideshows on a class blog.



Differentiation: Spotlight On...

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Advanced Learners:** Require groups to facilitate a class discussion as part of their presentation that includes one discussion question per student in the group. Instruct them to also prepare possible answers for their questions to help prompt the class if needed.
- **Approaching Learners:** Modify the requirements of presentations to include three of the five options, and provide students with resources, examples, and slideshow templates for them to complete the project.



Mansa Musa reigned 1312–1337 CE

Mansa Musa, or Musa I, was one of the greatest Mali emperors. The title Mansa means “king of kings.” Many historians believe he was the richest man in history. Although little

is known about his early life, historians believe Musa was the grandson or grandnephew of Sundiata, the founder of the Mali Empire. In 1312 CE, Musa became king, and he ruled the empire for the next 25 years.

As king, Musa raised an army of about 100,000 men with a cavalry of 10,000 horses. Under the command of General Saran Mandian, Mansa Musa's army doubled the size of the Mali Empire. People from many different tribes lived in the regions that they conquered. They spoke different languages and practiced different religions. To manage his vast and diverse empire, Mansa Musa divided the land into provinces governed by appointed officials. They helped enforce laws and collect taxes.

In 1324 CE, Musa left Mali to perform his hajj, or religious pilgrimage to Mecca. He took thousands of people with him, including soldiers, officials, servants, and enslaved people. According to historical accounts, he brought 80 camels, each carrying hundreds of pounds of gold from the mines of Mali. He spent much of this gold in the cities along the way to Mecca, especially Cairo, Egypt.

After returning from Mecca, Musa worked to convert more people to Islam. He constructed mosques and schools throughout the empire. It was not long before the mosque in Timbuktu became a major center for learning and the arts. The city would later be the home of the University of Sankore, the oldest operating university in Africa. Commerce in the city also increased as merchants from Asia and Europe began making journeys to Timbuktu.



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Increasing Regional Influence

Mansa Musa was one of the most powerful rulers of Mali. During his reign, he supported the spread of Islam in his empire. In 1324 CE, Mansa Musa traveled on a religious pilgrimage to Mecca. Along the way, he stopped in cities in North Africa and Southwest Asia. Rulers in these regions were impressed with his great wealth. His travels helped increase trade, as other rulers formed strong trade partnerships with Mali.

Timbuktu

Several cities in Mali grew into important trade centers. The largest was Timbuktu, which was founded about 1100 CE by pastoralists from North Africa called the Tuareg (TWĀ-rĕg). Located at the edge of the desert, Timbuktu served as a start and end point for merchants crossing the Sahara. Timbuktu reached its peak in the 1300s CE, when it became a center of commerce and culture.

In addition to commodities like salt and gold, African and Arab merchants bought and sold enslaved people. Many of them had been taken as prisoners of war. They were often forced to work in mines in West Africa or as servants in Arab states. Scholars estimate that between 650 and 1600 CE, over 5 million enslaved people were brought through Timbuktu on their way to other centers of trade.

Scholarship

When Mansa Musa returned from Mecca, he founded one of the world's first universities in Timbuktu. Religious scholars came there to teach, and the city became a center for Islamic studies. In addition to religion, students studied law, history, geography, astronomy, and medicine. These classes were conducted in Arabic, not native African languages.

Unit 3

Links and Thinks

Treasures of Timbuktu

- Have students navigate to [The Timbuktu Manuscripts](#) to explore an interactive website of primary sources from the Malian Empire. Instruct students to select one of the genres of interactive manuscripts that interests them to explore.
- Distribute copies of the **Treasures of Timbuktu** worksheet on page 21 of the **Student Activities** to each student. Instruct them to complete the organizer with three things they learned, two things they found interesting, and one question they have about the manuscripts they explored.

Links and Thinks | Treasures of Timbuktu | Unit 3: Lesson 1

Instructions: Timbuktu was one of the largest cities and centers of trade in the Malian Empire. Additionally, it is home to one of the most extensive libraries that contains thousands of manuscripts documenting life in the Malian Empire. Using the list provided by your teacher, choose one set of manuscripts to explore. In the chart below, Record three facts you learned, two interesting facts, and one question you have.

Three facts I learned:
1.
2.
3.
Two facts I found interesting:
1.
2.
One question I still have:
1.

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Society in Mali

While many people traveled to study in Timbuktu, most people in West Africa were farmers who spoke their own native languages. People living outside of Mali's large cities did not have access to higher levels of education, and many of them continued to practice their own religions. Some people blended animist beliefs with Islam.

Although the royal family grew wealthy from trade and tribute payments, most people living in Mali did not share this wealth. They worked as farmers, miners, or artisans and lived like they had been living for centuries.

The Mali Empire Declines

Gradually, Mali weakened due to trade competition, civil wars, and conflicts with nearby tribal groups. Portuguese merchants began sailing to ports along the coast of West Africa, bypassing the land routes through Mali. As trade competition increased, the influence of Mali's rulers weakened. Finally, in 1468 CE, most of Mali's land was conquered by the king of Songhai (sǒn-Gǐ), West Africa's next large empire.

Located in Mali, Timbuktu was a center of trade and learning between the 1200s and 1600s CE. What do you notice about the architecture of these buildings?



African and Asian Empires

Connect It: Culture

Oral Traditions in West Africa

Ancient West African civilizations did not leave written records of their history. Instead, they kept a rich oral tradition that was passed down through griots (GRĒ-oh), who are trained storytellers, singers, and musicians. Griots carefully learn their history by listening to the epics of the griots who came before them. Often, they use stringed instruments to accompany their storytelling, which can take the form of short stories, songs, poems, or historical narratives. For over 1,000 years, griots have preserved the history of many different West African societies, and they still play an important role in many of these cultures today. In addition to providing instruction, they also help advise community leaders.



Connect It: Culture

Success Criteria: Students will use an interdisciplinary learning lens to connect history to culture.

Oral Traditions in West Africa

- As a class, review the **Connect It** feature on page 135 of the **Student Edition** and explain to students that griots are traditional West African storytellers and historians.
- Next, have students watch [The Griot Tradition of West Africa](#) video to learn more about the role of griots and the importance of lineage and culture. This video features Sibou Bangoura, who is a griot from Guinea, West Africa. He sings a traditional West African song about the importance of the griot people, and explains about his culture and the griot role within that culture.
 - Ask:** What figures in your culture are responsible for passing down culture and traditions? How do these figures compare to the traditional role of the griot?
 - Ask:** How does music relate to storytelling?
- Have students participate in a story circle by separating them into small groups. Assign each group member one or more of the following roles depending on how many students are in each group:
 - » Recorder: take notes on what is shared in the group
 - » Illustrator: draw an image for each story told
 - » Timer: ensure that no storyteller speaks for less than 30 seconds or longer than one and a half minutes
 - » Praiser: share with the speaker what they did well at the end of their story
 - » Material Manager: gather supplies for the group and be in charge of turning in notes and illustrations
- Allow students time to individually brainstorm a story they want to share with their group and write down any notes they might need. Stories can be something they personally experienced, or a story that was told to them.
- Set a timer for 10 minutes and have groups share their stories with each other. Remind students to be respectful to each other and allow everyone a chance to share.
- Once stories have been told and materials have been turned in, discuss students' experiences as a class.
 - Ask:** How does sharing and listening to stories help us learn more about the world around us?
 - Ask:** How was your story circle similar to or different from what the West African griots do?

ML Adaptation: Connect It

Consider the following alternative approaches to this activity to meet the needs of your class.

- Accommodated Option:** Provide students with visual supports to contextualize the directions and roles for the story circle. Consider intentionally assigning them the role of illustrator or material manager depending on their language level.
- Integrated Option:** If applicable, have students share how history or popular stories from their country or culture of origin are relayed or told.
- Cooperative Option:** Create and assign the role of interpreter to ML students where they will be responsible for interpreting their group's story into their primary language. Alternatively, consider allowing students to create a bilingual glossary for their group.

Notes

The Songhai Empire, c. 1375–1591 CE



The Songhai Empire

King Sonni Ali of Songhai, also spelled Songhay, conquered the land of Mali about 1468 CE. From the Songhai capital city of Gao, Sonni Ali expanded his empire to include the lands along the Niger River as well as profitable trade centers, including the cities of Timbuktu and Djenné.

Early Settlement

The people of Songhai built the city of Gao along the Niger River about 800 CE. For centuries, they farmed and fished along the river. However, similar to Ghana and Mali, Songhai's capital of Gao became an important center of commerce as trans-Saharan trade increased. In addition to gold and salt, people in Songhai also traded copper and enslaved people.

As Gao grew into a wealthy trade hub, Mansa Musa conquered the region, adding it to the Mali Empire. Around 1375 CE, as Mali began to weaken, the people of

LINKING THE PAST TO THE PRESENT



The Tuareg are a confederation of tribes related to the Amazigh tribes of North Africa. For centuries, Tuareg guides led camel caravans across the Sahara Desert into West Africa. Sometimes, bands of Tuareg raiders attacked caravans to steal goods. When the Mali Empire was in decline, Tuareg warriors raided cities in Mali, leading to the empire's demise.

Today, over a million Tuareg pastoralists live in North and West Africa. Each tribe has a leader, called the amenokal, who is advised by a group of elders. Traditionally, Tuareg society is a feudal system, with nobles and warriors who owe loyalty to higher nobles and the ruler. Most Tuareg people are Muslim today, though they combine their Islamic practice with their own traditions.

Unlike other Amazigh tribes, Tuareg society is matrilineal. Inheritances are passed down through the mother's line. Although men serve as the tribal leaders, women hold a high status in society. They own the animals that the tribe herds as well as other goods. Traditionally, Tuareg men wear a distinct blue veil around women or strangers. In the desert, veils provide protection against wind and sand. Tuareg pastoralists still use camels for desert travel today. During the past 50 years, droughts throughout West Africa have threatened the traditional way of life for Tuareg pastoralists. Many of them have moved to West African cities to find work.



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Unit 3

Teacher Tip



After you ask a discussion or recall question, give students an appropriate amount of processing time before calling on a student. Some students will always raise their hands quickly, but other may arrive at the correct answer with a few more seconds of time to reflect.



This pyramid structure, built in 1495 CE, marks the tomb of Askia Muhammad. It stands in the city of Gao and is located between two mosques. Similar to most West African buildings, it was constructed using mud brick reinforced with wood.

Songhai rebelled against Mali and began taking their land. Songhai rulers were eager to control Mali's natural resources and the trans-Saharan caravan trade. A century later, Sonni Ali led the Songhai army as they captured the city of Timbuktu from the Tuareg tribes.

Islamic Influence in Songhai

After Sonni Ali's death, King Askia Muhammad I took the throne. He was a **devout** Muslim, and he created a legal code based on the teachings in the Quran. He also made Arabic the empire's official language, instead of the native languages spoken by most of the people who lived in Songhai.

To manage his empire, Askia Muhammad divided the land into provinces, each governed by an official he appointed. He raised a professional army to defend Songhai, and he maintained a fleet of canoes for military use.

Like Mansa Musa, Askia Muhammad made a pilgrimage to Mecca. He made trade connections with other rulers in Southwest Asia and North Africa. During his rule, Timbuktu remained an important center of learning. He encouraged scholars and artisans from nearby regions to move to Songhai, and he built new schools to promote education.

The Songhai Empire Ends

After Askia Muhammad's death, a civil war broke out for control of the empire. In 1590 CE, Songhai was conquered by armies from Morocco who used guns in battle. The king of Morocco claimed Songhai's riches and access to trade centers, including Timbuktu. Although the empire collapsed, the model of Islamic government Askia Muhammad created was later used by other West African states.

What Do YOU Think?

Why do you think rulers often went to war with other nations in order to control trade routes?

What Do YOU Think?

