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Africa: A Cultural Safari

Grade level: 4

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Length of Unit: 10 Days

ABSTRACT

This unit was written with fourth graders in mind, but it could be adapted for other grade levels. This unit consists of many and varied activities in which students will be asked to extend and stretch their thinking. At the end, a Cultural Safari Day of activities is planned to culminate the unit.

II. OVERVIEW

There are three main concepts students should understand about the rise and fall of the kingdoms of West Africa and the cultural contributions of the African people.

First, it is important to develop geographical understanding. Students need to develop an awareness of place and its significance with regard to human movement. The African kingdoms developed because of location and grew due to their existence at the crossroads of a busy trading network.

Secondly, it is important to understand the basic economic problem of scarcity confronting all societies and know this scarcity influences relationships between societies. The West African kingdoms depended on supply and demand.

Finally, it is important to understand the complex nature of a given culture. In the West African kingdoms, geography, religious social structure, economy, education, and literature interact to form a complex culture.

This unit strives to provide students with some basic historical information about the rise and fall of kingdoms in West Africa during the Middle Ages, as well as to involve them in activities intended to develop an appreciation of the heritage left by these kingdoms. Students will engage in many higher order thinking skills. We have provided much background knowledge knowing that it is time consuming to find sources of information which are not abundant.

Recommendation: If you do not choose to order *Ancient Africa and the Atlantic Slave Trade*, it is recommended student booklets be made of the background knowledge we have provided. It will be a useful resource to include because it is often used as a basis for discussion.

III. BACKGROUND KNOWLEDGE

For years, Europeans knew Africa as "the dark continent" because so little first-hand knowledge was available about it. The geographical isolation caused by natural features such as rocky, jagged cliffs made coastlines unsuitable for ports. The hazardous, enormous Sahara Desert made it difficult for outsiders to penetrate Africa. Little did they know of the impressive civilizations which had evolved. However, rumors about a "land of gold" filled with unbelievably rich kings, enormous amounts of gold, and thriving market cities encouraged Arab traders and merchants as well as Europeans to seek out the interior regions in spite of the difficulties and dangers.

Until Christianity and Islam were introduced into Africa, the native religious beliefs which influenced daily life were based on things such as gods, spirits, elements in nature, hunting rituals and magic charms. Religion was the regulating force in everything they said and did much like the Christians in the Middle Ages. The moral and spiritual teaching of their societies helped the Africans build and maintain stable societies, determine patterns of law and order, standards for good and bad, and methods for delivering comfort and relief to the sick and needy.

Specific beliefs varied depending largely upon where a particular society lived. For example, those living in the rain forests rarely saw the sky, so that ideas about how the world works were quite different from societies who lived on the grasslands. Although specific ideas affecting their beliefs and practices were different, they did have many similar ideas about the supernatural world. They believed in one High God with numerous lesser gods. The lesser gods controlled elements and mysteries in life and nature such as storms, rivers, snakes, etc. These are reflected in their art and legends. Art and decorative elements reflect the moral and religious convictions that regulate daily life.

To handle ordinary, everyday problems, ancestral spirits were consulted by specially appointed speakers. The ancestors were thought to guarantee the survival and prosperity of a community. The living felt a sense of responsibility to their ancestors so ceremonies were held to honor these relationships.

In their native religions, the Africans also believed in magic including sorcery and witchcraft. The witch doctors' main job was to advise and protect people threatened by evil spirits. The witch doctor often helped settle problems and disputes much like a psychologist. In addition, the witch doctors used knowledge of herbs to help cure the ill.

Although Islam and Christianity spread quickly and widely in Africa, the traditional African beliefs did not disappear. Within the African population, primarily the merchants and leaders became Muslims. Most of the common people held on to their traditional worship of ancestors and spirits. Their system of beliefs had moral guidelines which evolved through centuries. This offered comfort, stability, and continuity.

Egypt, one of the oldest countries in Africa, was aided in its growth by its proximity to the Nile River because it gave the Egyptians access to other people in Africa as well as people in other parts of the ancient world. While Egypt grew, other civilizations were developing in Africa such as the kingdoms of Kush and Axum south of Egypt. These paved the way for movement to West Africa. The sharing of ideas motivated Egyptians and people in other East African kingdoms to migrate south and west across Africa. As settlements formed, three great African kingdoms-Ghana, Mali, and Songhai emerged, rose to great heights, and eventually declined in The Sudan region of West Africa. For 1,000 years these kingdoms prospered due to the trans-Saharan gold and salt trade across their land. The gold mines were located south of this region and the huge salt mines were north of the region. Salt and gold were equally valuable due to supply and demand. These kingdoms became wealthy by becoming the crossroads for the gold and salt trade. In exchange for allowing the traders to cross their land, heavy taxes were collected. The Trans-Saharan trade both introduced outsiders to Africa and also introduced Africans to new influences.

One such influence was Islam. As Arab traders and merchants made their way across Africa many

Africans converted to Islam. By 1300, great trading cities such as Timbuktu had become centers of Islamic learning attracting scholars and merchants from all over Africa, the Middle East, and Europe. Islam spread peacefully because the kings believed in religious freedom. In the Muslim parts of cities, mosques were built as places of worship.

From the Mali kingdom on, a number of scholars and rulers helped spread knowledge about West Africa through their travels and pilgrimages. One of the most famous was Mansa Musa who became famous in far-off lands because of the unbelievable wealth and numbers of people who accompanied him when he made a hajj, or pilgrimage, to Mecca. Another, King Askia Muhammad, made a pilgrimage to Mecca further spreading news about the West African kingdoms. Ibn Battuta, an Islamic geographer of the time, made lengthy journeys. It is said he actually traveled further than Marco Polo. In any case, he was like an African Marco Polo. A famous historian, Leo Africanus, was a famous traveler of the 15 Century who wrote the first complete account of Timbuktu describing it as a cultural capital of the Songhai kingdom. This brought learned Muslims flocking to Timbuktu.

Eventually the last of the glorious West African kingdoms was conquered and no other kingdom or nation in Africa ever equaled the greatness of Ghana , Mali, and Songhai.

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LESSONS

A. Lesson One

1. Objectives

- a. Locate and identify Africa and its physical features.
- b. Make a distinction between the kinds of physical barriers and the effects on establishing civilizations in those areas.
- c. Develop an awareness of place

2. Materials

- a. Map of Africa-Fig. 1 and Fig.1A
- b. Journal Page-Fig.2

3. Background Information

Of the seven continents, Africa is the second largest. Asia, the largest continent and Europe are Africa's closest neighbors with Africa being separated from Europe to the north by only nine miles near a point in the Mediterranean Sea known as the Strait of Gibraltar. Because of its vast size, Africa is a continent of many different landscapes. Strips of fertile land occupy both ends of the continent. The northern third is the size of the entire United States. At the southern tip of Africa is the Kalahari Desert, less vast as the Sahara in the North, but just as inhospitable. Bordering both deserts are narrow, more hospitable environments of shrub, bush forests and grasslands called Savannas. The great tropical rain forests occupy most of Eastern and Central Africa while the Atlas Mountains are in the Northwest. Mt. Kilimanjaro, Lake Victoria, and Victoria Falls are toward the west. The Great Rift Valley is a series of valleys that cut through much of Eastern Africa. It has steep walls rising 6,600 feet high in some places. The coastlines are studded with high cliffs and rocky, jagged beaches further inhibiting access to the continent.

The Atlantic Ocean borders eastern Africa. The Cape of Good Hope is its southernmost point. The Indian Ocean borders the west and the Red Sea separates Africa from Asia. Madagascar is the world's fourth

largest island located off Africa's western coast.

To understand this land is to begin to understand how and why the African kingdoms of West Africa grew.

4. Procedures

a. Provide a scenario for developing a definition for barrier: "If I were to place a long piece of wood across the doors going to the gym, what would happen when time came to go to P.E.?"

b. Brainstorm other ideas of barriers. What might be considered a natural barrier?

c. Review terms:

1) Desert

2) Tropical rain forest

3) Ask: "Are these barriers?"

d. Introduce terms:

1) Savanna-grassland

2) Sudan-fertile area below the Sahara Desert

3) Great Rift Valley

4) Ask: "Could these features be barriers? Why or why not?"

e. Provide students with a copy of the background information.

f. Show map of Africa on the overhead and ask students to identify on their map and label natural barriers including:

1) Mediterranean Sea

2) Red Sea

3) Atlantic and Indian Oceans

4) Nile, Niger, Zaire Rivers

5) Atlas Mountains

6) Mt. Kilimanjaro

7) Lake Victoria and Victoria Falls

8) Sahara and Kalahari Deserts

9) Tropical Rain Forest Areas

10) Savannas

11) Sudan

12) Great Rift Valley

5. Assessment

- a. Completed African map.
- b. Provide students with a map of America with natural barriers labeled. (Fig. 3)
- c. Journal: Students will identify by listing natural American barriers in their journals. Students will analyze the following in their journals: compare America to Africa and judge which barriers in America provided the most difficulty for people to overcome as they settled this country.

B. Lesson 2

1. Objectives

- a. Students will define bartering, supply, demand, and scarcity.
- b. Students will be able to explain how the geography and the location of where one lives affects one's daily life.
- c. Students will understand the basic economic problem of scarcity confronting all societies and how scarcity influences relationships between societies.

