

SECTION 2 Step-by-Step Instruction

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Understand why gold and salt were important in early Africa.
- Describe how the rulers of Ghana, Mali, and Songhai built strong kingdoms.
- Summarize how other West African societies developed.


Prepare to Read

Build Background Knowledge L3

Ask students what they would do if they had too much of one item and not enough of another. Guide students to see that this situation often leads to trade.

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,**
The Value of Salt

Ask **What would cause one good to have more value than another?** (*high demand or rarity*) **What are some uses for salt?** (*keeping healthy, flavoring and preserving food*) **Which use would most likely cause the high value of salt during medieval times? Why?** (*Preserving food; since there was no refrigeration, salt was critical to survival.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 2 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the cause and effect flowchart.

 **Reading and Note Taking Study Guide,** p. 101



Slabs of salt being readied for market

Kingdoms of West Africa

Objectives

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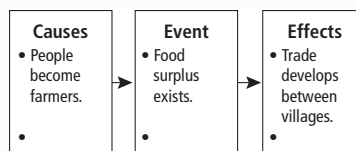
Terms, People, and Places

surplus	Mali
commodity	Mansa Musa
Ghana	Songhai
Sundiata	

Note Taking

Reading Skill: Identify Causes and Effects

As you read this section, look for clues that signal cause and effect. Then use a flowchart like the one below to record your findings.



An intricately detailed saltcellar



WITNESS HISTORY AUDIO

The Value of Salt

In 1526, Hassan ibn Muhammad, also known as Leo Africanus, published an account of his travels through North and West Africa. Here he describes the value of goods traded in Gao, a city in the African kingdom of Mali:

“It is a wonder to see what plenty of merchandise is daily brought hither, and how costly and sumptuous [lavish] all things be. Horses bought in Europe for ten ducats [coins] are here sold again for forty. . . . and spices are sold at a high rate: but of all other commodities salt is most extremely dear [expensive].”

Focus Question How did the kingdoms of West Africa develop and prosper?

Trading centers like that of the city of Gao developed over time throughout Africa as trade extended beyond village borders. Some of these medieval cities became wealthy international commercial centers. Between 800 and 1600, several powerful kingdoms won control of these prosperous cities and their trade.

Trade in the Sahara


Salt was rare in many regions of Africa. It was, however, important to human health. This combination made it highly prized as a trade item. The earliest development of trade in the region, however, was tied to another important development—agriculture.

Surplus Leads to Trade As the Sahara dried out, some Neolithic people migrated southward into the savanna, an area of grasslands that was good for farming. By A.D. 100, settled agricultural villages were expanding, especially along the Senegal and Niger rivers and around Lake Chad. This expansion from farming villages to towns was due, in part, to the development of trade.

Farming villages began to produce a **surplus**, that is, more than they needed. They began to trade their surplus food for products from other villages. Gradually, a trade network linked the savanna to forest lands in the south and then funneled goods across the Sahara to civilizations along the Mediterranean and in Southwest Asia. From West Africa, caravans crossed the Sahara carrying leather goods, kola nuts, cotton cloth, and enslaved people. From North Africa, Arab and Berber merchants brought silk, metal, beads, and horses.

Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

 **Teaching Resources, Unit 2,** p. 86; **Teaching Resources, Skills Handbook** p. 3

High-Use Word

administer, p. 347

Definition and Sample Sentence

vt. to manage or direct

People want their leaders to **administer** the laws fairly.

tolerance, p. 348

n. fair and objective attitude toward opinions and practices which differ from one's own

Trade thrives when people show **tolerance** for one another.

Trading Gold for Salt Two products, gold and salt, dominated the Sahara trade. Gold was widely available in the area of present-day Ghana, Nigeria, and Senegal. It was found in the soil along rivers in various forms, including gold nuggets and dust. Experts today estimate that between A.D. 500–1600 about eight tons of gold were exported annually from West Africa.

In exchange, West Africans traded for an equally important **commodity**, or valuable product—salt. People need salt in their diet, especially in hot, tropical areas, to replace salt lost in perspiration. Salt was also important for its use in food preservation. The Sahara had an abundance of salt. At Taghaza, in the central Sahara, people even built homes out of blocks of salt. But in the savanna, several hundred miles south, salt was scarce. In fact, when caravans reached the kingdom of Ghana, merchants would pay one pound of gold for one pound of salt.