Trade Routes

- Explain to students that roads and other trade routes are an important aspect of the supply chain. This infrastructure ensures people get the goods and services they need. Explain that infrastructure includes roads and bridges, power supply, water, and other necessities that facilitate public and private activity within a community.
- **Ask:** What major roads are around where you live? How might stores and other businesses be different if those roads did not exist or if access to those roads were cut off?
- **Ask:** How could access and control over trade routes contribute to the strength of a nation? *Answers will vary, but students may suggest that by controlling trade routes, a nation can funnel the wealth of an entire area, thus increasing their power and influence.*
- **Ask:** What do you think were the risks and benefits of going to war over trade routes? How might the wealth of these nations have been different if these wars were not fought? *Answers will vary, but students may suggest that these wars posed a risk through the loss of lives of individuals and resources. However, by going to war, these nations may have benefited from acquiring more wealth by controlling the trade route rather than just conquering a city.*

Notes

Evaluate the Evidence

Success Criteria: Students will use primary and secondary sources to analyze the wealth and economy of West African empires.

Wealth of West Africa

Students will compare primary sources: an excerpt from *Book of Roads and Kingdoms* on ancient Ghana, writings of Al-Umari on Mansa Musa, and an excerpt from *The Description of Africa* on Timbuktu.

- Either display the text and sources using the **Unit 3 PowerPoint** or have students analyze them from the **Student Edition**.
- Have a class discussion about sources of information.
 - ▶ **Ask:** Why do you think much of what historians know about West African empires comes from secondary sources?
 - ▶ **Ask:** Are secondary sources reliable information? Why or why not?
 - ▶ **Ask:** Is oral history a reliable source of information? Why or why not?
- After your discussion, have students work independently, in pairs, or in groups to answer the questions.
- ★ **Note:** Worksheets for analyzing different types of primary and secondary sources can be found on pages 64–69 in the **Teacher Tools**.

Evaluate the Evidence

Wealth of West Africa

While in power, the Ghana, Mali, and Songhai Empires controlled much of the trans-Saharan trade, bringing growth and wealth to their lands. Much of what historians know about the wealth of these West African empires comes from oral history and secondhand accounts. Examine the sources below, then answer the questions.



Excerpt, *Book of Roads and Kingdoms*, 1067 CE

The following description of the king's court in ancient Ghana was written by Al-Bakri, a Muslim geographer from Spain. The information he gathered came from merchants and visitors who traveled through Africa.

The king adorns himself ... wearing necklaces round his neck and bracelets on his forearms, and he puts on a high cap decorated with gold and wrapped in a turban of fine cotton. He sits in audience to hear grievances against officials in a domed pavilion around which stand ten horses covered with gold-embroidered materials. Behind the king stand ten pages holding shields and swords decorated with gold, and on his right are the sons of the kings of his country, wearing splendid garments and their hair plaited with gold. ... At the door of the pavilion are dogs of excellent pedigree who hardly ever leave the place where the king is, guarding him. Round their necks they wear collars of gold and silver studded with a number of balls of the same metals.



Excerpt, Writings of Al-Umari, c. 1337 CE

The following description, written by Arab historian Al-Umari, depicts Malian King Mansa Musa's visit to Cairo, Egypt, while on his pilgrimage to Mecca. Mansa Musa's pilgrimage became widely known because of the tales of his wealth.

From the beginning of my coming to stay in Egypt I heard talk of the arrival of this sultan Musa on his Pilgrimage and found [the people of Cairo] eager to recount what they had seen of the Africans' prodigal spending. I asked the emir Abu ... and he told me of the [wealth], manly virtues, and piety of his sultan. "When I went out to meet him ... he did me extreme honour and treated me with the greatest courtesy. ... Then he forwarded to the royal treasury many loads of unworked native gold and other valuables."

This man [Mansa Musa] flooded Cairo with his benefactions. He left no court emir nor holder of a royal office without the gift of a load of gold. ... They exchanged gold until they depressed its value in Egypt and caused its price to fall.

Notes



Excerpt, *The Description of Africa*, 1526 CE

The following is a description of the city of Timbuktu by Leo Africanus, a Moroccan diplomat and writer who traveled through Africa. Timbuktu was a large trade center during both the Mali and Songhai Empires. Salt and goods from the Mediterranean were traded in Timbuktu for items such as gold, ivory, enslaved people, and more.

The houses of Timbuktu are huts made of clay-covered wattles with thatched roofs. In the center of the city is a temple built of stone and mortar ... and in addition there is a large palace ... where the king lives. The shops of the artisans, the merchants, and especially weavers of cotton cloth are very numerous. Fabrics are also imported from Europe to Timbuktu, borne by Berber merchants.

There are in Timbuktu numerous judges, teachers, and priests, all properly appointed by the king. He greatly honors learning. Many hand-written books imported from Barbary are also sold. There is more profit made from this commerce than from all other merchandise.

Instead of coined money, pure gold nuggets are used; and for small purchases, cowrie shells which have been carried from Persia.

Observe

1. What words in the description of the king's court in Ghana indicate wealth?
2. What gift did Mansa Musa give to the royal officers of Cairo?
3. According to *The Description of Africa*, what is the most profitable commerce in Timbuktu?

Evaluate

4. Describe the similarities or differences that stand out in these descriptions.
5. How did Ghana, Mali, and Songhai become wealthy empires?
6. How did Mansa Musa have an impact on the economy in Egypt? How might his pilgrimage have had an impact on the Mali Empire?

Conclude

7. How might the geographic locations of the Ghana, Mali, and Songhai Empires have contributed to their wealth?
8. How do you think trade helped the development of states and cities, such as Timbuktu, in West Africa?
9. Why do you think the wealth, learning, and generosity of these empires was not reported in many 20th-century history books?

Observe

1. Al-Bakri uses descriptions such as "gold," "fine cotton," "gold-embroidered," "decorated with gold," and "plaited with gold" to indicate the wealth of the king.
2. Mansa Musa gave "the gift of a load of gold."
3. Leo Africanus states that hand-written books are the most profitable commerce.

Evaluate

4. Answers will vary, but students may note similarities and differences such as Al-Bakri and Al-Umari's descriptions being secondhand accounts while Leo Africanus's traveled to Timbuktu himself, mentions of gold and money in the descriptions, mentions of kings, etc.
5. The wealth of Ghana, Mali, and Songhai came from trade, and control over Trans-Saharan trade.
6. Al-Umari's description suggests that Mansa Musa gave out so much gold in Cairo that it "depressed its value in Egypt." Students should note that this means the value of gold was less than it was before since there was so much going around. Students may suggest that Mansa Musa's pilgrimage brought attention to the wealth of the Mali Empire, possibly causing more people to travel there and add to its wealth.

Conclude

7. Students may say that a location that allows these empires to control the trans-Saharan trade would allow them to control goods from all over Africa, Europe, and Asia.
8. Trade would have introduced ideas, technology, goods, and travelers from many places, facilitating a thriving economy, scholarship, and culture.
9. Students may say that many 20th-century Western historians did not consider oral history or documents produced by people outside these empires legitimate sources. You may wish to discuss with students why modern historians and scholars analyze a variety of sources to accurately represent a historical culture.

Writing Workshop

Success Criteria: Students will identify citation styles and practice paraphrasing and quoting with in-text citations to complete an informative essay and enhance their writing skills.

Citing Sources: Styles

- Explain to students that citations give credit to others for their ideas and writing when the ideas are used as supporting evidence to back up a claim. There are several styles of citations that are used for different types of writing. When writing using sources, it is important to choose one style to keep citations consistent and organized.
- Show students the video, [Citation: A \(Very\) Brief Introduction](#).
- Next, write the following styles on the board and explain that these are common types students will likely encounter during their academic career:
 - » MLA (Modern Language Association): typically used in English and literature
 - » APA (American Psychological Association): typically used in the fields of psychology and geography
 - » Chicago style: typically used in history and business
- Show students examples of the citations by using one source cited in the three different formats. Point out the differences and similarities they see in the citations.
 - **Ask:** What information do all three styles require?
 - **Ask:** Why do you think this information is important for a citation to have?
- Have students conduct research to find a reliable online source relating to the forest kingdoms of West Africa.
- Once they have their source, instruct students to write a citation for it in MLA, APA, and Chicago style. Students can use the [Purdue Online Writing Lab](#) for reference when writing their sources, as well as to explore the styles in more detail.
- Next, have students switch citations with a partner and try to locate the correct source using the information from the citations.
 - **Ask:** What information was most helpful in locating the source? Was there any missing information that would have made it easier to locate the source?



Artisans from Ile-Ife are known for crafting heads and human figures from metal, clay, and stone. This brass head wears a crown, signifying that this person was probably a ruler.

Forest Kingdoms

South of the African savannah is a tropical forest region. Today, Liberia, Sierra Leone, Guinea, Cote D'Ivoire, Nigeria, and Ghana are in this region. The area is mostly hot, with two rainy seasons that bring 50 to 100 inches of rain annually. Beginning in 1000 CE, it was also home to two powerful states: Ile-Ife and Benin.

Ile-Ife

According to Yoruba tradition, Ile-Ife (Ē-lā Ē-fā) was the birthplace of humans. Located in what is now southwest Nigeria, it is the oldest city founded by the Yoruba people. They believed the god Oduduwa founded the city and became its first ruler. Historians are not sure when the city was actually founded, but estimates range from 500 BCE to 500 CE.

The king of Ile-Ife was called the *ooni* (Ō-nē). By the early 1000s CE, Ile-Ife had grown into a kingdom, and the city itself became a major cultural and artistic center. The city was protected by a large defense wall. Some of the buildings in Ile-Ife were built of stone, including the king's palace and a few sacred shrines. To prevent muddy streets, some roads were paved with terra-cotta tiles.

Technology and Trade

Ile-Ife was close to a gold mine, so the same trade that made Ghana, Mali, and Songhai wealthy also helped Ile-Ife grow. People from this region also traded ivory, nuts, and pepper. The rain and fertile forest soil made the land good for farming. Metalworkers forged iron tools so farmers could plant and harvest more crops.

With a surplus of food, people began to specialize in other trades, especially art. Ile-Ife's artisans became famous for their sculptures of terra-cotta, stone, brass, copper, and bronze. These sculptures often depicted heads and full human figures of rulers and deities. The artistic styles of Ile-Ife influenced people living nearby in the city of Benin, which would rise to regional prominence as Ile-Ife declined.

Benin

The city of Benin (bē-NĒN) was established by the Edo people about 1180 CE. Over the course of a century, the city became a thriving trade center. Benin farmers benefited from fertile soil and rainfall, which helped them produce a surplus of crops. Similar to Ile-Ife, Benin artisans became famous for their works of art. Most of their sculptures were made of bronze, copper, brass, or ivory.

The king of Benin and the surrounding area was called the *oba*, although local chiefs still had



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Unit 3

Teacher Tip

Photo captions can be excellent discussion topics along with the Linking the Past to the Present features. Consider choosing topics that seem especially applicable to your students and use them for focused conversations.



LINKING THE PAST TO THE PRESENT 6

Between the 1200s and 1500s CE, artisans in Benin created thousands of metal plaques and sculptures that are collectively known as the Benin Bronzes. These plaques illustrate the history of the Kingdom of Benin, like a large visual history book. They were made to hang in chronological order on the walls of the royal palace in the city of Benin.

When the British seized control of Benin in 1897 CE, they tore down the plaques and sent them to the United Kingdom. They were taken to the British Museum and then distributed to other museums in both Europe and the United States. Since 1960 CE, the government of Nigeria and the descendants of the Benin royal family have been trying to regain possession of the Benin Bronzes. More than 50 years later, museums around the world began to return many pieces of stolen art and culture, including some of the Benin Bronzes.



most of the power. In 1440 CE, a king named Ewuare the Great ascended the throne, and he greatly expanded the kingdom to include most of the land in what is now Nigeria. He took power away from local chiefs and became the main political, military, and religious leader in Benin.