2. Materials

- a. Elbow macaroni (sprayed gold)
- b. A piece of gold jewelry
- c. Pieces of cloth
- d. Pictures of horses
- e. Boxes of salt
- f. Baggies
- g. Map of Africa, Fig.4
- h. Kingdom Task Card

3. Background Knowledge

In ancient Africa, early civilizations had to develop ways to meet their needs. Because of the geographical features and the vast differences in climates, the entire African commerce was based on supply and demand. The Sahara or desert region had once been an ocean bottom millions of years ago and therefore had rich deposits of salt. Quantities were so great in places that entire dwellings were made of blocks of salt. However, there was a scarcity of gold needed for trading with the camel caravans coming from the Middle East and other European traders. In the forested regions of the south, salt was highly valued and prized for flavoring food and was critical for sustaining life in a hot, tropical environment. This area did, however, have rich deposits of gold. Ghana, one of the great African kingdoms was positioned between the gold mines to the south and the salt mines to the north. Tunka Manin, the wise king, realized the value of salt. Because of its important role in survival, salt was of equal value to gold. Not only was salt useful for seasoning food, but it was needed in Ghana for food preservation and for retaining moisture in the body. With these things in mind, Tunka Manin figured out a way to obtain salt and build up his supplies of gold. Since his country lay between the salt and gold mines, he allowed his people to barter or trade with

people from areas to the north and the south. He also collected tax on the trading of other countries who traded within his country. This helped make his kingdom rich and powerful. Because of the geographical locations, each region supplied what the other needed. They were interdependent.

Interesting fact: The Latin word for salt is sal. Roman soldiers received salt as part of their pay, which was called a salarium-hence the word salary. A really good soldier was "worth his salt."

4. Procedure

- a. Focus question: Holding up a piece of gold jewelry ask: "Why is gold so valuable? Discuss. Is it expensive? Why? Brainstorm a list of other things people in today's society value. Lead students to an understanding of supply and demand and scarcity. What makes some baseball cards more valuable than others? What do you do if you have more than one card of a particular player? Lead students to the understanding of bartering or trading.
- b. Show a map of Africa (Fig.4) with the upper half reflecting areas rich in salt and gold. Read the background information with students.
- c. Divide class into three kingdoms: The Gold Kingdom of Zimbabwe, the Salt Kingdom of the Sahara and the Kingdom of Ghana. The salt kingdom receives the salt for trading and the gold kingdom receives the gold. The cloth and pictures of horses are distributed to Ghana.
- d. Make these Instruction Task cards for each kingdom.

1) **The Kingdom of the Sahara**

You have an abundance of salt and need to get gold to trade with other countries. Select a king who chooses 4 trade representatives and 3 salt miners who put equal amounts of salt in baggies. Send the traders to Ghana to try and barter for gold. The king may also determine whether his country needs cloth or horses.

2) **The Kingdom of Ghana**

You have no gold or salt and desperately need both. You have cloth and horses to trade. Select a king who determines how much "tax" in gold and salt will be charged the traders from Sahara and Zimbabwe. The king appoints 3 "tax collectors/traders" to work with traders from the Sahara and 3 "tax collectors/traders" to work with traders from Zimbabwe.

3) **The Kingdom of Zimbabwe**

Your kingdom desperately needs salt because it is so hot and your people need to retain body moisture to live. You have an abundance of gold. Select a king. He appoints 3 "gold miners" who package the "gold" for trade in baggies. He also chooses 4 traders to go to Ghana to try and barter for salt. The king may also determine whether or not your country needs cloth or horses.

- e. Each group is given its kingdom card and the teacher consults with each group privately to clarify instructions. Special instructions include that Ghana is the only country through which trade can occur.
- f. Provide only 15 minutes for trade preparation and trading.

5. Assessment

- a. Debrief the activity by using a graphic organizer. (Fig.5). Suggested questions:

- 1) What did your kingdom end up with?
- 2) Do you think your kingdom has benefited by this trade? Why?
- 3) What did you find difficult about this activity?
- 4) How was geography important to Ghana?

b. Journal: Salt made the difference between life and death to people of Ghana. What in your daily life has the same value to you? Name at least 5 items in order of importance giving reasons why you couldn't live without them. There are very few geographical barriers today. Can you think of something other than these that might pose a problem for countries meeting their needs today?

C. Lesson 3

1. Objectives

- a. Analyze the ramifications of the distribution of unequal resources.
- b. Assess problems in meeting needs of survival when communication problems exist.
- c. Understand the basic economic problem of scarcity confronting all societies and how scarcity influences relationships between societies.

2. Materials

- a. Task sheet-one per group.
- b. Four large envelopes.
- c. Three pairs of scissors.
- d. Twenty paper clips.
- e. One ruler.
- f. One bottle of glue.
- g. Two felt pens.
- h. Two pencils.
- i. Colored paper - 8 x 11 sheets of the following: 2 red, 5 white, 3 blue, 5 gold, 3 green, 1 purple.
- j. Discussion questions

3. Background Information

Africa is home to a wide variety of people from Ashanti and Berber to Masai and Zulu. These ethnic groups (people who speak the same language and share a common culture and heritage) are unevenly distributed across this vast continent and speak over 800 different languages. Because of this diversity, silent trade was necessary because no common language was spoken between many of the peoples of Africa. Most trading was done quickly and silently. Traders would lay their products on the ground and move out of sight. Other merchants would come and look over the goods, take what they needed and leave payment. All would take place without a word spoken.

4. Procedure

a. Review vocabulary:

1. **scarcity**- all societies must address the problems that resources are limited and needs and wants are unlimited.
2. **interdependence**- because we live on one planet and cannot satisfy all of our own needs, we depend on others for mutually beneficial solutions to common problems. (Like Ghana from Lesson 2.)

b. Place in envelopes assembled materials as follows, in advance: (attach task sheets (Fig.6) to outside of the envelopes).

- 1) Envelope #1: 2 scissors, one ruler, 20 paper clips, 2 pencils, 2 4-inch squares of red paper and 2 4-inch squares of white paper.
- 2) Envelope #2: 1 scissors, glue, and sheets of paper- 2 of each color: blue, white, gold.
- 3) Envelope #3: 2 felt pens, sheets of paper, 2 of each color: green, white, and gold.
- 4) Envelope #4: Sheets of paper, one of each color: green, gold, blue, red, and purple.

c. Read and discuss background information. Focus: Have students give examples of ways they communicate with people when they can't talk or write.

d. Tell participants they will participate in an activity in which they will be asked to perform tasks to meet the needs and wants of a country (which their group represents). They can speak to people within their own country but not to people in other countries. Therefore, they need to choose someone from their group who will be good at creative communication or silent trading.

e. Divide the class into four groups. (If groups are larger than 5 each, the leader may want to have two sets of four groups.

f. Assign each group a table.

g. Distribute the envelopes. Instruct the participants not to open the envelopes until they are told. Instruct them to read the task sheet

h. Explain: Resources vary from country to country. They may make a silent trade to obtain the needed resources to complete their tasks. All countries must complete the same tasks.

i. Ask participants to notify the leader when their group has completed all the tasks listed. (Once a group has completed their tasks, check their work and draw attention to the fact that the country has completed all their tasks. While the leader does not want to stress competition, competition will be keen among the participants. If there are two sets of groups and one group in one of the sets completes all the tasks, ask the question, "Which set of countries will finish first?" The response among participants should be that each set will begin to cooperate among themselves.)

j. The teacher gives the signal to begin and observes participants interacting. It is suggested that the teacher take written notes of the simulation noting actions that demonstrate the ramifications of the distribution of unequal resources. The data collected can be used as a basis for analysis in the debriefing.

k. After the countries have completed their tasks, draw attention to the variation in products produced by each country.

5. Assessment

- a. Distribute discussion questions (Fig.6) and ask the countries to answer the questions and be prepared to share their responses with the entire group.
- b. Begin debriefing by using the discussion questions that were distributed to the participants.
- c. Complete the following in journals:
 - 1) What resources were in high demand?
 - 2) Why do you think there was a wide variation in the way the tasks were completed?
 - 3) Can you give examples of innovative ways in which countries completed their tasks?
 - 4) How are countries interdependent?

D. Lesson 4

1. Objectives

- a. Calculate mentally.
- b. Compare mental calculations with written for agreement. Practice multiplication and division of whole numbers.
- c. Understand the complex nature of a given culture.

2. Materials

- a. Market sheet (Fig.7)

3. Background Information

In ancient times the main objective of a trader was to take his products, whether they were camels, donkeys, cloth, etc., to market. Once at the market place, he would dress in his finest clothes that had been packed during the long caravan, and he would prepare to bargain. At daybreak, merchants and traders, coming from all parts of Africa, would begin haggling over the price of goods. As societies developed and changed, so did the kinds of things people used for currency or money. Throughout history, people often liked having a kind of money that could be used for different purposes. People in West Africa used cowrie shell money for many centuries. Cowrie shells could be used for other purposes. Not only were they good decorative materials, but many games were played with cowries as well. It is believed cowrie shells may have been the first kind of money. Lots of them have been found in ancient Egyptian and Chinese graves. (How might these have gotten to Egypt and China?) In the past, many of these people had little or no formal schooling, yet some of them were able to do complicated calculations in their heads. Even today, almost one-third of the adults in the world cannot read or write. Women usually operated the markets in parts of West Africa and could do this kind of complicated mathematics in their heads. The cowrie bead currency started with 40 shells strung to form a necklace called a "string." From there other units of currency were determined.

4. Procedure

- a. Focus question: For what do we use a dollar? Discuss. Other than buying goods or services, can you

think of any other ways we use our dollars? Discuss.

b. Read and discuss background information.

c. Have student do some quick easy mental calculations in their head as a warm-up activity.

d. On an overhead projector, help students develop a unit chart to be used as a guide in doing their mental calculations.

Example: Units Number of shells

String 10

Group=4 strings (40)

Arm=5 groups (200)

Basket=5 arms (1000)

e. Ask students to tell how they solved the problems.

f. For guided practice, ask students to calculate mentally the answer to the following problems (one at a time) using the unit chart, and record their answers on a sheet of paper to share with the class.

Cost Guess Calculate

1) hen 2 strings, 5 shells

2) cloth 1 arm, 2 strings

3) pottery bowl 1 group, 1 string

4) gold box 1 basket, 2 arms,

1 string, 6 shells

g. Check for understanding and encourage students to keep trying even if it seems hard at first to figure out the answers mentally. Remind them it takes time and practice to become really good at mental math.