As farming and trade prospered, cities developed on the northern edges of the savanna. Soon strong monarchs arose, gained control of the most profitable trade routes, and built powerful kingdoms.

 **Checkpoint** How did farming lead to the development of cities?

Ghana: The Land of Gold

By A.D. 800, the rulers of the Soninke people were able to unite many farming villages and create the kingdom of **Ghana**. (The present-day country of Ghana is not the same as this ancient kingdom. Modern Ghana chose the name to celebrate Africa’s rich heritage.) The ancient kingdom of Ghana was located in the fertile, broad “V” made by the Niger and Senegal rivers in present-day Mali. From there, the king controlled gold-salt trade routes across West Africa. The two streams of trade met in the marketplaces of Ghana, where the king collected tolls on all goods entering or leaving his land. So great was the flow of gold that Arab writers called Ghana “the land of gold.”

Cities of Splendor The capital of Ghana was Kumbi Saleh, which was made up of two separate walled towns some six miles apart. The first town was dominated by the royal palace, which was surrounded by a complex of domed buildings. Here, in a court noted for its wealth and splendor, the king of Ghana presided over elaborate ceremonies. To his people, he was a godlike figure who administered justice and kept order. In the second town of Kumbi Saleh, prosperous Muslim merchants from north of the Sahara lived in luxurious stone buildings. Lured by the gold wealth of Ghana, these merchants helped make Kumbi Saleh a bustling center of trade.

Vocabulary Builder

administer—(ad MIN is tur) *vt.* to manage or direct



Weights of Gold

In the 1400s, a system of using standardized weights in the form of brass figures, such as the one above, to weigh the gold dust currency was developed in West Africa. The brass figures also served a cultural purpose by representing local proverbs or truisms. The gold dust currency was used to purchase items such as spices similar to those below. *Why do you think having standardized weights was important in trade?*

Teach

Trade in the Sahara

L3

Instruct


- **Introduce: Key Term** Have students find the key terms **surplus** and **commodity** (in blue) in the text and explain their meanings. Tell them to write a sentence that uses both terms. Ask volunteers to read their sentences aloud.
- **Teach** Ask **How did the development of agriculture lead to trade?** (*When settled farming villages produced food surpluses, they began to sell their surplus to acquire goods they did not have, which eventually led to a larger trading network.*) **Why were gold and salt the most important goods traded?** (*Gold has great value because of its beauty and rarity; salt was highly valued in West Africa to preserve health in a hot climate and for food preservation.*)
- **Quick Activity** Explain that there is little or in some cases no written record of the movements and developments described in this section. Discuss the kinds of evidence historians could use to piece together how trade developed in West Africa.

Independent Practice

Have students write a five-question quiz on the content of this subsection and exchange their quiz with a partner. Have each partner answer the other’s questions. Then have the students go over each other’s answers and review any material that either did not answer correctly.

Monitor Progress

As students complete their flowcharts, circulate to make sure they understand the cause and effect relationships. For a completed version of the flowchart, see

 **Note Taking Transparencies**, 93

Answers

- ✓ Agricultural villages began to produce surplus food, which they traded with other areas. The growth of trade helped those towns develop into cities.

Caption Standardized weights were important because they ensured accuracy and equality in transactions.



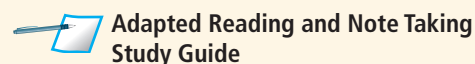
Differentiated

Instruction Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

Students may have trouble understanding why people would trade gold for salt. Point out that salt was required for basic needs. Ask **How do we preserve food today?** (*refrigeration for fresh foods; preservatives such as salt and artificial ingredients for packaged goods*) Point out that to preserve food in earlier times, people relied on salt. People also need salt in their diet to replace salt lost in perspiration.

Use the following resources to help students acquire basic skills:



Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 101
- Adapted Section Summary, p. 102

Ghana: The Land of Gold/ The Kingdom of Mali

L3

Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder terms and definitions. To check students' understanding, ask **Which part of the American government administers the laws?** (*the executive branch*) **What is the opposite of tolerance?** (*discrimination, persecution*)

- **Teach** Ask **What led to the prosperity of the kingdoms of Ghana and Mali?** (*the availability of natural resources and the control of the gold-salt trade routes*) **How did Islam spread into and influence the two kingdoms?** (*Muslim merchants introduced Islam; Ghana: the king employed Muslim advisors and incorporated Muslim ideas; Mali: Mansa Musa converted to Islam; his hajj forged ties with other Muslim states*)

- **Quick Activity** Have students create a Venn diagram comparing and contrasting Ghana and Mali. Ask volunteers to share their diagrams with the class.