Benin took over the major trade routes that connected West and North Africa as well as the Iberian Peninsula in southwestern Europe. Workers constructed a port near the coast so merchant ships from Portugal could dock near the capital city. Benin merchants often sold copper, gold, carvings, and pepper in exchange for cloth, guns, and gunpowder from Europe.

Some Benin merchants profited from the slave trade. Enslaved people were sold to African traders, who sold them to other kingdoms to work as laborers or servants. Portuguese slave traders bought enslaved people from ports in West Africa to sell in Europe and later in the Americas.

Trade made Benin very wealthy and attracted the attention of other Europeans. In 1897 CE, Benin was conquered by soldiers from Britain. For over 60 years, the British controlled the region before it became the modern country of Nigeria in 1960 CE. Today, the descendants of the royal family of Benin are still recognized and respected in Nigeria.



This ivory salt holder from Benin depicts wealthy Portuguese traders.

Check It!

Check for Understanding

Use this formative assessment to check for understanding and ability to meet the **Learning Goals**, and reteach as necessary.

- After students finish the assessment, read the answers and have them grade their work. Discuss their ideas for Questions 4–5 as a class. Alternatively, students can answer the questions, discuss their ideas, and receive feedback using the **GSE Bookshelf+** digital platform.
- Have students complete the **Lesson 1 Check It!** self-assessment and reflection worksheet found on page 31 in the **Unit Assessments**.

Dig

1. *The Bantu Migration refers to the movement of Bantu-speaking peoples from West Africa into eastern, central, and southern Africa between 2000 BCE and 1500 CE.*
2. *The empires of West Africa grew wealthy from trade, especially trade in gold, copper, and salt.*
3. *The forest kingdoms were known for their sculptures, made from materials like brass, stone, terra-cotta, bronze, and ivory.*

Dig Deeper

4. *Because only certain people knew how to navigate across the Sahara, they maintained monopolies on trade and were able to accumulate great wealth. This helped fund militaries and build schools and mosques.*
5. *Trade routes helped to spread Islamic teachings and the Arabic language.*

LESSON 1 Check It! ✓

Dig

1. What is the Bantu migration?
2. How did the empires of West Africa grow wealthy?
3. What forms of art were common in the forest kingdoms?

Dig Deeper

4. Why were routes across the Sahara Desert important to empires in Africa?
5. How did conquest and trade lead to cultural diffusion in West Africa?

African and Asian Empires

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Sharpen Your Skills!

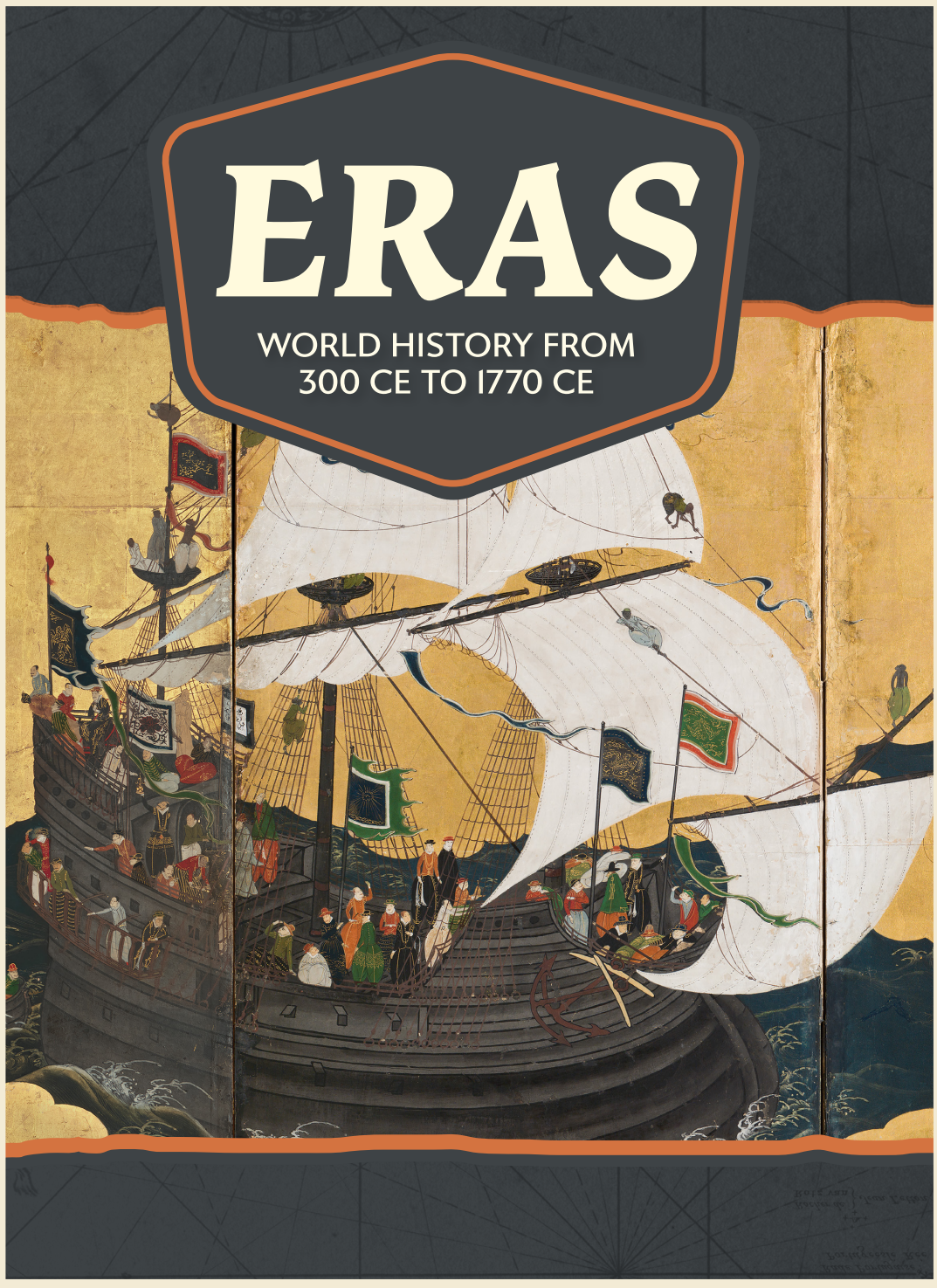
Success Criteria: Students will practice inquiry skills to explore the impacts of the trans-Saharan slave trade.

Trans-Saharan Slave Trade

- As students read the lesson, have them take notes on the trans-Saharan slave trade.
 - ▶ **Ask:** What countries or nations were involved in the trans-Saharan slave trade? Where were enslaved people transported once captured? Why did this slave trade develop? What were the motivations, economic or otherwise, that enabled the continuation of slavery?
- Distribute the **5Ws + IH** graphic organizer from page 62 in the **Teacher Tools**. Instruct students to conduct research on the trans-Saharan slave trade to complete the organizer.
 - ▶ **Ask:** Based on your research, how do you think the trans-Saharan slave trade impacted the expansion of kingdoms in Africa? How do you think the trans-Saharan slave trade impacted the rest of the world over time?
- Once finished, have students discuss the contents of their graphic organizer with a partner.

ERAS

WORLD HISTORY FROM
300 CE TO 1770 CE



STUDENT SUPPORT GUIDE

QUICK TOUR

Unit 3: African and Asian Empires

UNIT OVERVIEW

Textbooks are full of new words and ideas. It can be hard to know what information is the most important. Read through the boxes below to explore the tools you are given to help you grow as a learner.

Essential Question



Each unit has an Essential Question. "Essential" means that something is important or needed. You should be able to answer the Essential Question once you are done reading a unit. To make sure you remember the question, you will read it at the beginning of each lesson.

Key Terms

Key Terms are the new words that you will learn in each lesson. In the text, these new words are highlighted yellow. You will also see some other words that are bold. These words are not Key Terms, but they are words that will help you understand what you are reading. The definitions for these words will be written in the margins, or the space off to the side of the main text.

Learning Goals



Learning goals are topics that you should be able to talk about at the end of each lesson. The learning goals change for each lesson, so you will read through them before you start to read the Quick Tour.

Sometimes it is hard to pick out ideas that relate to learning goals by yourself, so we have a page that focuses on ideas and events that relate to each lesson's learning goals.

Check It!



Before you read the text, review the questions at the end of the lesson. By knowing what the questions are, you can look for the answers in the text.

Sometimes it is hard to pick out ideas that relate to Check It! questions by yourself, so we have a page that focuses on ideas and events that relate to each lesson's questions.

Essential Question?

How did the rise of empires in Africa, Southwest Asia, and India change societies politically, economically, and culturally?

In other words...

How did the rise of empires change life in Africa, Southwest Asia, and India?

Learning Goals:



- I can describe the early civilizations of West Africa and how they relied on natural resources.
- I can trace the trade routes that formed among West Africa, North Africa, and Southwest Asia.
- I can explain how trans-Saharan trade brought wealth to the empires of Mali and Songhai.
- I can identify the forest kingdoms of West Africa and how they became wealthy.

Key Terms

- **absolute monarch** (noun): a ruler who holds total power
- **commodity** (noun): an economic good
- **confederation** (noun): an alliance between states
- **devout** (adjective): committed to religion
- **extract** (verb): to separate from an ore
- **forge** (verb): to shape by heating and hammering

Visual Literacy Activity

People in the past used art to tell stories and save their history for future generations. Today, we do the same thing. We take photographs and videos, and we create drawings or paintings to record what our lives are like.

As you read this unit, pick one piece of artwork to focus on. On a blank sheet of paper, write five to seven sentences about what you think the artwork is trying to share. Make sure to include the page number you found the image on.

support
help

Early Civilizations in West Africa

- The first agriculturalists in West Africa lived along the Niger River. The people living in this region depended on the flooding of the Niger River to water their crops and support trade with other civilizations.



Bantu Societies Grow

- In about 4000 BCE, people in sub-Saharan Africa began growing grain, yams, and fruit. They also raised animals such as cattle, sheep, goats, and chickens for food.



- Farmers built irrigation systems to water their fields. They also began **forging** iron tools, which helped them plow more land and plant more crops. As the food supply increased, the population grew.



Bantu Culture Spreads

- Bantu-speaking merchants began trading with other African societies. Over time, their communities grew **wealthy** from trade.



- As their population increased, Bantu-speaking people began **migrating** into eastern, central, and southern Africa.



- Their gradual movement, called the Bantu migration, **occurred** in stages over three thousand years, between 2000 BCE and 1500 CE. As they moved to new regions, they brought their language and culture with them, in addition to their knowledge and skills in agriculture and metalworking.



The Ghana Empire

- People formed their own communities along the Niger and Senegal Rivers. This region was called the Soninke. The kingdom grew into what would become the Ghana Empire.



- The Soninke farmed along the **fertile** banks of the Niger River. Miners **extracted** copper and gold for trade with other civilizations, which added to Ghana's wealth.



- Merchants and traders from Arab lands heard about Ghana's wealth and traveled long distances to trade with them.



- Much of what historians know about ancient Ghana comes from Arab writers who visited the empire or learned about it from traveling merchants.



- Soninke people lived in clans led by the same king. They lived in towns and villages.



occur
happen

fertile
soil that is good for producing food

wealthy
rich

migrate
move



As Islamic teaching spread across North Africa, many people converted to Islam. The original Great Mosque of Djenné was built in Mali in the 1200s CE, but it has since been rebuilt. **What materials do you think the builders used to construct this structure? Why do you think the walls have posts through them?**

advisor

someone who helps give advice

sacrifice

to give something up for another person

deposits

natural places where minerals can be found

preserve

keep safe

The Kings of Ghana

- Ghanaian kings ruled as **absolute monarchs**, meaning they had complete control of the government. Although he had **advisors**, the king had the final word on every issue.



- The people treated the king as if he were sacred by offering him **sacrifices**. Tribute payments, taxes, and gold mining brought great wealth to the kings of Ghana.



- Only the kings of Ghana were allowed to own large pieces of gold, so they had much more gold than anyone else.