5. Assessment

(Use Market Sheets, Fig.7)

a. In pairs, ask each student to make a list of 8 items that could be obtained at market. They should determine the cost using the unit chart. Trade market sheets and figure mentally the cost of each item.

b. Journal: Compare the way the cowrie shells were grouped to our system of place value.

E. Lesson 5

1. Objectives

a. Explain similarities and differences of the early African kingdoms

b. Summarize important details in a paragraph in the style of *The Important Book*.

c. Understand the complex nature of a given culture

2. Materials

- a. Graphic organizers for students and large one for classroom (Figure 12).
- b. Background information sheets-copies for students to use in group work (Appendix: A).
- c. *The Important Book*, by Margaret Wise Brown
- d. Optional: copies of *Ancient Africa and the Atlantic Slave Trade*.
- e. Maps of Africa for the students and transparencies of the same maps.

3. Background Knowledge

- a. See Appendix A

4. Procedure

- a. Briefly review previous lessons.
- b. Divide students into five groups to become experts on an assigned kingdom. Students will use their individual graphic organizers (Fig. 12) to record specific information about their kingdoms. (They can use appendix A or copies of *Ancient Africa and the Atlantic Slave Trade*.)
- c. Students present their information to the class and the teacher records the ideas on the large class organizer while students complete their organizers.
- d. The teacher uses a transparency of a map of Africa to locate each kingdom. Students locate the same places on their maps and color area representing the kingdom shown.
- e. Closure: Discuss the similarities and differences as seen on the graphic organizer.

5. Assessment

- a. Completed organizers
- b. Maps
- c. Journal: List things they think are important about the kingdom they read about.

F. Lesson 6

1. Objective

- a. Create a page for an "Important Book" about one of the 5 early African kingdoms.
- b. Understand the complex nature of a given culture

2. Materials

- a. *The Important Book* by Margaret Wise Brown
- b. Paper for final copies for class book
- c. Journal entries from lesson 5

3. Background Information

a. This is an extension of lesson 5 and provides closure for this part of the unit.

4. Procedure

a. Students take out journal entries from lesson 5. Compile their ideas on the blackboard as they volunteer ideas.

b. Read *The Important Book* to the class and discuss the paragraph structure.

c. In pairs students choose an event to write about in the format of *The Important Book*. (Topic sentence, supporting details, concluding sentence).

d. Students self-edit and then the teacher is the final editor before final copies are made for a class book on *The Important Things About the Early African Kingdoms*.

e. Students illustrate their paragraphs.

5. Evaluation

a. Information included in the paragraphs can be used as assessment, or the teacher might want to use a rubric with the following criteria: content, illustration, neatness, clarity of sentences.

b. At the end of this unit is a list of questions to be used in a Jeopardy type review game. The class can be divided into four teams. The first person on each team begins by requesting a category. They can confer with their team before giving an answer. (Optional)

c. Journal: Students think about different civilizations they have studied. Can they think of some similarities between one of the African kingdoms and another civilization studied? Or between the United States and one of the African kingdoms?

G. Lesson 7

1. Objectives

a. Select important events to create a "photo journal" about Ibn Battuta's travels.

b. Assess the effects of Ibn Battuta's travels.

c. To understand the complex nature of a given culture through the study of a world traveler and writer of the time.

2. Materials

a. Background information page

b. Maps (Fig.)

c. Black construction paper for pages in the photo-journal

d. Black photo corner mounts

e. Pieces of white paper cut the size of photo for illustrations. (approximately 4 x 6")

f. Various student resource books

g. Strips for captions if not using computer

3. Background Information

Ibn Batuta was one of the most remarkable travelers of all time. He was a rich Muslim and was born in Morocco. At the age of twenty-one he began his travels with a pilgrimage to Mecca to fulfill one of the "pillars of Islam." He wrote fascinating accounts about his trips which have provided people with the only firsthand record of the places he visited, the people he met, and things he saw. He described places in vivid detail. Many of the places he visited were largely unknown to Europeans. In fact, many people didn't believe the strange stories he brought back. Altogether, he traveled 75,000 miles--an amazing distance.

There are many reasons he was able to travel so far. One is that the Islamic world at that time was extensive, centrally governed, and peaceful. In addition, he was able to stop and work as a judge wherever he wanted because Islamic law was in use in most of the places he visited.

Ibn Batuta left Morocco and crossed Egypt to the Red Sea. He had to change plans at this point because of a tribal war. As a result, he returned to Cairo.

Batuta then moved on to Jerusalem and Damascus. After that, he traveled by land to Mecca through Arabia. From Mecca, he traveled on to Baghdad, and was horrified to find that the city had been ruined by the Mongols.

Next, after ten nights at sea, Ibn visited Anatolia (now a part of Turkey), then went back to Mecca where he studied law. This new profession allowed him to pay for more traveling, and he was soon off again.

He now crossed the Red Sea. Here he took a dhow (ship) to Zaila in Somalia. He

described Zaila in his journal as the dirtiest place he'd ever visited. From Zaila, Ibn sailed down the coast to Mombassa and Kilwa. He was impressed by the fine wooden houses he saw and was fascinated by the dark skins of the Africans. To get back to Mecca, he now sailed along the south coast of Arabia and into the Persian Gulf, then crossed the Arabian Peninsula. Before long, however, his curiosity made him impatient to travel again.

Then, he took off north to Syria, Kaffa (the Crimea), and the Caucasus Mountains. He later crossed Central Asia, through Afghanistan, to India. From India he traveled by sea to Canton, China. Finally, he began the journey back home to Morocco. To get there he went through Malaysia and India. He reached Fez in 1349.

Three years later in 1352, Ibn was ready to travel once again. His destination was

Africa. This was to be the most valuable of his journeys as the places he visited and wrote about had never been written about before.

He crossed the Sahara Desert for Mali. He joined a caravan for safety from roaming bandits. Their first stop was Taghaza. He described it as an "unattractive village...its houses and mosques are built of blocks of salt, roofed with camel skins. There are no trees, nothing but sand..." Here the travelers picked up supplies of water for the next ten day trek to Tasarahla. Then, they went to Walata, a dangerous journey because of shifting sand. It was a slow journey, and they were afraid of running out of water.

Luckily, Ibn made it across the Sahara safely. When he got to Mali, he said it was a very safe place in which to travel, a place with complete security. A visitor didn't have to worry about robbers or other types of violence. Ibn gave credit to King Mansa Musa who had worked hard to bring law and order to the land of Mali. Ibn also noted that these were extremely honest people. He noticed how strict the Muslims were

with their children, keeping them chained in school each day until they learned the required passages of the Quran.

Adapted from "Travels of Ibn Batuta in Africa and Asia"

4. Procedure

a. Focus: Ask students: Can you imagine a trip so long that it would be as far as crossing the United States 21 times but only by camel or by boat? We'll be learning about a Muslim writer, world traveler, and geographer who traveled this far in the Middle Ages.

b. Map work: Read background information with class. List the places visited as you read using the board, etc. Students follow or trace route on their maps. Maps can later be used as a research tool when completing their pictures.

c. Begin "photo-journal" about the travels of Ibn Batuta.

1) Divide places visited among students. Each student is to create a snapshot sized picture illustrating this place or event. Have reference materials available so students can find some accurate details to include as they illustrate.

2) Students write a caption describing the event, place, etc. Write in first person narrative.

3) Mount illustrations on sheets of black paper using photo corner mounts to look like a picture album.

4) Use computer to make final copies of the captions and secure below the illustrations.

5. Closure

a. When you go on trips and return, what do you do to share what you did and saw-especially things that really impressed you? How do you share this? Let students they describe things they saw, did, people met, foods they had, souvenirs they came home with, etc.

6. Assessment

a. In what ways do you think Ibn Batuta shared knowledge of one culture he visited with another culture? Give specific details and elaborate.

7. Extension

a. Create a letter in which you invite Ibn Battuta to come to Texas and tell him what he would find interesting and different.

H. Lesson 8

1. Objectives

a. Analyze trickster tales.

b. Explain the lesson in the tale.

c. Retell a trickster tale.

d. Understand the complex nature of a given culture through literature.

2. Materials

- a. You will need a trickster tale to read aloud to the class. Choose from Anansi the Spider stories, Zomo the Hare stories, Tortoise stories, or Bre'r Rabbit stories. You should be able to find trickster stories and anthologies in your school library, local library, or children's bookstore.
- b. A large graphic organizer (Fig.14)
- c. Individual copies of the organizer for the students
- d. Assorted trickster tales from the library
- e. Story clock organizer (Fig.15)

3. Background Information

Trickster tales originated in Africa where an evening's entertainment often consisted of a group of family members or friends sitting together telling folk tales. In the ancient African tradition of storytelling, the storyteller is called the griot.

In a trickster tale, the hero (protagonist), is often a clever trickster. This character is usually named tortoise, hare, or spider and is usually successful at outwitting the other animal by pranks. The protagonist is often a smaller character who ordinarily wouldn't be thought of as a trickster. However, by using his brain he manages to overpower the more powerful character. The trickster often represents the downtrodden who learns to overcome the other characters. These tales are often found in developing cultures.

The pranks usually cause trouble for another character. Most often the trickster goes away gloating and unpunished. Occasionally, though, there is a reverse and the trickster falls victim to the trouble he actually began.

Almost all traditional cultures have their own specific trickster character. For example, coyote, hare, and raven are popular North American tricksters. West African tricksters are tortoise, Anansi the Spider, and Zomo the Hare. The Zomo stories evolved into the Bre'r Rabbit stories in America. In Japan, Badger is the trickster and fox or wolf are tricksters in Europe and in South and Central America.