Independent Practice

Link to Literature To help students better understand the emperor of Mali, have them read the excerpt from *Sundiata* and complete the worksheet.

All in One Teaching Resources, Unit 2, p. 92

Monitor Progress

To review this section so far, ask **How did the rulers of Ghana and Mali build powerful kingdoms?** (*by controlling trade routes, which brought them wealth*)

Equestrian figure from Mali ▶



BIOGRAPHY

Sundiata

Soon after defeating Sumanguru, the ruler who had spared him from execution, Sundiata (7–1255) gained control of Kumbi Saleh, the capital of Ghana. Over the next two decades, Sundiata then proceeded to expand his power and the Mali empire. In addition to his military leadership, he was renowned for his administrative and law-making skills. Even now his leadership is still felt as elements of his legal system still govern the Malinke people today.

Sundiata, whose achievements are legendary, is celebrated as a great hero in West African oral traditions. In fact, West African griots, or storytellers, have passed down the epic of Sundiata from memory for hundreds of years. **Why do you think Sundiata's accomplishments are still celebrated today?**

Vocabulary Builder

tolerance—(TAHL ur uns) *n.* a fair and objective attitude toward opinions and practices which differ from one's own

Influence of Islam Muslim merchants brought their Islamic faith with them to the kingdom of Ghana. The king employed Muslims as counselors and officials, gradually incorporating some of their military technology and ideas about government. Muslims also introduced their written language, coinage, and business methods. Although Islam spread slowly at first, in time, a few city dwellers adopted the religion. However, most of the Soninke people continued to follow their own traditional beliefs.

About 1050, the Almoravids (al muh RAH vuds), pious Muslims of North Africa, launched a campaign to take control of Ghana's trade routes. They eventually overwhelmed Ghana, but were unable to maintain control over their extended empire for long. In time, Ghana was swallowed up by a rising new power, the West African kingdom of Mali.

- ✓ **Checkpoint** What effect did trade have on the West African kingdom of Ghana?

The Kingdom of Mali

Amid the turmoil of Ghana's collapse, the Mandinka people on the upper Niger suffered a bitter defeat by a rival leader. Their king and all but one of his sons were executed. According to tradition, the survivor was **Sundiata**, a sickly boy regarded as too weak to be a threat. By 1235, however, Sundiata had crushed his enemies, won control of the gold trade routes, and founded the empire of **Mali**.

Mansa Musa Rules Mali *Mali* is an Arab version of the Mandinka word that means "where the king dwells." The *mansas*, or kings of Mali, expanded their influence over the gold-mining regions to the south and the salt supplies of Taghaza. Where caravan routes crossed, towns like Timbuktu mushroomed into great trading cities.

The greatest ruler of the kingdom of Mali was **Mansa Musa** (MAHN sah MOO sah), who came to the throne in about 1312. He expanded Mali's borders westward to the Atlantic Ocean and pushed northward to conquer many cities. During his 25-year reign, Mansa Musa worked to ensure peace and order in his empire. He converted to Islam and based his system of justice on the Quran. However, in order to ensure prosperity and peace in his kingdom, he did not impose Islam on the people, but promoted religious freedom and **tolerance**.

The Hajj of Mansa Musa In 1324, Mansa Musa fulfilled one of the Five Pillars of Islam by making the hajj, or pilgrimage, to Mecca. Through his pilgrimage, Mansa Musa showed his devotion to Islam. He also forged new diplomatic and economic ties with other Muslim states. In addition, he brought back scholars, architects, and teachers who helped promote Islamic education in Mali. In fact, an Islamic university was built in Timbuktu, which attracted students from far and wide. This movement of wealth, people, and ideas increased Mali's renown.

- ✓ **Checkpoint** What did Mansa Musa accomplish during his reign over the kingdom of Mali?

Answers

BIOGRAPHY He was a great hero, and elements of his legal system are still in use.