Gold and Salt Deposits

- The area surrounding ancient Ghana was rich in **deposits** of gold and salt, which were very valuable resources.



- Gold was mined along the southern and eastern borders of the empire, while most salt was mined in the Sahara Desert, north of Ghana.



- In addition to flavoring food, salt is used to **preserve** food, making it last much longer. For those traveling long distances or transporting food from other regions, salt was especially important.



Trade Brings Wealth

- To trade for gold, salt, ivory, and animal hides, merchants traveled through the Ghana Empire using a series of trade routes.



- Traders had to pay special taxes to the king of Ghana. These taxes funded the king's military and helped him provide protection to trade caravans that passed through Ghana.



Trade Routes Expand

- People from other regions learned about the riches of the Ghana Empire. Soon, merchants from Europe and Southwest Asia paid Amazigh traders to lead their camel caravans through the desert.



- These trade routes across the Sahara Desert are known as the trans-Saharan camel trade. By the 800s CE, many camel caravans were regularly crossing the Sahara to reach West Africa.



- Caravans brought items such as metal tools, ivory, leather, bananas, and palm oil to trade for gold from Ghana.



- The kings of Ghana grew increasingly wealthy as the empire **prospered** from trade.



Islamic Influence in Ghana

- Muslim traders from North Africa brought not only goods but also Islamic teachings. Some people in Ghana began to **convert** to Islam.



The Ghana Empire Collapses

- The kings of Ghana controlled trade. They began to use their influence to increase their economic power.



- Rulers from rival nations began to invade Ghana. In 1076 CE, a **confederation** of North African tribes attacked Kumbi and other cities. Amazigh traders gained control of many regional trade routes.



- A series of civil wars made the trade routes through Ghana less safe. Merchants did not want to use these routes. As trade declined, the power of the Ghanaian kings decreased.



prosper

succeed

convert

to change to a different religion

Islamic Empires in West Africa

- Overland routes linked the Silk Roads with civilizations across North and West Africa.



Amazigh Alliances

- Different Amazigh tribes formed alliances with each other and reclaimed land in northwestern Africa. These **confederations** of Amazigh tribes converted to Islam following the Arab conquest of North Africa.



Trans-Saharan Trade

- Amazigh traders profited from their knowledge of the desert. They had a **monopoly** on trade in North and West Africa.



- When Ghana **collapsed**, the city of Kumbi became less important, and cities to the north and east became larger trade centers.



- Gold remained the most important trade **commodity**, and miners worked to **extract** it near the Niger and Senegal Rivers.



Islam Spreads in West Africa

- As Amazigh traders traveled into West Africa, they brought Islam with them. Many more West Africans converted to Islam, including many ruling families.



The Mali Empire

- After the Ghana Empire collapsed, the Mali Empire rose in its place. At its peak it stretches from the Atlantic Coast to the major trade city of Timbuktu.



- In addition to salt and gold, Mali merchants traded copper, ivory, and enslaved people. With access to trans-Saharan trade routes, the Mali Empire grew wealthy.



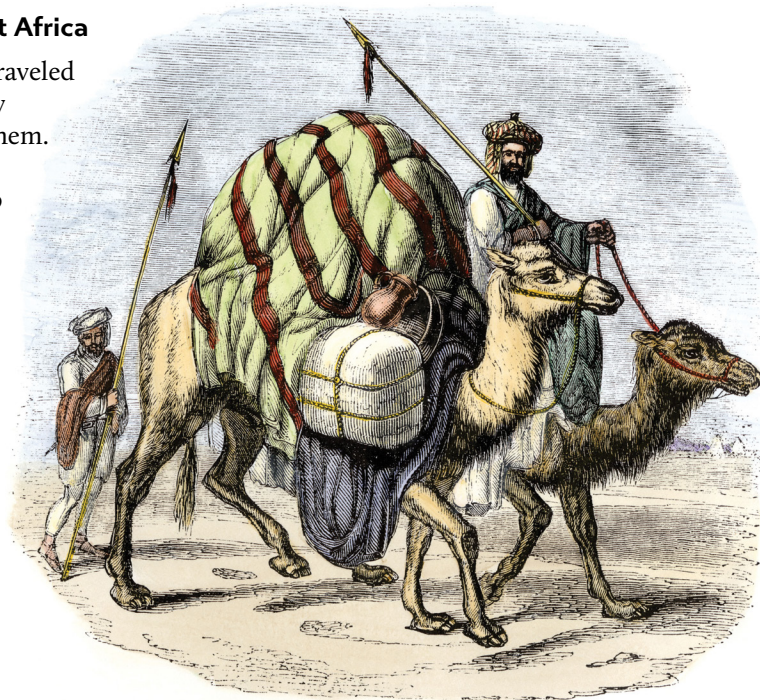
Society in Mali

- The royal family grew wealthy from trade and tribute payments, but most people worked as farmers, miners, or artisans and lived like they had been living for centuries.



The Mali Empire Declines

- Gradually, Mali weakened due to trade competition, civil wars, and conflicts with nearby tribal groups.



Camels could carry very heavy loads, which made them useful for traveling merchants. **Why do you think people traveling with such valuable loads would feel threatened in areas experiencing conflict? Why do you think they would begin looking for alternate routes?**

monopoly

when a single seller controls a single industry

collapse

fall, fail

The Songhai Empire

- King Sonni Ali of Songhai conquered the land of Mali about 1468 CE.



Early Settlement

- The people of Songhai built the city of Gao along the Niger River about 800 CE. For centuries, they farmed and fished along the river.



- Gao became an important center of **commerce** as trans-Saharan trade increased. People in Songhai traded gold, salt, copper, and enslaved people.



- Mansa Musa conquered Gao, adding it to the Mali Empire. Around 1375 CE, as Mali began to weaken, the people of Songhai rebelled against Mali and began taking their land.



Islamic Influence in Songhai

- After Sonni Ali's death, King Askia Muhammad I took the throne. He was a **devout** Muslim.



- Askia Muhammad divided the land into **provinces**, each governed by an official he appointed. He raised a professional army to defend Songhai, and he maintained a fleet of canoes for military use.



The Songhai Empire Ends

- In 1590 CE, Songhai was conquered by armies from Morocco.



Forest Kingdoms

- South of the African savannah is a tropical forest region. Beginning in 1000 CE, this region was home to two powerful states: Ile-Ife and Benin.



province

a unit of a country

commerce

money

The Forest Kingdoms of West Africa



Ile-Ife

- Ile-Ife (Ē-lā Ē-fā) was located in what is now southwest Nigeria, and it is the oldest city founded by the Yoruba people.



- The king of Ile-Ife was called the *ooni* (Ō-nē). By the early 1000s CE, Ile-Ife had grown into a kingdom, and the city itself became a major cultural and artistic center.



Technology and Trade

- Ile-Ife was close to a gold mine, so the same trade that made Ghana, Mali, and Songhai wealthy also helped Ile-Ife grow.
- People also traded ivory, nuts, and pepper. The rain and fertile forest soil made the land good for farming. Metalworkers **forged** iron tools so farmers could plant and harvest more crops.



specialize

to study or work in a specific field

depict

to represent

benefit

something that produces helpful results

- With a surplus of food, people began to **specialize** in other trades, especially art. Ile-Ife's artisans became famous for their sculptures of terra-cotta, stone, brass, copper, and bronze.



- Sculptures often **depicted** heads and full human figures of rulers and deities. The artistic styles of Ile-Ife influenced people living nearby in the city of Benin.



Benin

- The city of Benin (bě-NĒN) was established by the Edo people about 1180 CE. Over the course of a century, the city became a thriving trade center.



- Benin farmers **benefited** from fertile soil and rainfall, which helped them produce a surplus of crops.



- Similar to Ile-Ife, Benin artisans became famous for their works of art. Most of their sculptures were made of bronze, copper, brass, or ivory.



- Benin took over the major trade routes that connected West and North Africa as well as the Iberian Peninsula in southwestern Europe.



- Workers constructed a port near the coast so merchant ships from Portugal could dock near the capital city.



- Benin merchants often sold copper, gold, carvings, and pepper in exchange for cloth, guns, and gunpowder from Europe.



- Some Benin merchants profited from the slave trade. Trade made Benin very wealthy and **attracted** the attention of other Europeans. In 1897 CE, Benin was conquered by soldiers from Britain.



attract

to pull toward oneself



Artisans from Ile-Ife are known for crafting heads and human figures from metal, clay, and stone. This brass head wears a crown, signifying that this person was probably a ruler.

Check It!

Dig

1. What is the Bantu migration?

2. How did the empires of West Africa grow wealthy?

3. What forms of art were common in the forest kingdoms?

Dig Deeper

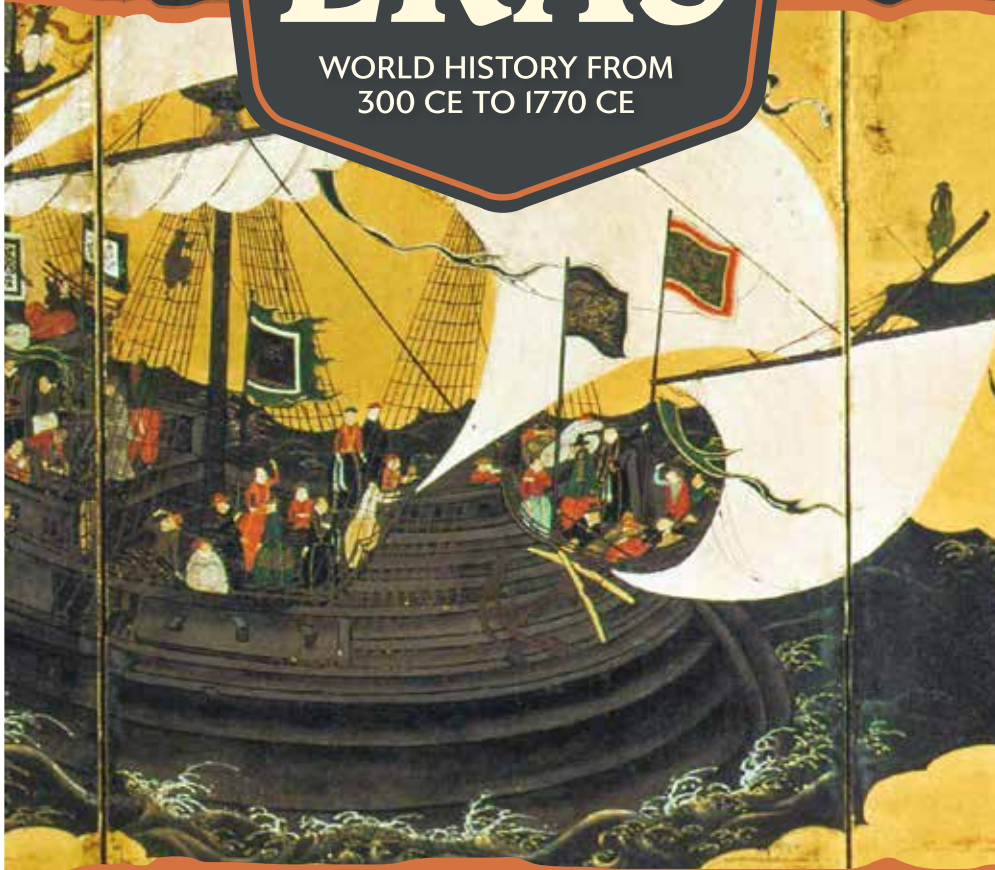
4. Why were routes across the Sahara Desert important to empires in Africa?

5. How did conquest and trade lead to cultural diffusion in West Africa?



ERAS

WORLD HISTORY FROM
300 CE TO 1770 CE



STUDENT ACTIVITIES

Flex It! | SWOT Analysis | Unit 3: Lesson 1

Instructions: Economists analyze business decisions by examining the strengths, weaknesses, opportunities, and threats (SWOT) within an individual business or market sector. Conduct a SWOT analysis based on the history of trading in the Ghana Empire by answering the questions below.