These tales exist because they amuse and make people laugh. They also combine mischief with creativity. Another reason for their popularity is that they teach lessons about the futility of vanity, the downfall of being naive about the ways of the world, and the consequences that can follow greediness. The trickster often plays his pranks on characters who exhibit these qualities. As a result, these characters frequently end up wiser after their experiences with the trickster. An example is in "The Teapot Badger" where greedy children learn a hard lesson about taking what belongs to another.

Adapted from *Multicultural Tales and Fairy Tales*.

Note: Stephen Gammel has written many Anansi stories and Gerald McDermott has written many native American trickster tales.

4. Procedure

- a. Focus: Do you know anyone who enjoys playing practical jokes or pranks on you? Briefly discuss.
- b. Explain that most countries have their own form of trickster tales. Can they recall a story where one character, usually an animal, cleverly tricks another animal? (Such as "The Tortoise and the Hare").

c. Tell students to listen as you read aloud a trickster tale. Identify the trickster and the lesson taught as well as who learned the lesson.

d. Fill in a large story clock organizer as you elicit the elements from the class. See Figure 15 for a story clock organizer. Center discussion around the following ideas:

- 1) Discuss the trick and events leading up to it.
- 2) Why was the protagonist able to win in the end?
- 3) Tricksters are clever but sometimes dishonest characters.
- 4) Why did the tricked character fall for the trick?

e. Discuss and compare practical jokes with riddles. Use a Venn Diagram to record student ideas. Practical jokes tend to be funny to the person playing them and the recipient of the joke often feels embarrassed or angry. However, with riddles, everyone laughs in the end. Discuss which kind the students like best and why.

f. In small groups, students are assigned a trickster tale to read. After reading it together, they analyze the elements and record on an organizer.

g. Students prepare a retelling of their tale to be presented to the class.

h. After each group presents their retelling, one person in the group elicits the elements from the whole class. The teacher acts as scribe and records these on a large chart that has room for each group's story analysis.

5. Assessment

a. Students complete the retelling and facilitate obtaining answers from the rest of the class in order to complete the graphic organizer.

b. Discuss similarities and differences.

6. Extension

a. Depending on the time available, pairs or groups could rewrite their tales into a play and present them as puppet shows (or shadow plays). Another idea is to let students write an original trickster tale.

I. Lesson 9: A Cultural Safari (Plan to devote the entire day)

1. Objectives

- a. To make a tribal African mask related to a geographical region.
- b. To make an African Fetish and explain how it relates to our notion of good luck.
- c. To make a Linguist's Staff and compare this symbol of authority to that of a king's scepter.
- d. To interpret Core Knowledge sayings through art.
- e. Create an authentic African Adire or tie-dye.

- f. Sample African foods and compare to foods the student likes.
- g. Create an African Kente wall hanging.
- h. Understand the basic economic problem of scarcity confronting all societies and how scarcity influences relationships between societies.
- i. Understand the complex nature of a given culture.

2. Materials:

- a. Suggested Safari Activities (Appendix B)

3. Procedures

a. Teacher creates a rotating system. Students will take a walking safari by traveling from activity to activity in small group. The following rotation system could be used and is based on a classroom of 20 students with 4 students per group. You can expand it to fit your needs.

- 1) Groups rotate every 30-40 minutes depending on your schedule.
- 2) Each student is given his or her own schedule of activities to follow for the day. This schedule may be attached to the front of their Safari Day Reflection Journal.

b. Each Safari activity will be conducted by parent volunteers. You will need to plan ahead with them. You could start by sending a letter at the beginning of the unit stating your plans and requesting volunteers. Then set up a planning session for them. Six possible safari activities have been developed.

c. Run copies of the Reflection Booklet, one per student.

4. Assessment

a. An individual student reflection journal for each activity is provided. As student completes each activity, he should take time to write in his reflection journal. The assessment journal is pages 49-52. Be sure to run enough for each student, cut and staple into half page booklets.

- 1) **SAFARI ACTIVITY #1:** Describe how you made your African mask and what animal it looks like?
- 2) **SAFARI ACTIVITY #2:** What animal did you choose to make as an African fetish? Name an American good luck symbol and explain how the African fetishes are similar.
- 3) **SAFARI ACTIVITY #3:** In Medieval Europe, King's often carried scepters. How is a linguist's staff like a king's scepter? What core Knowledge saying did you choose and what does it mean?
- 4) **SAFARI ACTIVITY #4:** Explain the process of creating an African Adire or Tie-Dye.
- 5) **SAFARI ACTIVITY #5:** How was the African food like American food?
- 6) **SAFARI ACTIVITY #6** Explain what you thought was the most difficult part of making the African Kente weaving.

b. At the end of the day...

- a. Tell what you enjoyed most about Safari Day.

Appendix A

Axum

Axum, which means "land of green grasses," was an early African kingdom in the area now known as Ethiopia. Axum was located on a plateau near the southwest part of the Red Sea and developed as a trading kingdom due to its fine port which made it easy to get goods from the Mediterranean. Axum's trading contacts extended far down the African coast. The people of Axum, imported glass from Arabia, olive oil from Italy, grains and fabric from Egypt, and rice and sesame oil from India. They exported bronze coins, precious metals, elephants, turtle shells, and ivory. They were an enterprising people and welcomed merchants.

King Lalibela was Axum's most well-known ruler. He organized the kingdom much like the kingdoms of medieval Europe with a system of vassal and peasant type people. They depended on each other and worked in an organized social order. Each man took his moral duty to serve the group seriously.

It was a Christian civilization. In fact it was the only Christian country in Africa. King Lalibela had eleven churches built. They were actually carved out of rock!

Axum thrived until Islam spread so far that it surrounded the kingdom. At this point, Axum began its decline in the 7th century.

Adapted from African Kingdoms, Time-Life Books, New York, 1971.

Kush

Kush was an ancient African kingdom that was also called Nubia. It was one of the greatest of the old civilizations of inner Africa and lasted for about 1000 years. Kush was greatly influenced by its Egyptian neighbor. Kush was located south of Egypt at the southern part of the Nile Valley. It was separated by seas of sand and rock from the rest of the world which caused the Kushites to learn independence and to use resources wisely.

Kush grew wealthy through trade. Another source of its wealth was through its iron works. They made iron tools and weapons that other people traded for. They developed trade routes to Egypt, the Mediterranean region, the Red Sea, Arabia, Persia, and India. Items traded on these routes included ivory, leopard skins, ostrich feathers, ebony, gold, oriental goods, and iron products.

Kush had fine towns, palaces, and pyramids. One of its most famous leaders was King Taharqu. He encouraged travel and the exchange and adaptation of ideas. Its art included terra-cotta objects, and items decorated with human and animal figures. Two symbols that appeared often were the elephant and the lion. The elephant was very important in the Kush culture. Elephants were kept in stables and were important in warfare and royal prestige. The people of Kush worshipped many gods, especially their god

Amon, and had temples to different gods such as a temple for their lion-god. Eventually their trade routes were blocked by new rivals and enemies who were nomads from the desert regions. The brilliant civilization of Kush was conquered in the 4th century.

Adapted from "Africa in a Nutshell." file://A/SUMMARY.HTM

MALI

Although the kingdom of Ghana fell, a new kingdom called Mali developed in the same place, but its boundaries were larger than those of Ghana. Mali was ruled by the Muslims who conquered Ghana. One famous ruler was King Sundiata. He was born very sick and for years was unable to walk or even stand up. As he grew up, he forced himself to learn to stand and to walk. He learned to ride horses and to fight. He formed a large army and overcame the cruel king of Mali. Sundiata won back his family's lands which had earlier been taken away. Sundiata had many qualities that caused people to consider him great. He was like a King Arthur hero to his people.

Sundiata began the salt and gold trade again which brought wealth to Mali. He also conquered neighboring lands to increase the territory. The fertile grassland allowed the Mali farmers to harvest rich crops. Sundiata died after a reign of twenty years. The new kings were called Mansas. Perhaps the greatest mansa of all was Mansa Musa who conquered large areas of land further increasing Mali's size. He also added new trade routes including one for the copper trade which added to the wealth of Mali. His kingdom was known for its fair, well-organized system of law and order. Learning was encouraged as well as art, literature, and architecture.

Mansa Musa went on a hajj to Mecca. He created a huge sensation as he traveled because thousands of people and one hundred camels went with him. Each camel carried 300 pounds of gold. In addition, 500 slaves, each carrying a four pound golden staff, walked beside the camel caravan. Mansa Musa wanted to let people know how rich his kingdom was. He gave gifts of gold to almost everybody he met, and he also gave gifts to the poor, which is an important part of the Islamic faith.

Mansa Musa brought many Muslim scholars and artists back with him. Because many people heard about him from this journey, European maps finally showed Mali for the first time.

Upon his return to Mali, Mansa Musa had the University of Timbuktu built as well as many schools. Students and teachers came from all over the world to this university. Mansa Musa died in 1332 after reigning 25 years. His son became king. Unfortunately, he was not a gifted ruler like his father had been. The huge empire of Mali gradually declined as a series of weak rulers lost almost all of Mali's lands.

Adapted from *Ancient Africa and the Atlantic Slave Trade* and *Mali: Crossroads of Africa*.

Major dates: 1235 A.D. Sundiata becomes king of Mali.

1255 Sundiata dies.

1312 Mansa Musa becomes king.

1324 Mansa Musa makes his great hajj to Mecca.

1337 Mansa Musa dies, his son becomes king.

1360 Mansa Musa's brother, King Sulayman, dies and Mali begins to decline.

GHANA

In Western Africa, three kingdoms developed and thrived while Europe was still in the Dark Ages. The first glorious African kingdom was Ghana. All three kingdoms became wealthy by controlling trade routes across their land in which gold was sent north through West Africa and salt was sent south to West Africa.