- ✓ Ghana grew prosperous, trading cities developed, new ideas about government were introduced; Islam was introduced.
- ✓ expanded the kingdom, worked to ensure peace and order, based his system of justice on the Quran, forged ties with other Muslim lands, promoted Islamic education

Connect to Our World

Connections to Today Mansa Musa changed Mali's system of justice to conform to Islamic law. Whether and to what extent to base their legal system on Islamic law is a major issue and greatly debated in many Muslim countries today. Islamic law, or Sharia, is a far-reaching set of guidelines that aim to order people's relations with one another, with their government, and with Allah, or God. Muslims believe that

Sharia was handed down by Allah. For that reason, many Muslim religious leaders feel strongly that a government should pattern its laws on Sharia. Only by doing so, they argue, will the government express the will of Allah. Muslims also believe that Sharia was fixed in the 800s. Thus, it should not change as technology or society changes.

Trans-Saharan Trade

People of West Africa traded among themselves for many centuries. By about the 400s, this regional trade system had grown into an extensive trans-Saharan trade system connecting much of Africa. Traveling along these desert routes was long as well as dangerous. It could take over three months to cross the desert. To make the investment worth the trip, large caravans with more than 1,000 camels were assembled. Control of these trade routes led to rivalry and conquest, and over the centuries powerful African kingdoms rose and fell.

The wealth of the Mali empire was renowned as implied by this detail from a 1325 world map depicting Mansa Musa offering gold to a trader. ▼



◀ A gold scorpion ring

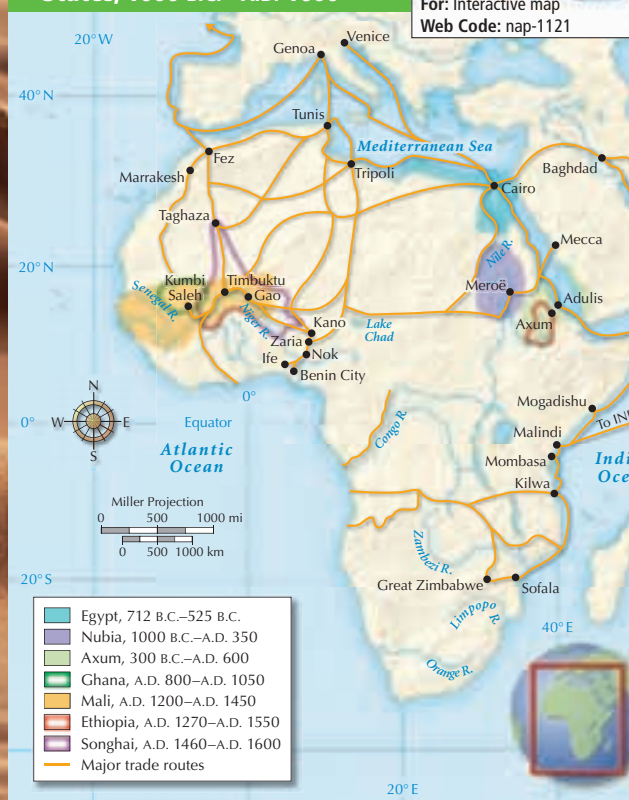
A New Empire in Songhai

In the 1400s, disputes over succession weakened Mali. Subject peoples broke away, and the empire shriveled. By the 1460s, the wealthy trading city of Gao (gow) had become the capital of the emerging West African kingdom of **Songhai** (SAWNG hy).

Extending the Empire Songhai developed on the fertile region at the bend of the Niger River in present-day Mali and Niger. Between 1464 and 1492, the soldier-king Sonni Ali built the largest state that had ever existed in West Africa. Sonni Ali brought trade routes and wealthy cities like Timbuktu under his control. Unlike the rulers of Mali, he did not adopt Islam, but instead followed traditional religious beliefs.

Soon after Sonni Ali's death in 1492, however, the emperor Askia Muhammad set up a Muslim dynasty. He further expanded the territory of Songhai and improved the government. To run the empire more efficiently, he set up a bureaucracy with separate departments for farming, the military, and the treasury. Each was supervised by officials appointed by the emperor.

African Kingdoms and Trading States, 1000 B.C. –A.D. 1600



Geography Interactive
For: Interactive map
Web Code: nap-1121

A New Empire in Songhai

Instruct

■ **Introduce** Display **Color Transparency 66: Map of African Kingdoms, City-States, and Trading Centers**. Have students study the map and compare the location, size, and extent of the three West African trading empires. Ask **Which was the only empire to extend into the Sahara? (Songhai) Which lasted the longest? How long did it last? (Mali; about 250 years) Why do you think all three trading empires developed where they did? (Sample: because they are all located near major trade routes, rivers, and natural resources)**

📄 Color Transparencies, 66

■ **Teach** Ask **How were the reigns of Sonni Ali and Askia Muhammad similar to and different from Mansa Musa's? (Sonni Ali: he gained control of trade routes and extended his empire, but did not convert to Islam; Askia Muhammad: he converted to Islam, strengthened ties with Muslim states, and encouraged scholarship, but ran his empire under a bureaucracy.) What led to the decline of Songhai? (disputes over succession and the Moroccan conquest)**

■ **Quick Activity** Web Code nap-1121 will take students to an interactive map. Have students complete the interactivity and then answer the questions in the text.