Strengths

What are some of the natural resources that the Ghana Empire had to offer?



Weaknesses

What challenges were experienced by traders within the Ghana Empire?



Opportunities

What possibilities existed for traders in the Ghana Empire?



Threats

What were the government's rules for traders in the Ghana Empire?



Reflection

Based on your SWOT analysis, would you have traded in the Ghana Empire? Why or why not?

Name:

Date:

Links and Thinks | Treasures of Timbuktu | Unit 3: Lesson 1

Instructions: *Timbuktu was one the largest cities and points of trade in the Malian Empire. Additionally, it is home to one of the most extensive libraries that contains thousands of manuscripts documenting life in the Malian Empire. Using the link provided by your teacher, choose one set of manuscripts to explore. In the chart below. Record three facts you learned, two interesting facts, and one question you have.*

Three facts I learned:

1. _____

2. _____

3. _____

Two facts I found interesting:

1. _____

2. _____

One question I still have:

1. _____

Flex It! | Prevailing Winds Log | Unit 3: Lesson 1

Instructions: Using the wind vane you made in class, measure and record the direction of the wind each day of the week. Record your results and the weather and time for each day in the table below. Use a compass to make sure your weather vane is aligned to the correct cardinal directions. See the example below.

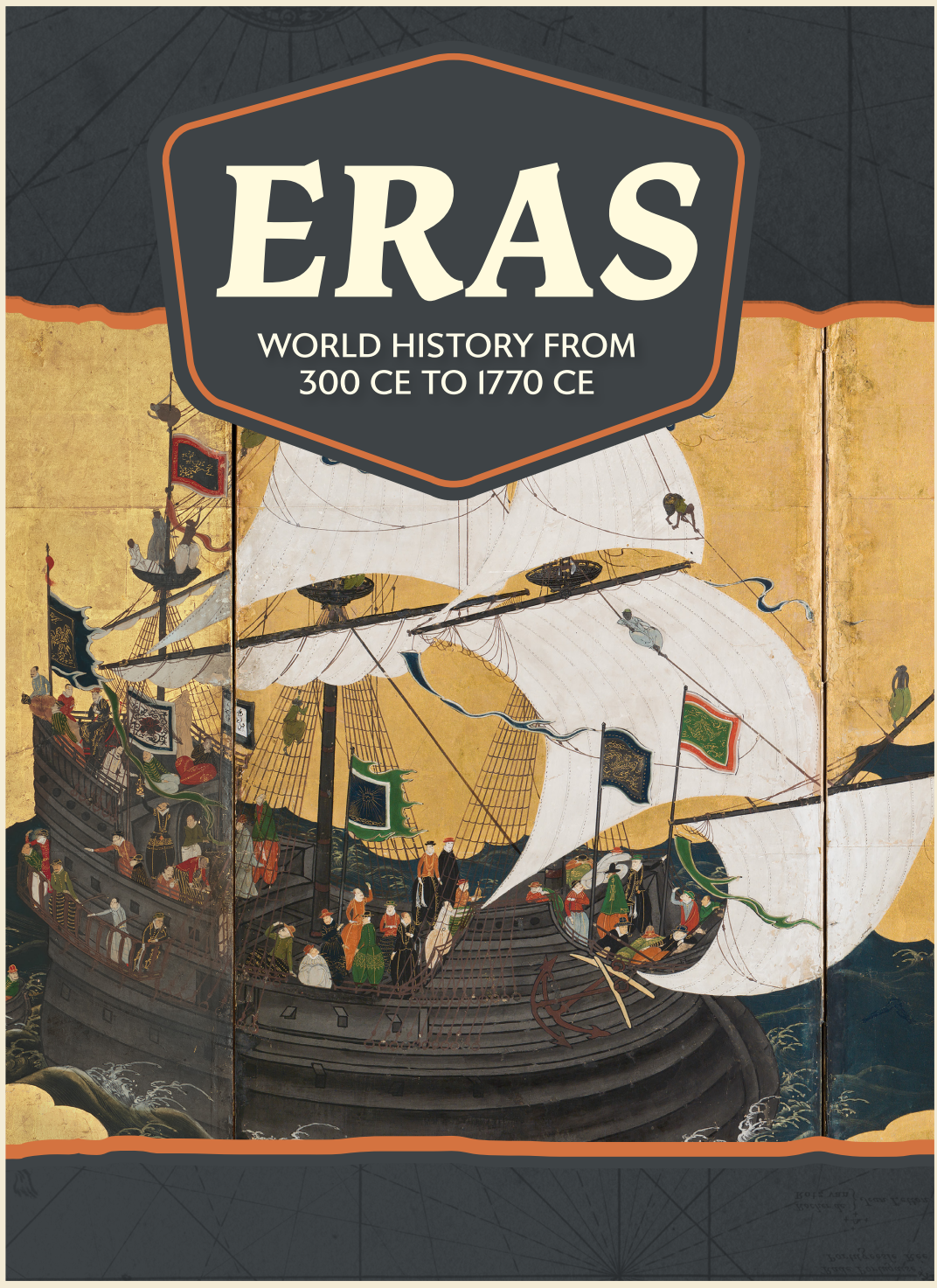
Date and Time	Weather Conditions	Wind Direction	Degree of Wind Direction
Example: Date: 10/19/2025 Time: 10:34 a.m.	Example: Sunny and 78 degrees	Example: Northeast	Example: Approximately 38 degrees
Date: _____ Time: _____			
Date: _____ Time: _____			
Date: _____ Time: _____			
Date: _____ Time: _____			
Date: _____ Time: _____			

1. Which direction of the wind was most prevailing according to your measurements? _____
2. How could knowing the prevailing wind direction for your area help people plan and prepare for certain activities? What types of professions could benefit from understanding wind patterns?

3. How could prevailing wind patterns affect a place socially, economically, politically, and technologically?

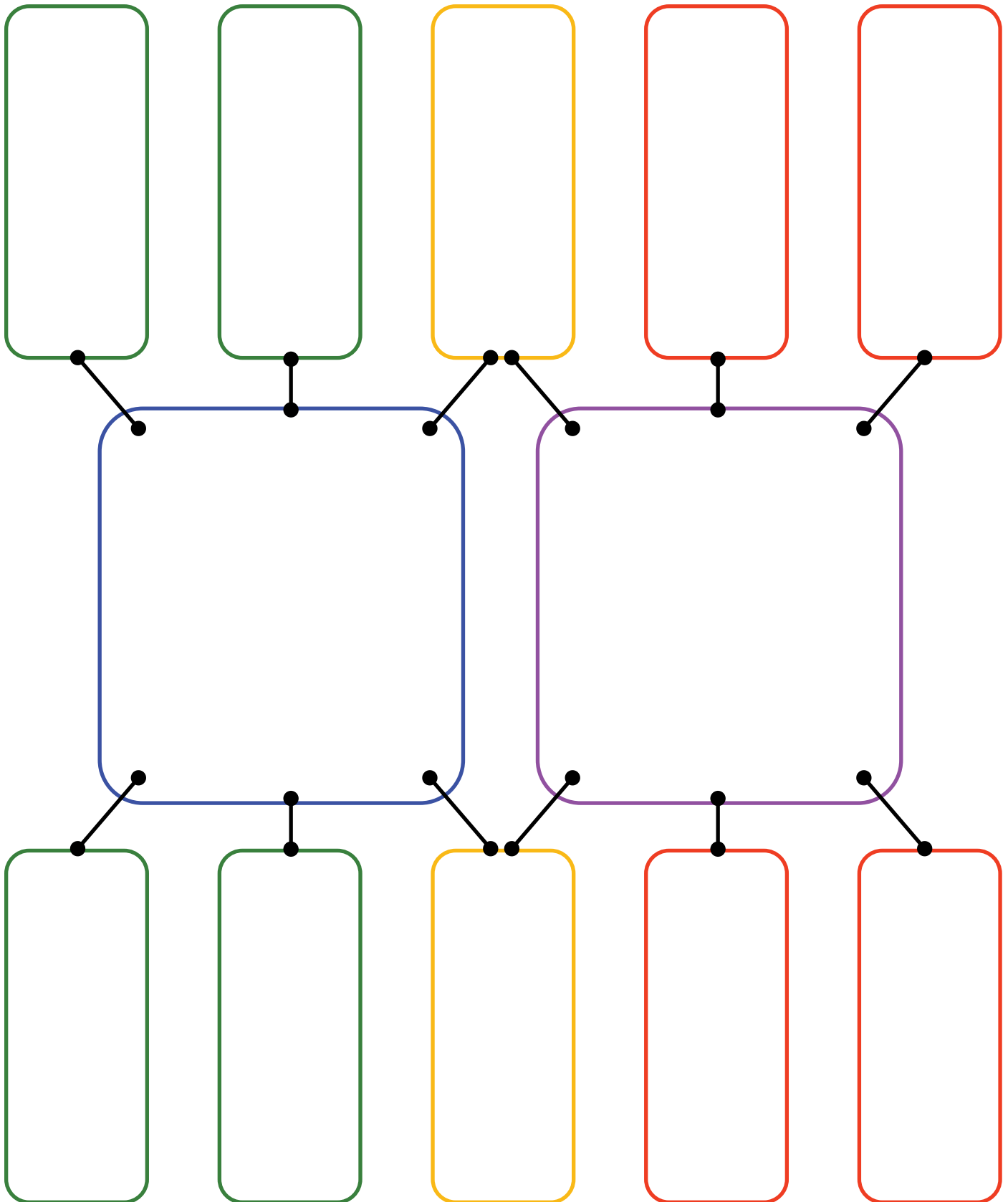
ERAS

WORLD HISTORY FROM
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TEACHER TOOLS

Webs for Multiple Ideas



Topic:

What I already know:

Who? (people involved) _____

What? (event, situation, or idea) _____

When? (date or time period) _____

Where? (location or place) _____

Why? (causes and effects) _____

How? (description, steps, details) _____

Questions I still have:

Source Analysis

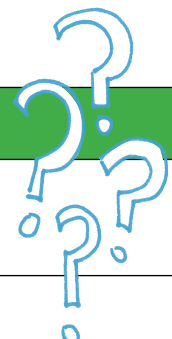
Analyze a Picture

Instructions: Use this form to analyze the artwork.



Meet the image.	Observe its parts.	Try to make sense of it.
What do you see? Is the picture ... ? ☐ BLACK AND WHITE ☐ COLOR Is there a caption? ☐ YES ☐ NO If so, what does the caption tell you?	Circle what you see in the picture.    PEOPLE OBJECTS BOTH What are the people doing in the picture? What are the objects in the picture used for? Write two words that describe the picture.	Who do you think made this picture? Where do you think this picture was made? List something that helps you prove where it was made. Why do you think the picture was made? How does this picture compare to modern times?
Use it as historical evidence. Where do you think we could find out more information about the people or objects in the picture?		