Ghana became a huge empire located on grasslands between the Congo River (Zaire) and the Sahara Desert. The people of Ghana built cities, farmed the land, raised families, and lived peacefully with their neighbors. The best known king was King Tunka Manin. (TUN-kah MAN-in). He lived in a lavish palace and ruled from a golden throne. He dressed in silk robes and jewels. Even his horses and dogs wore gold collars and harnesses. Because of all the gold, Tunka Manin was called the lord of the gold. His warriors were extremely powerful so he became known as the warrior king of Ghana. This is how the kingdom became known as Ghana. The government of Ghana was like the feudal system in the Middle Ages. The King had viceroys to help keep control of the people much like the vassals and nobles helped the king in the Middle Ages.

Ghana became wealthy because King Tunka Manin let Ghana become a center of trade routes connecting people north and south of Ghana. Salt was sent south from the northern salt fields and gold was sent north from the gold mines south of Mali. Tunka Manin collected taxes on each item that passed through his country and this brought great wealth to Ghana.

Kumbi, a rich market area, was the capital city. Much of the trading of salt and gold took place in Kumbi. In addition, other products as well as slaves were traded. Kumbi was divided in half because of different religious beliefs. The natives of Ghana kept their native religions while others converted to Islam. King Tunka Manin allowed religious freedom. In the capital, the half of the city where Muslims lived was called Kumbi while the other half was called Al Ghaba. The king lived in Al Ghaba.

Each city half was different. Twelve mosques were built in Kumbi. The king and his advisors and teachers lived in El Ghaba which was like a walled park. Inside the walls were the palace, court, and houses of the king's subjects. Tunka Manin lived peacefully along side the Muslims resulting in years of harmony. It also paved the way for King Tunka Manin to trade with the Muslims in the north which brought even more wealth.

Eventually a series of droughts hastened Ghana's decline. The country weakened and fell to Muslim invaders.

*Adapted from **Ancient Africa and the Atlantic Slave Trade** and **A Glorious Age in Africa**.

Major Dates 300-500 A.D. Soninke people of West Africa found Ghana

1050 Ghana reaches the height of its power

1062 Tunka Manin becomes king of Ghana (Tunka Manin ruled from 1062-?)

1076 Muslim invaders capture Kumbi (Ghana capital) and Ghana begins decline

1240 Ghana empire ends

SONGHAI

In the same way that Mali rose on the site of the previous kingdom of Ghana, a new kingdom rose on Mali's site when Mali fell. It was called Songhai and became even more advanced and larger in size than either Mali or Ghana.

The ruler, Sultan Sunni Ali, was a noble king and a great warrior. Although his kingdom became huge, he ruled it by appointing governors to take care of each province. He set up a navy and an army. Unfortunately, while still in his glory, it is said that he drowned in a swift stream when he fell off his horse. His son became king but was soon defeated by one of Sunni Ali's top commanders, Askia Muhammed. He became a king who encouraged teachers, doctors, poets, students, religious leaders, and lawyers to come to Songhai. He built more schools where students learned grammar, law, literature, art, government, mathematics, geography, medicine, music, and poetry. He worked hard to spread Islam and like Mansa Musa, he went on a two year hajj with 500 horseman and 1000 foot soldiers. He took enormous amounts of gold with him and gave gifts to the poor.

Askia Muhammed extended the borders of Songhai by fighting jihads, or holy wars. His huge empire was orderly and prosperous. He divided Songhai up into five sections and each one was headed by a governor. He set up a system of banks which helped the merchants and other visitors from Europe and Asia. Increased trade was a source of wealth for the kingdom of Songhai. Askia Muhammed ruled from the capital city of Gao, but Timbuktu became the main center of learning. The city grew large with a population of over 100,000 people. Mosques, flat-roofed houses, factories, shops, and bookstores lined the narrow streets. The book trade became a very profitable business. Excellent hospitals with doctors using the newest techniques practiced in Timbuktu.

This was an exciting city with scholars and rich merchants. The people loved celebrations, rich clothing, and gold jewelry. They also loved gymnastics, chess, and fencing.

Eventually, the Moroccan Muslims became greedy and decided to take control of the gold and salt trade. Armed with European guns, they conquered Songhai soldiers who only had spears, bows and arrows. The plundering Moroccan Muslims took great riches in Songhai, but never found the source of the gold. Songhai was fatally weakened, its trade vanished, cities declined, and the government finally collapsed. Songhai's wealth vanished as the last of the three glorious West African kingdoms fell.

*Adapted from *Ancient Africa and the Atlantic Slave Trade* and **Songhay: The Empire Builders**.

Major Dates: 1364 Sunni Ali founds Songha

1493 Askia Muhammad seizes throne from Sunni Ali's son.

1495 Askia Muhammad's hajj to Mecca.

1590 Songhai conquered.

1590 Moroccans conquer by using European guns.

Appendix: B

Safari Activity #1- Tribal masks

Materials: Cardboard or paper plates, dried seeds, beans, pasta, glue, paints, paintbrushes, shells, raffia, construction paper of various colors, pencils, markers, crayons, scissors.

Background information for the volunteer

Masks have been important in African societies both in the past and the present. Many African masks vary greatly in design based on the area of origin. Frequently the masks are carved to resemble animals. In many tribes, the animal was thought to be the guardian spirit of their human ancestors. These objects are often indispensable objects in dance, ceremony and ritual. The artists did not usually attempt realism but rather it was more of an interpretation of the animal characteristics. Features were often elongated. The artist strived for the essential essence. Each geographical region produced masks of a unique style. For example: people of the rain forests create masks different from those created by the people of the savanna. Wood was the most frequently used material and was painted or blackened with charcoal. For funerals, ghost white was often used. Other colors traditionally used were musty red, yellow ochre, and indigo. African masks have been acknowledged as being the driving force behind Western Modern Art.

1. Provide pictures of African masks from encyclopedias, other resource books or from the Internet.
2. Have students note how most masks reduce features to lines and geometric shapes. Eyes may be mere slits and noses shown as triangles. Lips may be dissected diamond shapes.
3. Distribute art supplies. Practice by first creating a mask drawing on paper. Then transfer to cardboard and decorate.
4. Keep in mind seeds, beads, etc. need adequate drying time to set up after they are glued.

Safari Activity #2- African Fetish sculpture

Materials: modeling clay, clay tools or tools used for carving, hardware odds and ends (small nails, tacks, screws, etc.), other textural objects like feathers, sticks, raffia, toothpicks and fabric scraps, reference materials that include pictures of common African animals.

Background knowledge for the parent volunteer

An important part of African art is found in its sculpture. There are many forms and materials used for these pieces. Some are carved from wood, while others are done in bronze or gold as well as stone. Fetishes were created to satisfy both an artistic purpose as well as a ceremonial one. To the creator, they hold magical powers much like good luck charms.

1. Use the reference materials to choose an animal you wish to sculpt into a fetish.
2. Make note of the texture of the animal's skin or coat.
3. Begin by shaping the animal out of clay.
4. Finish by adding textural elements to the outside to create the idea of the skin.

Example: Turtles may have thumb tacks used for their shells. Porcupines may have toothpicks sticking out to show their quills.

Safari Activity #3 - Linguist's Staff

Materials: Sticks Each student should bring in one about 3 to 4 feet; Dowels or a broom handle would work, paint brushes, clay balls (3-4 four inches in diameter for each student), yellow or gold tempera or acrylic paint.

Background information for the parent volunteer

African leaders often carry linguist's staffs as a symbol of their position. These artifacts were derived from the European tradition of cane holding. Originally called messenger sticks, canes were first used by someone in Ghana as a means of deferring to authority when speaking to the chief of a tribe. Later they became a symbol of a spokesperson or someone of authority. Ghanians traditionally embellish their staffs that are carved out of wood. Covered over with gold leaf, the top piece represents a type of proverbial message intended to remind the holder of the staff of basic morals and value which is a reminder that he must not let power go to his head.

For example: If a chameleon is used as the top piece, it might represent a proverb, "The world is like a chameleon's skin." (interpretation - a warning to those of great power or wealth who think they will never lose it)

1. Using the Core Knowledge sayings, have student choose one to represent on the end of their staff.
2. Decide what they would like to use as a symbol for the saying.

3. Attach the ball of clay to the end of the staff and begin sculpting the end piece into the symbol.
4. Paint gold or yellow.
5. Have students then illustrate their sayings and hold a parade of linguists and their staffs. Students may share their interpretation with others.

Safari Activity #4 - African Adire (Tie-Dye)

Materials: Each student should bring their own white T-shirt for dyeing or you may choose to do small tie-dyes on handkerchiefs, needles, rubber bands, buckets or foil roaster, raffia or heavy thread, fabric dye color of your choice, pencils, buttons, water.

Background information for the parent volunteer

Africans have traditionally decorated their clothing with bright colors and elaborate patterns. Many natural materials are used to create these interesting patterns and colors. One way to accomplish this is to Tie-Dye fabric. The easiest way is to take cotton fabric, tie it in knots and immerse in dye. Rubber bands may also be used to bind areas before dyeing. Another way of creating interesting shapes is to gather fabric around small objects such as buttons, marbles, beans, etc. and binding with strings before dyeing. The art of tie-dyeing is flourishing in many West African countries today.

1. Using any of the methods mentioned in the background knowledge, students gather up pieces of fabric before dyeing.
2. Immerse the fabric in buckets filled with dye. Follow the instructions and do not let the children handle the dye.
3. Rinse the fabric and dry.
4. Carefully remove any bindings or rubber bands.
5. Press and wear.

Safari Activity #5 - African Foods

Materials: Ingredients for soup (sorba), salad and dates. (Have students donate ingredients.)

Background Information for Parent Volunteers

During Christopher Columbus' time, a Moorish explorer and scholar, Leo Africanus visited the kingdoms of West Africa. He wrote *The History and Description of Africa* and in it he described what he found in

Gao, the capital of Songhai. He said bread and meat existed in great abundance but there was no wine or fruit. He found melons, cucumbers, pumpkins and huge quantities of rice. Fresh water wells were numerous. Fruit such as apples can be found in other areas of Morocco. Dates are also plentiful and olive oil is used for seasoning and cooking.