Independent Practice

Biography To help students better understand Askia Muhammad, have them read his biography and complete the worksheet.

📄 **All in One** Teaching Resources, Unit 2, p. 88

Monitor Progress

Ask students to state what they think Askia Muhammad's most important achievement was and explain why.

Thinking Critically

- 1. Draw Conclusions** Why do you think West and East Africa saw a series of kingdoms develop within the same general areas?
- 2. Analyze Information** How was southern Africa connected to the trans-Saharan trade system?

Differentiated

Instruction Solutions for All Learners

L4 Advanced Readers L4 Gifted and Talented

Mosques are designed in a variety of architectural styles, reflecting the range of building materials available to Muslims around the world. Have students find images of different mosques built at the time of the kingdoms in this section as well as examples from

North Africa, Egypt, Southwest Asia, or Central Asia from about the same time period. Have them assemble the images they find and write a brief essay comparing the different styles.

Answers

Thinking Critically

1. Trading centers expanded to cover larger general areas.
2. through a route paralleling the Indian Ocean

Smaller Societies of West Africa

L3

Instruct

- **Introduce** Display **Color Transparency 66: Map of African Kingdoms, City-States, and Trading Centers**.

Ask volunteers to point to the locations discussed in this subsection.

 **Color Transparencies, 66**

- **Teach** Ask **How did the government of Benin differ from that of other West African trading kingdoms?**

(The ruler in the trading empires had more power; in Benin, the power was spread among the oba, queen mother, and a council of hereditary chiefs)

What was unique about the Hausa city-states? *(Each city-state was independent; there was no central ruler.)*

- **Analyzing the Visuals** Direct students' attention to the Benin bronzes on the opposite page. Then display **Color Transparency 67: Nigerian Relief Plaque**. Break students into groups and have them discuss the details in each piece of artwork. Then have each group write a brief paragraph stating what these details tell us about daily life in Benin. Use the Numbered Heads strategy (TE, p. T23) and have each group share their conclusions with the class.

 **Color Transparencies, 67**

Independent Practice

Have students fill in the Outline Map *African Geography and Trade* by labeling the kingdoms and societies of West Africa.

 **Teaching Resources, Unit 2, p. 93**

Monitor Progress

Circulate to make sure students are filling in their Outline Maps accurately. Administer the Geography Quiz.

 **Teaching Resources, Unit 2, p. 94**

Answers

- ✓ He expanded its territory, improved its government by setting up a bureaucracy, built stronger ties with the Muslim world, and built mosques and schools.

PRIMARY SOURCE The large number of scholarly people, the king's support of scholarship, and the number of books and their price indicates that knowledge was greatly valued in Timbuktu.

By the 1400s, Timbuktu had become a leading center of learning. The city drew some of the best scholars from all over the Muslim world. In his book, *History and Description of Africa*, Leo Africanus described the intellectual life of the city:

Primary Source

“Here [in Timbuktu] are great store of doctors, judges, priests, and other learned men, that are bountifully maintained at the king's cost and charges. And hither are brought diverse manuscript or written books out of Barbarie [North Africa], which are sold for more money than any other merchandise.”

How does this description reflect the value of knowledge in Timbuktu?




▲ Sankore Mosque, also known as the University of Timbuktu

Like Mansa Musa, Askia Muhammad made a pilgrimage to Mecca that led to stronger ties with the wider Muslim world. Scholars from Muslim lands flocked to Askia Muhammad's court at Gao. In towns and cities across Songhai, he built mosques and opened schools for the study of the Quran.

Armies Invade From the North Although Songhai continued to prosper after Askia Muhammad's death in 1528, disputes over succession led to frequent changes in leadership. In 1549, Askia Daud became emperor, and the empire experienced a period of relative peace. After his death in 1582, succession disputes recurred and led to civil war. At this time of unrest, the sultan of Morocco, Ahmad al-Mansur, sent his armies south to seize the Songhai gold and salt mines. By 1591, these invaders, using gunpowder weapons, conquered the empire.