Courtesy of National Archives



Source Analysis



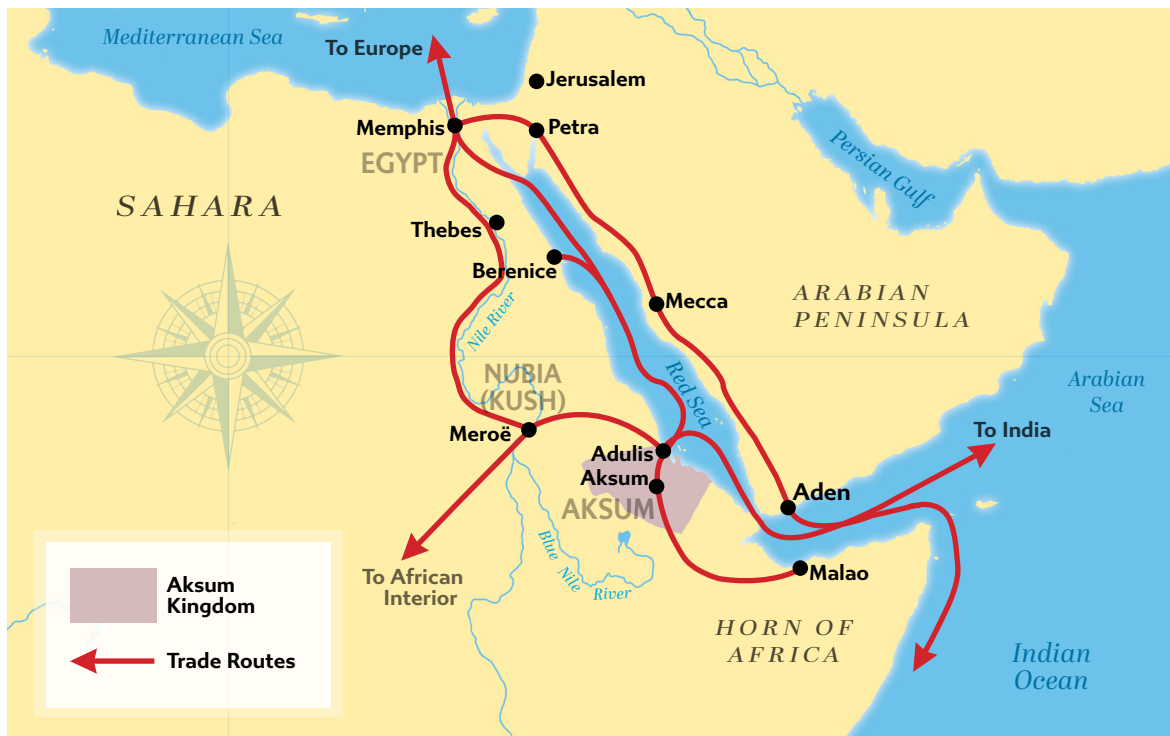
Analyze a Map

Instructions: Use this form to analyze the map.

Level 1: Describe	Level 2: Identify	Level 3: Evaluate
What is the title of the map?	What category of patterns do you notice on the map? (check all that apply)	Why do you think these patterns exist on the map?
What type of map is it? What are the human characteristics of the map?	☐ Economic ☐ Social ☐ Political ☐ Environmental ☐ Demographic ☐ Cultural ☐ Gender	
What location the map based on?		
What year or time span is the map depicting?	Write three patterns that you observe from the map.	How did these patterns get there?
What is the scale of the map?		
Level 4: Conclude and Infer		
1. Why do these patterns matter? 2. How do these patterns impact people, systems, and the environment? 3. How could this location be impacted if these patterns continue?		

Unit 3: Extra Document-Based Questions

Instructions: The geographic location of the Aksum Empire provided a link between Asia and Europe. The map below shows the trade routes to and from Aksum between 300 CE and 700 CE. Using the map, answer the questions below.



1. Describe how the Aksum Empire's location relates to the trade routes drawn.

2. What benefits do you think the Aksum Empire had by being located in this area? Do you see any potential disadvantages?

3. Do you think these trade routes are still used today? Why or why not?

Rapid Rubric | Writing

Name

Date

Writing Project Title

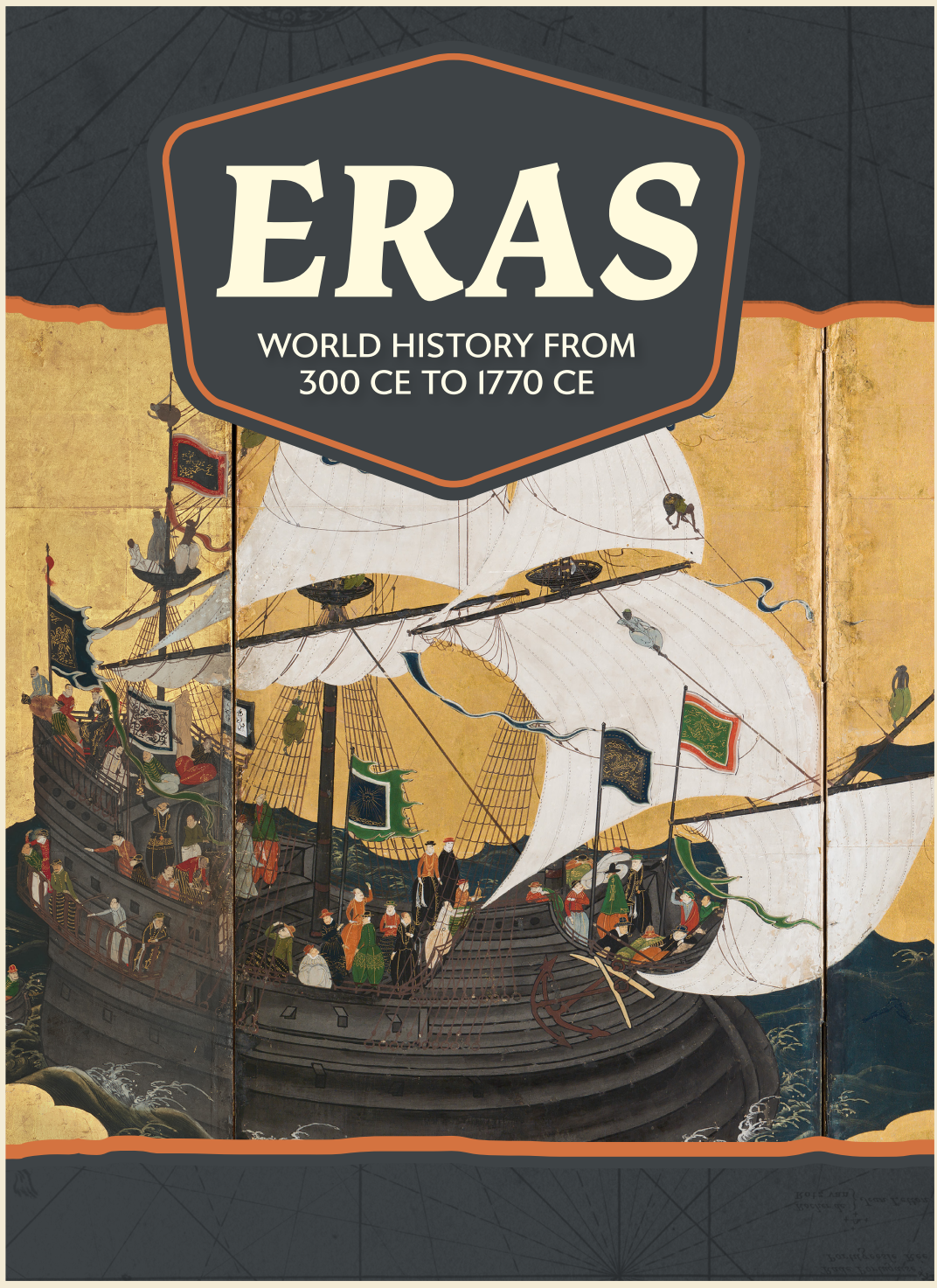
Score

- 4** — The student followed instructions carefully to write the specified content and may have put in extra work. The writing is detailed, creative, and neat. The piece is organized and ideas flow from one thought to the next. There are only a few mistakes in grammar, spelling, and punctuation.
- 3** — The student followed instructions to complete the writing assignment. The work is neat but may need more detail, creativity, and effort. The piece is mostly organized and most of the ideas flow from one thought to the next. There are only a handful of mistakes in grammar, spelling, and punctuation.
- 2** — Most of the writing assignment is finished and the student tried to follow instructions. Some of the work not done very well and there is not enough detail. The student did not understand parts of the information. There is some organizations but ideas do not flow. There are quite a few mistakes in grammar, spelling, and punctuation.
- 1** — The student did less than half of the project and did not do a good job. The student's work shows that they do not understand the information or did not try hard enough to be able to understand it.

Teacher's Comments

ERAS

WORLD HISTORY FROM
300 CE TO 1770 CE



UNIT ASSESSMENTS

Name: _____

Date: _____

Check It! | UNIT 3

Instructions: At the end of each lesson, circle the number of stars that most closely resembles your success in meeting the goal.



Did not meet goal



Somewhat met goal



Totally met goal

Lesson 1

- I can describe the early civilizations of West Africa and how they relied on natural resources. ★ ★ ★
- I can trace the trade routes that formed among West Africa, North Africa, and Southwest Asia. ★ ★ ★
- I can explain how trans-Saharan trade brought wealth to the empires of Mali and Songhai. ★ ★ ★
- I can identify the forest kingdoms of West Africa and how they became wealthy. ★ ★ ★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Lesson 2

- I can describe the geography of East Africa. ★ ★ ★
- I can explain how the Aksum Empire influenced later kingdoms in Ethiopia. ★ ★ ★
- I can trace the major trade routes that connected cities in East Africa with other civilizations. ★ ★ ★
- I can identify ways that trade with other cultures shaped early cultures in East Africa. ★ ★ ★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Lesson 3

- I can explain how the Ottomans expanded their empire in Europe, Southwest Asia, and North Africa. ★ ★ ★
- I can describe the rise of the Safavid Empire in ancient Iran. ★ ★ ★
- I can identify the achievements of the Mughal rulers in central Asia and India. ★ ★ ★

Why I think this best describes my learning: _____

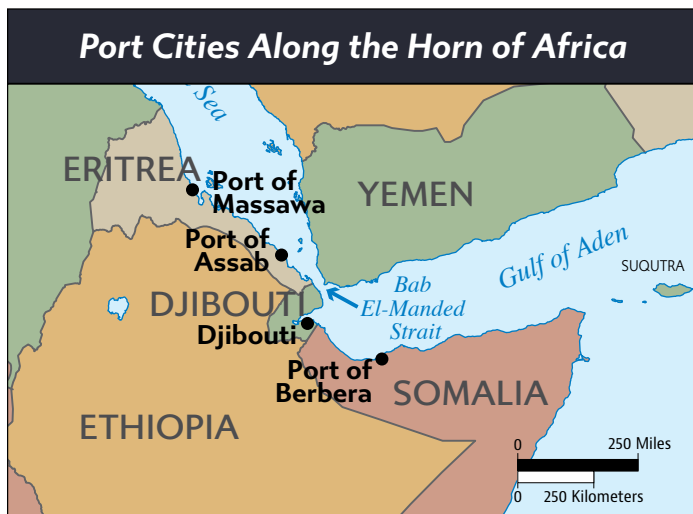
What I still have questions about: _____

What I can do better next time: _____

Prove It! | Part I: Multiple Choice | UNIT 3

Instructions: Choose the correct answer for each question.

1. Ghana was rich in deposits of which two valuable resources?
 - A. salt and gold
 - B. jade and emerald
 - C. coal and iron
 - D. oil and natural gas
2. What were the Twelve Doors of Mali?
 - A. justices on Mali's supreme court
 - B. Mali's code of ethics that citizens of the empire were expected to live by
 - C. tributes collected from conquered and allied regions
 - D. secret doors to the Mali kingdom
3. What made the land in Ile-Ife so good for farming?
 - A. the rocky and sandy soil
 - B. the swampy environment
 - C. the rain and fertile forest soil
 - D. the arid desert
4. Why was the Horn of Africa important to trade?
 - A. routes connected East Africa to Eastern Europe
 - B. routes connected merchants from East Africa with Southwest Asia and India
 - C. routes helped people avoid active volcanoes
 - D. routes in the area had valuable resources
5. Aksum was the first empire south of the Sahara to _____.
 - A. use non-gold coins
 - B. use gold coins
 - C. mint coins
 - D. create paper money
6. The Solomonic Dynasty claimed to be descended from which biblical figure?
 - A. Abraham
 - B. the pope
 - C. Jesus
 - D. King Solomon
7. Merchants who traveled to East Africa were mainly interested in what resource?
 - A. turquoise
 - B. ivory
 - C. gold
 - D. coal
8. What marked the collapse of the Byzantine Empire?
 - A. the fall of Constantinople
 - B. the collapse of the spice trade
 - C. the end of the Ottoman Empire
 - D. the conquest of the Golden Horn
9. How did Shah Abbas pay for his military campaigns?
 - A. He forced people to give up their homes during war time.
 - B. He forced captured enemies to steal from his people.
 - C. He collected valuable resources from regions that he conquered.
 - D. He collected taxes from his subjects and from merchants.
10. What is one way Akbar worked to ensure peace?
 - A. sent letters to other rulers
 - B. arranged marriage alliances
 - C. sent gifts
 - D. A and B
 - E. A and C



Prove It! | Part 2: Key Terms and Connections | UNIT 3

Key Terms: Choose **two** pairs of Key Terms. For each pair, write at least two sentences describing how the two words are connected.

commodity
extract

ancestral
legitimate

galley
janissary

- I. _____

2. _____

Name It!: Match the people, places, and events from the list on the left to their descriptions on the right.