Procedures

The following could be prepared to give students a sense of the flavors found in Africa.

Libyan Soup or Sorba

2 lbs. chicken, chopped

2 large onions, chopped

4 T tomato paste

4 T. oil

2 bunches parsley, chopped

1 lemon

1 t. of each: salt, pepper, red pepper, turmeric.

1 can chickpeas

6 T. shorba pasta or orzo pasta

Put cooked onion and chicken in crockpot. Add oil, tomato paste, parsley, tomato, juice of lemon, salt, pepper, red pepper, turmeric, 2 cups water, pasta. Cook for 1 hours. Add chick peas. Cook another hour and serve.

(This could be started in the A.M. at school and served in the afternoon after the days activities.

Moroccan Salad

Cut and dice apples, green peppers, tomatoes, and cucumbers. Add some olive oil and lemon juice. Toss and serve.

Dessert

Dried dates

Safari Activity #6 - Kente Paper Weaving

Materials

Black or other dark colored construction paper, 12 x 18, strips of red, yellow, and green construction paper, pattern for marking and any color yarn.

Background Information for Parent Volunteer

African weavers have always taken great pride in the weaving of beautiful cloth. The Asante (a - SAN -tay) people of Ghana make Kente (KEN-tay) cloth still today, even though it once was made only for their kings. Traditional colors used typically are black, red, yellow, and green. This finely woven cloth is usually made of rayon or silk. The strips are sewn together, rolled up and taken to market. The following weaving activity is a variation on this type of cloth.

Procedures

1. Fold black paper in half. Students then place pattern on top and trace markings with white crayon.
2. Cut strips and open.
3. Fold about 1 inch of top edge of the black paper toward the back. Glue the edge to the back creating a space for a dowel or making the edge strong enough to attach a yarn hanger.
4. Tear or cut strips of red, green and yellow paper to be used in weaving about 12" x 1". If torn, paper needs to be stacked and torn together in order for strips to weave properly.
5. Begin weaving by inserting strips in the slits of the black paper. Alternate the strips one at a time, in and out creating a checkerboard pattern.
6. When all strips have been woven, punch holes in the bottom and insert strips of yarn, tying knots to create a fringe.
7. Insert a dowel in the pocket created on top and tie yarn on the ends for hanging or punch holes and tie yarn to create a hanger. (See diagram-Figure 16)

Appendix: C

JEOPARDY REVIEW QUESTIONS

Three West African Kingdoms

1. Using the terms north, south, east, and west, describe where the three kingdoms we have studied are located. (northwestern Africa)

2. What type of land were the three kingdoms located on? (grasslands)
3. What was the main religion of all 3 kingdoms? (Islam)
4. What two places were the three kingdoms located between? (Sahara Desert and Congo Jungle)
5. Explain the cycle of the rise and fall of a kingdom.

Ghana

1. What type of trade brought wealth to Ghana? (salt and gold trade)
2. What religion did Ghana have that was different from the other kingdoms? (native African religions)
3. What caused the decline of Ghana? (droughts, attacks from Muslim invaders, less trade, fewer goods)
4. Who was the main ruler of Ghana? (Tunka Manin)
5. What did the main ruler (Tunka Manin) of Ghana do for his people? (made the people wealthy by allowing trade on his land and taxing the trade.)

Mali

1. What was the main religion in Mali? (Islam)
2. Name the main rulers of Mali? (Mansa Musa or Sundiata)
3. How did the people of Mali get their wealth? (salt and gold trade)
4. What did the main ruler (Mansa Musa) do for his people? (promoted law and order, encourage learning, extended the borders)
5. What caused the decline of Mali? (weak rulers lost the land, Songhai was able to conquer it)

Songhai

1. What was the main religion in Songhai? (Islam)
2. Name one of the main rulers of Songhai? (Sunni Ali or Askia Muhammad)
3. What did the leaders do for Songhai? (built schools, increased the land through jihads)
4. What caused the downfall of Songhai? (defeated by the sultan of Morocco, because he had European weapons)
5. Name the capital of Songhai. (Gao)

Miscellaneous

1. What is a jihad? (A holy war fought for the purpose of gaining land for the religion of Islam.)

2. What is a hajj? (A pilgrimage to the holy city of Mecca that most Muslims try to make at least once)
3. What is a Muslim? (A person who believes in the religion of Islam.)
4. What famous traveler introduced Europe to Africa and traveled further than Marco Polo? (Ibn Batuta)
5. What natural resource was in as much demand as gold? (salt)

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Appendix A

Axum

Axum, which means "land of green grasses," was an early African kingdom in the area now known as Ethiopia. Axum was located on a plateau near the southwest part of the Red Sea and developed as a trading kingdom due to its fine port which made it easy to get goods from the Mediterranean. Axum's trading contacts extended far down the African coast. The people of Axum, imported glass from Arabia, olive oil from Italy, grains and fabric from Egypt, and rice and sesame oil from India. They exported bronze coins, precious metals, elephants, turtle shells, and ivory. They were an enterprising people and welcomed merchants.

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Kush

Kush was an ancient African kingdom that was also called Nubia. It was one of the greatest of the old civilizations of inner Africa and lasted for about 1000 years. Kush was greatly influenced by its Egyptian neighbor. Kush was located south of Egypt at the southern part of the Nile Valley. It was separated by seas of sand and rock from the rest of the world which caused the Kushites to learn independence and to use resources wisely.

Kush grew wealthy through trade. Another source of its wealth was through its iron works. They made iron tools and weapons that other people traded for. They developed trade routes to Egypt, the Mediterranean region, the Red Sea, Arabia, Persia, and India. Items traded on these routes included ivory, leopard skins, ostrich feathers, ebony, gold, oriental goods, and iron products.

Kush had fine towns, palaces, and pyramids. One of its most famous leaders was King Taharqu. He encouraged travel and the exchange and adaptation of ideas. Its art included terra-cotta objects, and items decorated with human and animal figures. Two symbols that appeared often were the elephant and the lion. The elephant was very important in the Kush culture. Elephants were kept in stables and were important in warfare and royal prestige. The people of Kush worshipped many gods, especially their god Amon, and had temples to different gods such as a temple for their lion-god. Eventually their trade routes were blocked by new rivals and enemies who were nomads from the desert regions. The brilliant civilization of Kush was conquered in the 4th century.

Adapted from "Africa in a Nutshell." file://A/SUMMARY.HTM

MALI

Although the kingdom of Ghana fell, a new kingdom called Mali developed in the same place, but its

boundaries were larger than those of Ghana. Mali was ruled by the Muslims who conquered Ghana. One famous ruler was King Sundiata. He was born very sick and for years was unable to walk or even stand up. As he grew up, he forced himself to learn to stand and to walk. He learned to ride horses and to fight. He formed a large army and overcame the cruel king of Mali. Sundiata won back his family's lands which had earlier been taken away. Sundiata had many qualities that caused people to consider him great. He was like a King Arthur hero to his people.

Sundiata began the salt and gold trade again which brought wealth to Mali. He also conquered neighboring lands to increase the territory. The fertile grassland allowed the Mali farmers to harvest rich crops. Sundiata died after a reign of twenty years. The new kings were called Mansas. Perhaps the greatest mansa of all was Mansa Musa who conquered large areas of land further increasing Mali's size. He also added new trade routes including one for the copper trade which added to the wealth of Mali. His kingdom was known for its fair, well-organized system of law and order. Learning was encouraged as well as art, literature, and architecture.

Mansa Musa went on a hajj to Mecca. He created a huge sensation as he traveled because thousands of people and one hundred camels went with him. Each camel carried 300 pounds of gold. In addition, 500 slaves, each carrying a four pound golden staff, walked beside the camel caravan. Mansa Musa wanted to let people know how rich his kingdom was. He gave gifts of gold to almost everybody he met, and he also gave gifts to the poor, which is an important part of the Islamic faith.

Mansa Musa brought many Muslim scholars and artists back with him. Because many people heard about him from this journey, European maps finally showed Mali for the first time.

Upon his return to Mali, Mansa Musa had the University of Timbuktu built as well as many schools. Students and teachers came from all over the world to this university. Mansa Musa died in 1332 after reigning 25 years. His son became king. Unfortunately, he was not a gifted ruler like his father had been. The huge empire of Mali gradually declined as a series of weak rulers lost almost all of Mali's lands.

Adapted from *Ancient Africa and the Atlantic Slave Trade* and *Mali: Crossroads of Africa*.

Major dates: 1235 A.D. Sundiata becomes king of Mali.
 1255 Sundiata dies.
 1312 Mansa Musa becomes king.
 1324 Mansa Musa makes his great hajj to Mecca.
 1337 Mansa Musa dies, his son becomes king.
 1360 Mansa Musa's brother, King Sulayman, dies and Mali begins to decline.

GHANA

In Western Africa, three kingdoms developed and thrived while Europe was still in the Dark Ages. The first glorious African kingdom was Ghana. All three kingdoms became wealthy by controlling trade routes across their land in which gold was sent north through West Africa and salt was sent south to West Africa.

Ghana became a huge empire located on grasslands between the Congo River (Zaire) and the Sahara Desert. The people of Ghana built cities, farmed the land, raised families, and lived peacefully with their neighbors. The best known king was King Tunka Manin. (TUN-kah MAN-in). He lived in a lavish palace and ruled from a golden throne. He dressed in silk robes and jewels. Even his horses and dogs wore gold collars and harnesses. Because of all the gold, Tunka

Manin was called the lord of the gold. His warriors were extremely powerful so he became known as the warrior king of Ghana. This is how the kingdom became known as Ghana. The government of Ghana was like the feudal system in the Middle Ages. The King had viceroys to help keep control of the people much like the vassals and nobles helped the king in the Middle Ages.