- | | |
|-----------------------------------|---|
| 3. ___ King Ezana I | A. a magnificent structure built in India to serve as a tomb for the emperor's wife |
| 4. ___ Mansa Musa | B. taken as boys from Christian families in conquered regions to serve in the Ottoman Empire |
| 5. ___ Fasil Ghebbi | C. this city served as a start and end point for merchants crossing the Sahara |
| 6. ___ Suleiman the Magnificent | D. a volcanic mountain located in what is now Tanzania |
| 7. ___ janissaries | E. when merchants from Europe and Southwest Asia paid Amazigh traders to lead their camel caravans through the desert |
| 8. ___ Timbuktu | F. made Christianity the Aksum empire's official religion |
| 9. ___ Taj Mahal | G. many historians believe he was the richest man in history |
| 10. ___ trans-Saharan camel trade | H. the longest-reigning sultan of the Ottoman Empire from 1520 CE until his death in 1566 CE |
| 11. ___ Mount Kilimanjaro | I. a large fortress that served as the residence for Ethiopian rulers |

12. Choose any **two** terms from the list above and explain how they are connected to the **Essential Question**: How did the rise of empires in Africa, Southwest Asia, and India change societies politically, economically, and culturally?

Prove It! | Part 3: Document-Based Questions | UNIT 3

Instructions: The sculpture pictured is from the Benin Empire in West Africa. This sculpture depicts two warriors. Using the sculpture, answer the questions below.



1. Describe the clothing and other items the warriors are adorned with. What do you think the figures are dressed for? Explain your thinking.

2. Knowing that this sculpture came from West Africa during the Benin Empire, what natural resources might have been used to make this sculpture? How do you know?

3. What insight can this sculpture provide on life in the Benin Empire? What details helped inform your thinking?

Name: _____

Date: _____

Prove It! | Part 4: Self-Assessment and Reflection | UNIT 3

Instructions: After completing the unit and the various activities, revisit the picture on the unit opener and answer the following questions.

What details have changed that you did not know or see at the start of the unit? What details can you add or be more specific about? Add at least two new details or specifics about previous details.

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____

Can you answer the questions you had at the start of the unit? If so, what are the answers?

1. _____
2. _____

Using complete sentences, answer the **Essential Question**.

Describe your favorite part of this unit and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

Prove It! | Accommodated Assessment | UNIT 3

Instructions: Answer the following questions.

1. Describe rift valleys.

9. Describe the Aksum Empire's mint coins.

For questions 2–7, match the people, places, and events from the list to their descriptions below.

2. ____ Mansa Musa

3. ____ Mount Kilimanjaro

4. ____ Suleiman the Magnificent

5. ____ janissaries

6. ____ Timbuktu

7. ____ Fasil Ghebbi

A. many historians believe he was the richest man in history

B. a large fortress that served as the residence for Ethiopian rulers

C. taken as boys from Christian families in conquered regions to serve in the Ottoman Empire

D. a volcanic mountain located in what is now Tanzania

E. the longest-reigning sultan of the Ottoman Empire from 1520 CE until his death in 1566 CE

F. this city served as a start and end point for merchants crossing the Sahara

8. How was the Horn of Africa important to trade?

10. Explain the collapse of the Byzantine Empire.

II. Using complete sentences, answer the **Essential Question**.

12. Describe your favorite part of this unit and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

Prove It! | Answer Key | UNIT 3

Prove It! Standards Alignment: DI.1.6-8; DI.2.6-8; DI.3.6-8; D2.Civ.2.6-8; D2.Civ.6.6-8; D2.Eco.1.6-8; D2.Eco.14.6-8; D2.Eco.15.6-8; D2.Geo.4.6-8; D2.Geo.5.6-8; D2.Geo.6.6-8; D2.Geo.7.6-8; D2.Geo.8.6-8; D2.Geo.10.6-8; D2.Geo.11.6-8; D2.His.1.6-8; D2.His.2.6-8; D2.His.3.6-8; D2.His.4.6-8; CCSS.ELA-LITERACY.RH.6-8.1; CCSS.ELA-LITERACY.RH.6-8.2; CCSS.ELA-LITERACY.RH.6-8.4; CCSS.ELA-LITERACY.RH.6-8.7; CCSS.ELA-LITERACY.WHST.6-8.2; CCSS.ELA-LITERACY.WHST.6-8.4

Part 1: Multiple Choice

- | | |
|--------|---------|
| 1. (A) | 6. (D) |
| 2. (C) | 7. (B) |
| 3. (C) | 8. (A) |
| 4. (B) | 9. (D) |
| 5. (C) | 10. (D) |

Part 2: Key Terms and Connections

I. commodity and extract: A commodity is an economic good. To extract is to separate from an ore. In west Africa, miners extracted copper and gold for trade, enriching Ghana. After the Ghana Empire collapsed and Islam spread through West Africa, gold remained the most important trade commodity in the Mali Empire.

ancestor and legitimate: Ancestral is something passed down from ancestors, or traditional. Legitimate means worthy of inheriting a position based on ancestry. Many dynasties, including the Solomonic Dynasty, claimed their rule was legitimate based on their ancestral connections to well-known or religious figures.

galley and janissary: A galley is a ship or boat propelled by oars. Janissaries were elite soldiers in the Ottoman Empire, often forced to serve as tribute from conquered lands. Janissaries contributed to the expansion of the Ottoman Empire. Galleys carrying heavy cannons were an important part of the Ottoman navy, allowing for conquest by sea.

2. See above.
3. (F)
4. (G)
5. (I)
6. (H)
7. (B)
8. (C)
9. (A)
10. (E)
11. (D)
12. Answers will vary.

Part 3: Document-Based Questions

1. Answers will vary, but possible answers include that the two warriors look like they are protecting or guarding an area or person. Their faces look serious. They are also wearing armor and have their weapons up.

2. Answers may vary. Students might indicate that brass and copper were common metals traded in West Africa.

3. Answers will vary.

Part 4: Self-Assessment and Reflection

Answers will vary but should reflect students' ability to accurately describe how the rise of empires in Africa, Southwest Asia, and India changed societies politically, economically, and culturally.

Accommodated Assessment

1. A rift valley is a steep valley that develops when parallel cracks form in Earth's surface and the land between them sinks.

2. (A)

3. (D)

4. (E)

5. (C)

6. (F)

7. (B)

8. Answers will vary, but students should explain that the Horn of Africa trade routes connected merchants from East Africa with Southwest Asia and India.

9. Answers will vary.

10. Answers will vary.

11. Answers will vary but should reflect students' ability to answer the **Essential Question**.

12. Answers will vary.

Rubric: Spotlight On... | Mansa Musa | Unit 3: Lesson 1

Social Studies Standards	D2.Civ.I.6-8; D2.Civ.2.6-8; D2.Civ.6.6-8; D2.Civ.14.6-8; D2.Eco.I.6-8; D2.His.I.6-8; D2.His.3.6-8
English Language Arts Standards	CCSS.ELA-LITERACY.WHST.6-8.2; CCSS.ELA-LITERACY.WHST.6-8.6
Student Outcome	Students will explain the contributions of Mansa Musa by creating a slideshow presentation.

Category	Level 4	Level 3	Level 2	Level 1
Skill	Student meets or exceeds collaboration, speaking, and presentation skill requirements by thoroughly demonstrating all of the following in their work and presentation: • works and engages effectively with classmates • sequences ideas logically • includes facts and descriptive details to support the topic • uses the slideshow to enhance the topic and presentation • displays command of formal English, speaks clearly, and maintains eye contact	Student meets collaboration, speaking, and presentation skill requirements by demonstrating most of the following in their work and presentation: • works and engages effectively with classmates • sequences ideas logically • includes facts and descriptive details to support the topic • uses the slideshow to enhance the topic and presentation • displays command of formal English, speaks clearly, and maintains eye contact	Student develops collaboration, speaking, and presentation skills by demonstrating some of the following in their work and presentation: • works and engages effectively with classmates • sequences ideas logically • includes facts and descriptive details to support the topic • uses the slideshow to enhance the topic and presentation • displays command of formal English, speaks clearly, and maintains eye contact	Student makes little to no effort to develop collaboration, speaking, or presentation skills.
Product	Slideshow thoroughly meets or exceeds all listed requirements including: • background information on the era during which Mansa Musa lived and ruled • description of the chosen accomplishment • explanation of how the accomplishment impacted humanity • explanation of how the accomplishment is relevant to today's society • at least two visual elements • at least three slides	Slideshow meets most of the listed requirements, but could have more depth in one of the following areas: • background information on the era during which Mansa Musa lived and ruled • description of the chosen accomplishment • explanation of how the accomplishment impacted humanity • explanation of how the accomplishment is relevant to today's society • at least two visual elements • at least three slides	Slideshow meets some of the listed requirements, but is missing two or more of the following: • background information on the era during which Mansa Musa lived and ruled • description of the chosen accomplishment • explanation of how the accomplishment impacted humanity • explanation of how the accomplishment is relevant to today's society • at least two visual elements • at least three slides	Student did not follow directions or made little to no effort to complete the slideshow presentation

Reflections and Progress	
What I think went well in this assignment was...	Things that could be improved are...

Rubric: Writing Workshop | Citing Sources: In Practice | Unit 3: Lesson 3

English Language Arts Standards	CCSS.ELA-LITERACY.WHST.6-8.1; CCSS.ELA-LITERACY.WHST.6-8.2; CCSS.ELA-LITERACY.WHST.6-8.4; CCSS.ELA-LITERACY.WHST.6-8.7; CCSS.ELA-LITERACY.WHST.6-8.8; CCSS.ELA-LITERACY.WHST.6-8.9; CCSS.ELA-LITERACY.WHST.6-8.10
Student Outcome	Students will identify citation styles and practice paraphrasing and quoting with in-text citations to complete an informative essay and enhance their writing skills.

Category	Level 4	Level 3	Level 2	Level 1
Content	Student meets or exceeds expectations in levels 2 and 3 and extends the content by including relevant facts, definitions, details, quotations, and other information and examples.	Student meets or exceeds expectations in level 2 and extends the content by including relevant, specific historical examples as evidence in their writing.	Student can recall details from the text with or without prompting and attempts to explain the topic.	Student makes little to no effort to understand the content and is unable to recall accurate details.
Skill	Student meets or exceeds expectations of informative writing by thoroughly addressing all of the following in their writing project: • clear introduction of topic • logical organization of information • relevant facts, definitions, and details • accurate explanations of evidence that demonstrates a clear understanding of the topic • domain-specific vocabulary, varied sentence structure, and cohesive transitions • relevant conclusion	Students meets expectations in informative writing by including most of the following in their writing project: • clear introduction of topic • logical organization of information • relevant facts, definitions, and details • accurate explanations of evidence that demonstrates a clear understanding of the topic • domain-specific vocabulary, varied sentence structure, and cohesive transitions • relevant conclusion	Student develops grade level expectation in informative writing by including some of the following in their writing project: • clear introduction of topic • logical organization of information • relevant facts, definitions, and details • accurate explanations of evidence that demonstrates a clear understanding of the topic • domain-specific vocabulary, varied sentence structure, and cohesive transitions • relevant conclusion	Student makes little to no attempt to develop informative writing skills.
Product	Writing project meets or exceeds all requirements, is detailed, organized, and contains few or no mistakes in grammar, spelling, and punctuation. The project contains the following: • an introduction with a clear thesis statement • three body paragraphs • at least three in-text citations • a concluding paragraph • a reference list of sources	Writing project meets all of the listed requirements but may need more detail and attention to organization: • an introduction with a clear thesis statement • three body paragraphs • at least three in-text citations • a concluding paragraph • a reference list of sources	Writing project meets some of the listed requirements, but is missing two or more of the following: • an introduction with a clear thesis statement • three body paragraphs • at least three in-text citations • a concluding paragraph • a reference list of sources	Student did not follow directions or made little to no effort to complete the writing project.