Ghana became wealthy because King Tunka Manin let Ghana become a center of trade routes connecting people north and south of Ghana. Salt was sent south from the northern salt fields and gold was sent north from the gold mines south of Mali. Tunka Manin collected taxes on each item that passed through his country and this brought great wealth to Ghana.

Kumbi, a rich market area, was the capital city. Much of the trading of salt and gold took place in Kumbi. In addition, other products as well as slaves were traded. Kumbi was divided in half because of different religious beliefs. The natives of Ghana kept their native religions while others converted to Islam. King Tunka Manin allowed religious freedom. In the capital, the half of the city where Muslims lived was called Kumbi while the other half was called Al Ghaba. The king lived in Al Ghaba.

Each city half was different. Twelve mosques were built in Kumbi. The king and his advisors and teachers lived in El Ghaba which was like a walled park. Inside the walls were the palace, court, and houses of the king's subjects. Tunka Manin lived peacefully along side the Muslims resulting in years of harmony. It also paved the way for King Tunka Manin to trade with the Muslims in the north which brought even more wealth.

Eventually a series of droughts hastened Ghana's decline. The country weakened and fell to Muslim invaders.

*Adapted from **Ancient Africa and the Atlantic Slave Trade and A Glorious Age in Africa.**

Major Dates	300-500 A.D.	Soninke people of West Africa found Ghana
	1050	Ghana reaches the height of its power
	1062	Tunka Manin becomes king of Ghana (Tunka Manin ruled from
1062-?)		
	1076	Muslim invaders capture Kumbi (Ghana capital) and Ghana
begins decline		
	1240	Ghana empire ends

SONGHAI

In the same way that Mali rose on the site of the previous kingdom of Ghana, a new kingdom rose on Mali's site when Mali fell. It was called Songhai and became even more advanced and larger in size than either Mali or Ghana.

The ruler, Sultan Sunni Ali, was a noble king and a great warrior. Although his kingdom became huge, he ruled it by appointing governors to take care of each province. He set up a navy and an army. Unfortunately, while still in his glory, it is said that he drowned in a swift stream when he fell off his horse. His son became king but was soon defeated by one of Sunni Ali's top commanders, Askia Muhammed. He became a king who encouraged teachers, doctors, poets, students, religious leaders, and lawyers to come to Songhai. He built more schools where students learned grammar, law, literature, art, government, mathematics, geography, medicine, music, and poetry. He worked hard to spread Islam and like Mansa Musa, he went on a two year hajj with 500 horseman and 1000 foot soldiers. He took

enormous amounts of gold with him and gave gifts to the poor.

Askia Muhammed extended the borders of Songhai by fighting jihads, or holy wars. His huge empire was orderly and prosperous. He divided Songhai up into five sections and each one was headed by a governor. He set up a system of banks which helped the merchants and other visitors from Europe and Asia. Increased trade was a source of wealth for the kingdom of Songhai. Askia Muhammed ruled from the capital city of Gao, but Timbuktu became the main center of learning. The city grew large with a population of over 100,000 people. Mosques, flat-roofed houses, factories, shops, and bookstores lined the narrow streets. The book trade became a very profitable business. Excellent hospitals with doctors using the newest techniques practiced in Timbuktu.

This was an exciting city with scholars and rich merchants. The people loved celebrations, rich clothing, and gold jewelry. They also loved gymnastics, chess, and fencing.

Eventually, the Moroccan Muslims became greedy and decided to take control of the gold and salt trade. Armed with European guns, they conquered Songhai soldiers who only had spears, bows and arrows. The plundering Moroccan Muslims took great riches in Songhai, but never found the source of the gold. Songhai was fatally weakened, its trade vanished, cities declined, and the government finally collapsed. Songhai's wealth vanished as the last of the three glorious West African kingdoms fell.

*Adapted from *Ancient Africa and the Atlantic Slave Trade* and *Songhay: The Empire Builders*.

Major Dates:	1364	Sunni Ali founds Songha
	1493	Askia Muhammad seizes throne from Sunni Ali's son.
	1495	Askia Muhammad's hajj to Mecca.
	1590	Songhai conquered.
	1590	Moroccans conquer by using European guns.

Appendix: B

Safari Activity #1- Tribal masks

Materials: Cardboard or paper plates, dried seeds, beans, pasta, glue, paints, paintbrushes, shells, raffia, construction paper of various colors, pencils, markers, crayons, scissors.

Background information for the volunteer

Masks have been important in African societies both in the past and the present. Many African masks vary greatly in design based on the area of origin. Frequently the masks are carved to resemble animals. In many tribes, the animal was thought to be the guardian spirit of their human ancestors. These objects are often indispensable objects in dance, ceremony and ritual. The artists did not usually attempt realism but rather it was more of an interpretation of the animal characteristics. Features were often elongated. The artist strived for the essential essence. Each geographical region produced masks of a unique style. For example: people of the rain forests create masks different from those created by the people of the savanna. Wood was the most frequently used material and was painted or blackened with charcoal. For funerals, ghost white was often used. Other colors traditionally used were musty red, yellow ochre, and indigo. African masks have been acknowledged as being the driving force behind Western Modern Art.

1. Provide pictures of African masks from encyclopedias, other resource books or from the Internet.
2. Have students note how most masks reduce features to lines and geometric shapes. Eyes may be mere slits and noses shown as triangles. Lips may be dissected diamond shapes.
3. Distribute art supplies. Practice by first creating a mask drawing on paper. Then transfer to cardboard and decorate.
4. Keep in mind seeds, beads, etc. need adequate drying time to set up after they are glued.

Safari Activity #2- African Fetish sculpture

Materials: modeling clay, clay tools or tools used for carving, hardware odds and ends (small nails, tacks, screws, etc.), other textural objects like feathers, sticks, raffia, toothpicks and fabric scraps, reference materials that include pictures of common African animals.

Background knowledge for the parent volunteer

An important part of African art is found in its sculpture. There are many forms and materials used for these pieces. Some are carved from wood, while others are done in bronze or gold as well as stone. Fetishes were created to satisfy both an artistic purpose as well as a ceremonial one. To the creator, they hold magical powers much like good luck charms.

1. Use the reference materials to choose an animal you wish to sculpt into a fetish.
2. Make note of the texture of the animal's skin or coat.
3. Begin by shaping the animal out of clay.
4. Finish by adding textural elements to the outside to create the idea of the skin.

Example: Turtles may have thumb tacks used for their shells. Porcupines may have toothpicks sticking out to show their quills.

Safari Activity #3 - Linguist's Staff

Materials: Sticks Each student should bring in one about 3 to 4 feet; Dowels or a broom handle would work, paint brushes, clay balls (3-4 four inches in diameter for each student), yellow or gold tempera or acrylic paint.

Background information for the parent volunteer

African leaders often carry linguist's staffs as a symbol of their position. These artifacts were derived from the European tradition of cane holding. Originally called messenger sticks, canes were first used by someone in Ghana as a means of deferring to authority when speaking to the chief of a tribe. Later they became a symbol of a spokesperson or someone of authority. Ghanians traditionally embellish their staffs that are carved out of wood. Covered over with gold leaf, the top piece represents a type of proverbial message intended to remind the holder of the staff of basic morals and value which is a reminder that he must not let power go to his head.

For example: If a chameleon is used as the top piece, it might represent a proverb, "The world is like a chameleon's skin." (interpretation - a warning to those of great power or wealth who think they will never lose it)

1. Using the Core Knowledge sayings, have student choose one to represent on the end of their staff.
2. Decide what they would like to use as a symbol for the saying.
3. Attach the ball of clay to the end of the staff and begin sculpting the end piece into the symbol.
4. Paint gold or yellow.
5. Have students then illustrate their sayings and hold a parade of linguists and their staffs. Students may share their interpretation with others.

Safari Activity #4 - African Adire (Tie-Dye)

Materials: Each student should bring their own white T-shirt for dyeing or you may choose to do small tie-dyes on handkerchiefs, needles, rubber bands, buckets or foil roaster, raffia or heavy thread, fabric dye color of your choice, pencils, buttons, water.

Background information for the parent volunteer

Africans have traditionally decorated their clothing with bright colors and elaborate patterns. Many natural materials are used to create these interesting patterns and colors. One way to accomplish this is to Tie-Dye fabric. The easiest way is to take cotton fabric, tie it in knots and immerse in dye. Rubber bands may also be used to bind areas before dyeing. Another way of creating interesting shapes is to gather fabric around small objects such as buttons, marbles, beans, etc. and binding with strings before dyeing. The art of tie-dyeing is flourishing in many West African countries today.

1. Using any of the methods mentioned in the background knowledge, students gather up pieces of fabric before dyeing.
2. Immerse the fabric in buckets filled with dye. Follow the instructions and do not let the children

handle the dye.

3. Rinse the fabric and dry.
4. Carefully remove any bindings or rubber bands.
5. Press and wear.

Safari Activity #5 - African Foods

Materials: Ingredients for soup (sorba), salad and dates. (Have students donate ingredients.)

Background Information for Parent Volunteers

During Christopher Columbus' time, a Moorish explorer and scholar, Leo Africanus visited the kingdoms of West Africa. He wrote *The History and Description of Africa* and in it he described what he found in Gao, the capital of Songhai. He said bread and meat existed in great abundance but there was no wine or fruit. He found melons, cucumbers, pumpkins and huge quantities of rice. Fresh water wells were numerous. Fruit such as apples can be found in other areas of Morocco. Dates are also plentiful and olive oil is used for seasoning and cooking.

Procedures

The following could be prepared to give students a sense of the flavors found in Africa.

Libyan Soup or Sorba

- 2 lbs. chicken, chopped
- 2 large onions, chopped
- 4 T tomato paste
- 4 T. oil
- 2 bunches parsley, chopped
- 1 lemon
- 1 t. of each: salt, pepper, red pepper, turmeric.
- 1 can chickpeas
- 6 T. shorba pasta or orzo pasta

Put cooked onion and chicken in crockpot. Add oil, tomato paste, parsley, tomato, juice of lemon, salt, pepper, red pepper, turmeric, 2 cups water, pasta. Cook for 1 ½ hours. Add chick peas. Cook another hour and serve.