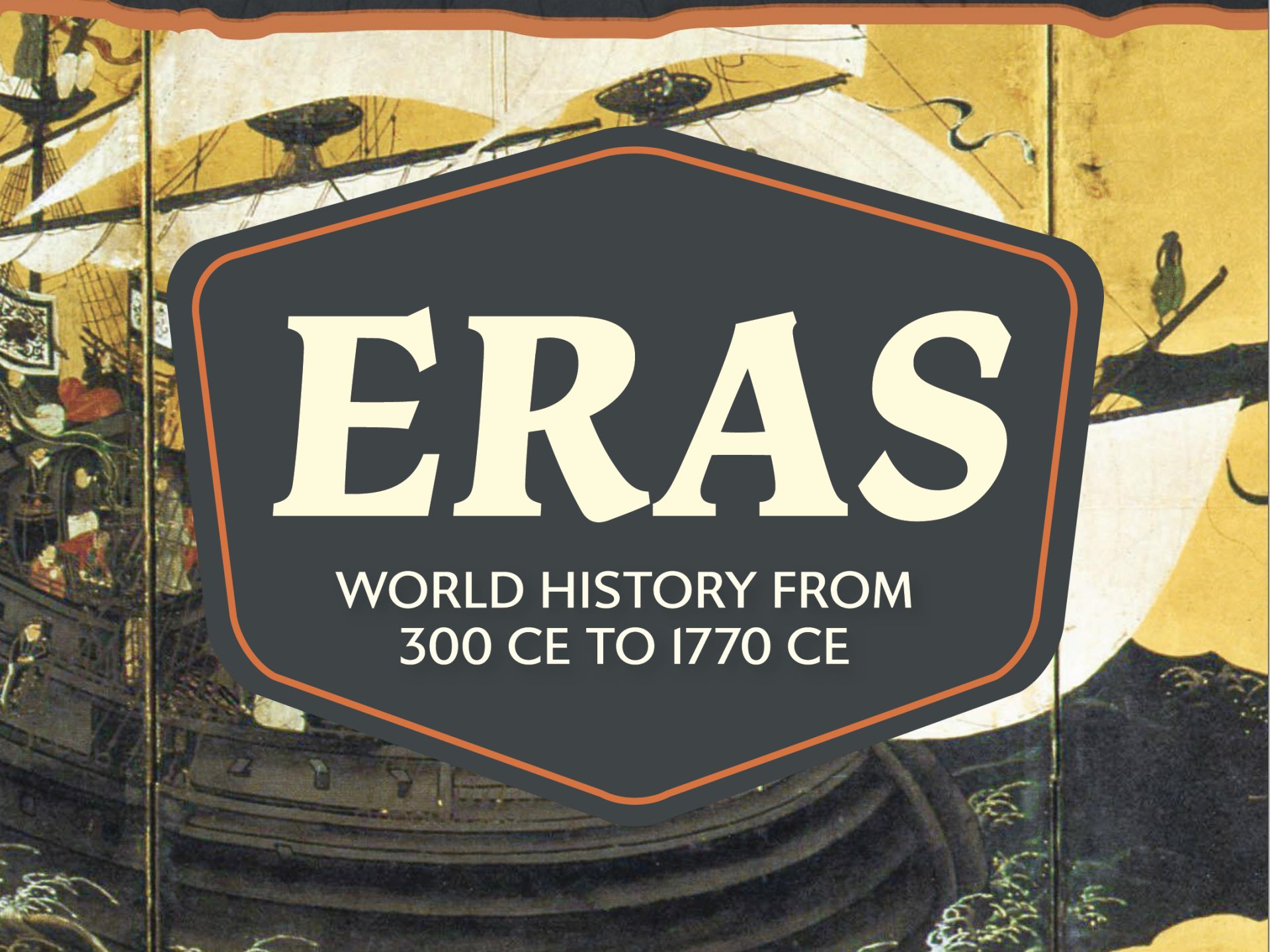
Reflections and Progress	
What I think went well in this assignment was...	Things that could be improved are...

Rubric: Tech Tie-In| History Online | Unit 3: Review

Social Studies Standards	D2.His.16.6-8; D4.2.6-8; D4.3.6-8
English Language Arts Standards	CCSS.ELA-LITERACY.WHST.6-8.4; CCSS.ELA-LITERACY.WHST.6-8.9; CCSS.ELA-LITERACY.WHST.6-8.10
Student Outcome	Students will create a website to review how the rise of empires in Africa, Southwest Asia, and India changed societies.

Category	Level 4	Level 3	Level 2	Level 1
Content	Student meets or exceeds expectations in levels 2 and 3 and extends the content by including relevant definitions, specific details, and other information and examples to explain their topic.	Student meets or exceeds expectations in level 2 and extends the content by including some relevant, specific details in their work to explain their topic.	Student can recall details from the text and their research with or without prompting and attempts to explain their topic.	Student makes little to no effort to understand the content and is unable to recall accurate details.
Product	Website meets or exceeds all listed requirements, is detailed, organized, and contains few or no mistakes in grammar, spelling, and punctuation. The magazine contains: - a home page describing the information to be found on the website - an "about me" section to introduce authors - three pages summarizing and reviewing each lesson - at least two links to other credible websites used as sources - images and graphics relating to the lessons and website content	Website meets most of the listed requirements, but may need attention to detail and/or organization in one of the following areas: - a home page describing the information to be found on the website - an "about me" section to introduce authors - three pages summarizing and reviewing each lesson - at least two links to other credible websites used as sources - images and graphics relating to the lessons and website content	Website meets some of the listed requirements, but is missing one or more of the following: - a home page describing the information to be found on the website - an "about me" section to introduce authors - three pages summarizing and reviewing each lesson - at least two links to other credible websites used as sources - images and graphics relating to the lessons and website content	Student did not follow directions or made little to no effort to complete the assignment.
(Optional Criteria)				

Reflections and Progress	
What I think went well in this assignment was...	Things that could be improved are...



ERAS

WORLD HISTORY FROM
300 CE TO 1770 CE

Lesson 1

Kingdoms Rise in West Africa

I can describe the early civilizations of West Africa and how they relied on natural resources.
I can trace the trade routes that formed among West Africa, North Africa, and Southwest Asia.
I can explain how trans-Saharan trade brought wealth to the empires of Mali and Songhai.
I can identify the forest kingdoms of West Africa and how they became wealthy.

The Essential Question

How did the rise of empires in Africa, Southwest Asia, and India change societies politically, economically, and culturally?





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Social Studies Savvy



Anton Ivanov/Alamy Stock Photo



Dmitry Trashchenko/Shutterstock.com

Social Studies Savvy

Have you noticed any patterns as you have read this unit? Choose one of the following themes, or come up with one of your own to research:

- change
- trade
- social systems
- technology
- religion
- art

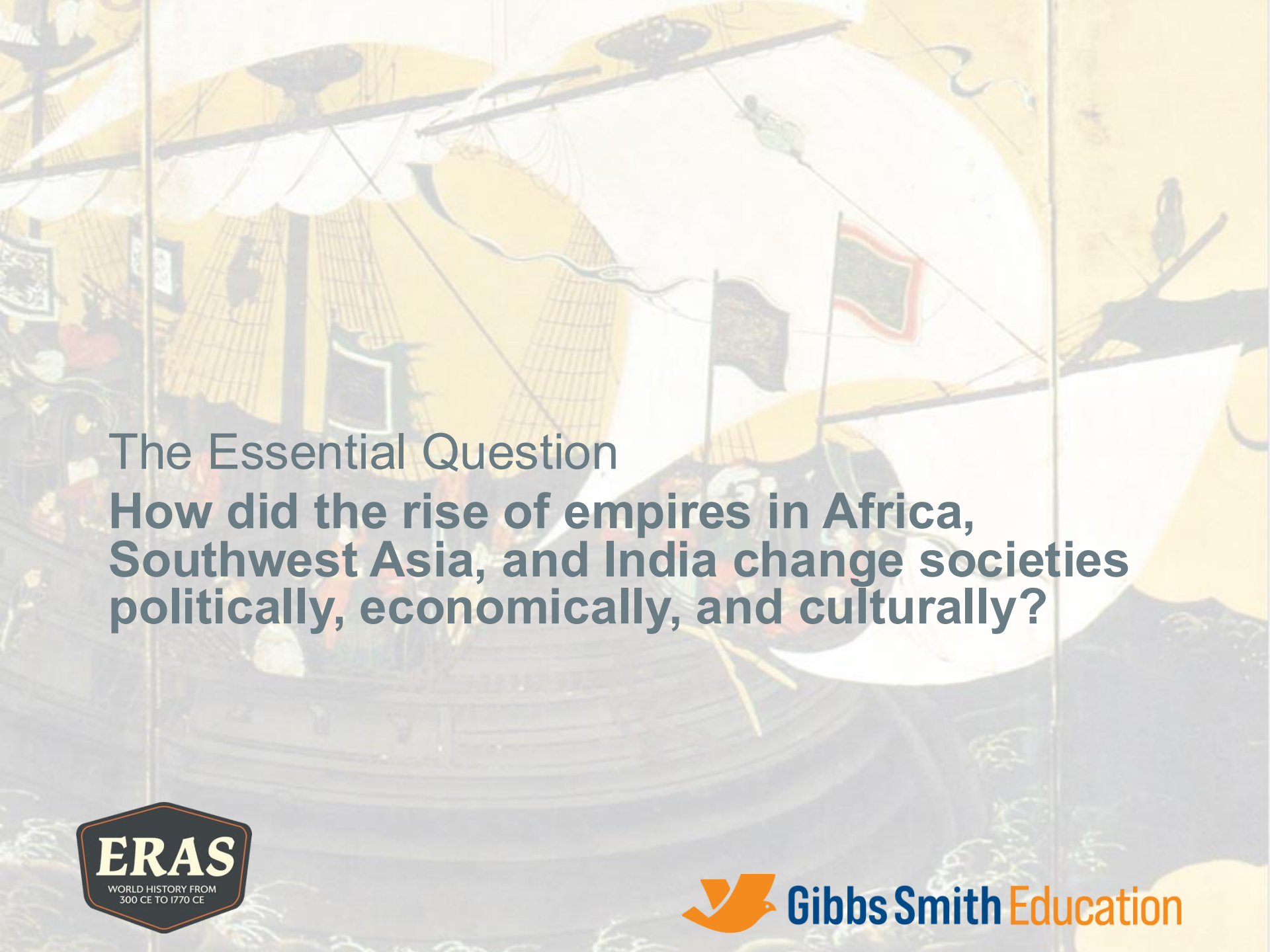


Social Studies Savvy

Use your textbook and at least two other reliable sources to research your theme. Take notes from your sources and write a one-page summary explaining the patterns of the theme and what you learned from studying the patterns. In your summary, include examples of how the theme repeated itself in the following ways:

- during a certain time period
- throughout a number of different time periods





The Essential Question

How did the rise of empires in Africa, Southwest Asia, and India change societies politically, economically, and culturally?