(This could be started in the A.M. at school and served in the afternoon after the days activities.)

Moroccan Salad

Cut and dice apples, green peppers, tomatoes, and cucumbers. Add some olive oil and lemon juice. Toss and serve.

Dessert

Dried dates

Safari Activity #6 - Kente Paper Weaving

Materials

Black or other dark colored construction paper, 12 x 18, strips of red, yellow, and green construction paper, pattern for marking and any color yarn.

Background Information for Parent Volunteer

African weavers have always taken great pride in the weaving of beautiful cloth. The Asante (a - SAN - tay) people of Ghana make Kente (KEN-tay) cloth still today, even though it once was made only for their kings. Traditional colors used typically are black, red, yellow, and green. This finely woven cloth is usually made of rayon or silk. The strips are sewn together, rolled up and taken to market. The following weaving activity is a variation on this type of cloth.

Procedures

1. Fold black paper in half. Students then place pattern on top and trace markings with white crayon.
2. Cut strips and open.
3. Fold about 1 inch of top edge of the black paper toward the back. Glue the edge to the back creating a space for a dowel or making the edge strong enough to attach a yarn hanger.
4. Tear or cut strips of red, green and yellow paper to be used in weaving about 12" x 1". If torn, paper needs to be stacked and torn together in order for strips to weave properly.
5. Begin weaving by inserting strips in the slits of the black paper. Alternate the strips one at a time, in and out creating a checkerboard pattern.
6. When all strips have been woven, punch holes in the bottom and insert strips of yarn, tying knots to create a fringe.
7. Insert a dowel in the pocket created on top and tie yarn on the ends for hanging or punch holes and tie yarn to create a hanger. (See diagram-Figure 16)

Appendix: C

JEOPARDY REVIEW QUESTIONS

Three West African Kingdoms

1. Using the terms north, south, east, and west, describe where the three kingdoms we have studied are located. (northwestern Africa)
2. What type of land were the three kingdoms located on? (grasslands)
3. What was the main religion of all 3 kingdoms? (Islam)
4. What two places were the three kingdoms located between? (Sahara Desert and Congo Jungle)
5. Explain the cycle of the rise and fall of a kingdom.

Ghana

1. What type of trade brought wealth to Ghana? (salt and gold trade)
2. What religion did Ghana have that was different from the other kingdoms? (native African religions)
3. What caused the decline of Ghana? (droughts, attacks from Muslim invaders, less trade, fewer goods)
4. Who was the main ruler of Ghana? (Tunka Manin)

5. What did the main ruler (Tunka Manin) of Ghana do for his people? (made the people wealthy by allowing trade on his land and taxing the trade.)

Mali

1. What was the main religion in Mali? (Islam)
2. Name the main rulers of Mali? (Mansa Musa or Sundiata)
3. How did the people of Mali get their wealth? (salt and gold trade)
4. What did the main ruler (Mansa Musa) do for his people? (promoted law and order, encourage learning, extended the borders)
5. What caused the decline of Mali? (weak rulers lost the land, Songhai was able to conquer it)

Songhai

1. What was the main religion in Songhai? (Islam)
2. Name one of the main rulers of Songhai? (Sunni Ali or Askia Muhammad)
3. What did the leaders do for Songhai? (built schools, increased the land through jihads)
4. What caused the downfall of Songhai? (defeated by the sultan of Morocco, because he had European weapons)
5. Name the capital of Songhai. (Gao)

Miscellaneous

1. What is a jihad? (A holy war fought for the purpose of gaining land for the religion of Islam.)
2. What is a hajj? (A pilgrimage to the holy city of Mecca that most Muslims try to make at least once)
3. What is a Muslim? (A person who believes in the religion of Islam.)
4. What famous traveler introduced Europe to Africa and traveled further than Marco Polo? (Ibn Batuta)
5. What natural resource was in as much demand as gold? (salt)

Name _____

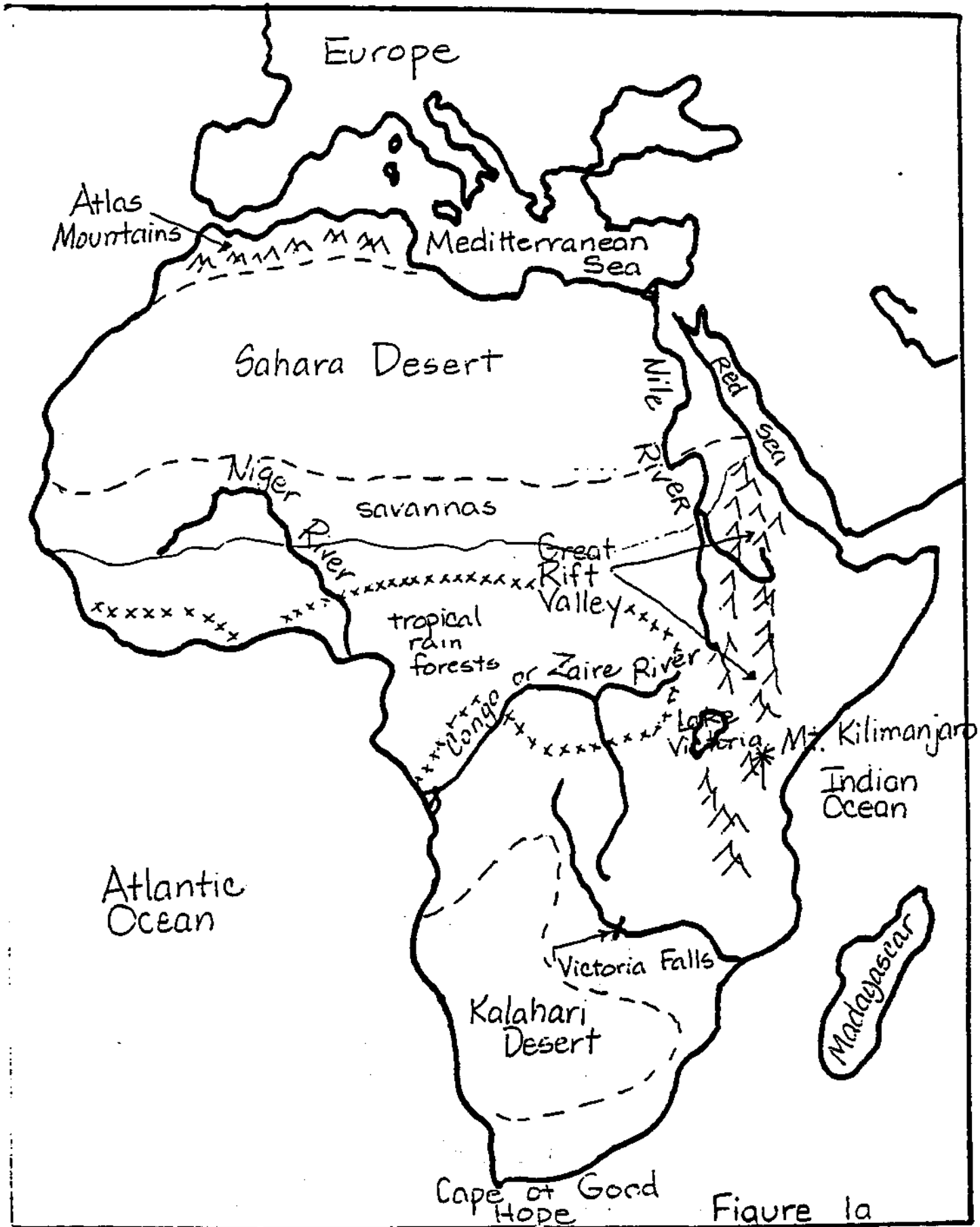
AFRICA



Figure 1

Name _____

AFRICA



AFRICA



Figure 1a

AMERICA MAP



1. List all natural barriers for America.

2. Compare your Africa map to your map of America and judge which barriers in America provided the most difficulty for people to overcome as they settled this country. Be sure to explain.

Figure 6

TASK SHEET

Your group has the position of providing certain needs and wants for your country. These needs and wants are met by completing the tasks listed below:

1. Food: Make 4 strips of gold paper each 3 inches by 1 inch.
2. Clothing: Make a green "T" that is 4 inches high.
3. Shelter: Make a white square 2 inches and attach a gold triangle to one side of the square.
4. Industry: Make a 4 link paper chain, each link a different color.
5. Education: Make a 4 page book out of two different colors.

DISCUSSION QUESTIONS

1. Could you have completed your tasks without getting resources from another country? Why or why not?
2. How did your country solve the problem of not having all the resources they needed?
3. Were there any conflicts between countries? Why or why not?
4. How did you feel when you realized that resources were unequally distributed?
5. What method of communication did you find worked best since you could not speak or write your needs?

Trader _____

Purchaser _____

Market Sheet

Directions:

1. Make a list of 8 items you could purchase at a market.
2. Determine what cost you want someone to pay for each item using the chart.
3. Trade your sheet with your partner and complete the math.

Unit Chart

Unit	Number of Shells
String	10
Group = 4 Strings	40
Arm = 5 Groups	200
Basket = 5 Arms	1000

Item	Cost in Shells	Guess	Calculation	Agree
1.	____ shells ____ strings ____ groups ____ arms ____ baskets			
2.	____ shells ____ strings ____ groups ____ arms ____ baskets			
3.	____ shells ____ strings ____ groups ____ arms ____ baskets			
4.	____ shells ____ strings ____ groups ____ arms ____ baskets			
5.	____ shells ____ strings ____ groups ____ arms ____ baskets			
6.	____ shells ____ strings ____ groups ____ arms ____ baskets			
7.	____ shells ____ strings ____ groups ____ arms ____ baskets			
8.	____ shells ____ strings ____ groups ____ arms ____ baskets			