Like the Almoravids who conquered Ghana, the Moroccans were unable to rule an empire that stretched across the Sahara. Their control over the region weakened, but the glory of Songhai could not be restored.

 **Checkpoint** How did Askia Muhammad help shape the empire of Songhai?

Smaller Societies of West Africa

Although smaller than the great kingdoms of Ghana, Mali, and Songhai, other societies flourished in West Africa in the period from 500 to 1500. The kingdom of Benin (beh NEEN) developed in the rain forest, while the fertile northern lands of modern-day Nigeria were home to the Hausa (HOW suh) people. As in the larger kingdoms, farming and trading were also key to the success and prosperity of these societies.

The Forest Kingdom of Benin South of the savanna, Benin rose in the rain forests of the Guinea coast. The forest peoples built farming villages and traded pepper and ivory—and later, slaves—to their neighbors in the savanna.

The rulers of Benin organized their kingdom in the 1300s. Their *oba*, or king, was a political, judicial, and religious leader. Still, much power was spread among other figures, including the queen mother and a council of hereditary chiefs.

A three-mile-long wall surrounded the capital, Benin City. There, a great palace was decorated with elaborate brass plaques and sculptures. According to tradition, artisans from Ife (EE fay), a neighboring forest society, had taught the people of Benin how to cast bronze and brass. Benin sculptors developed their own unique style for representing the human face and form. Their works depicted warriors, queen mothers, and the oba himself. Later they showed helmeted and bearded Portuguese merchants, who began to arrive in growing numbers in the 1500s.

Walled City-States of the Hausa Conflict and invasion were frequent events in West Africa. For protection, the Hausa built walls around their villages. By the 1300s, the Hausa had built a number of independent clay-walled cities. Over time, these cities expanded into thriving

History Background

Timbuktu There was an African proverb that said, “Salt comes from the north, gold from the south, and silver from the country of the white men, but the word of God and the treasures of wisdom are to be found only in Timbuktu.” Timbuktu was an important learning center for Muslims of Africa and beyond. The city's scholars, many of whom had studied in Mecca or Egypt, attracted students from diverse areas. But as a

result of the Moroccan conquest of Songhai, Timbuktu suffered a rapid decline. The new Moroccan rulers doubted the loyalty of the city's scholars and ordered that they be arrested. Some were killed and many others were exiled. In the years ahead, Timbuktu continued to experience invasions and political instability, and its importance as an educational center declined.

Creating the Bronzes of Benin

The remarkably detailed bronzes of Benin were created using a lost-wax technique. First, an object was sculpted in wax, then covered in clay and baked. The baked mold, now empty of wax, would then be filled with molten metal. After it had cooled, the mold was broken and the final piece was revealed. This technique allowed Benin artisans to create the complicated metal artworks for which they are famous.

Artists depicted warriors armed for battle (far right) as well as scenes from daily life such as this hunting scene plaque (right).

Since the Benin heads, such as the oba (right), and plaques were made of metal, they have survived the centuries and have enabled us to visualize the people and culture of the Benin kingdom.



commercial centers where cotton weavers and dyers, leatherworkers, and other artisans produced goods for sale. Merchants traded with Arab and Berber caravans from north of the Sahara. Hausa goods were sold as far away as North Africa and southern Europe.

Kano was the most prosperous Hausa city-state. Its walls, over 12 miles in circumference and up to 50 feet high, protected a population of more than 30,000. Kano's greatest king, Muhammad Rumfa, was a Muslim, as were many of the city's merchants and officials. During his reign, Arabic script influenced the Hausa writing system, and Islamic law greatly influenced government.

Many Hausa rulers were women, such as Amina of the city-state of Zazzau, which is located in present-day Nigeria. In the late 1500s, she conquered Kano and other regions, expanding the boundary of Zaria as far as the Niger River. Under Amina, the Hausa came to dominate many Saharan trade routes.

- Checkpoint** How did other cultures influence the development of Benin and the Hausa city-states?

2 Assessment

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Identify Causes and Effects** Use your completed flowchart to answer the Focus Question: How did the kingdoms of West Africa develop and prosper?

Comprehension and Critical Thinking

3. **Recognize Cause and Effect** How did the gold-salt trade develop between West Africa and North Africa?
4. **Make Comparisons** How was the reign of Mansa Musa similar to that of Askia Muhammad?
5. **Draw Conclusions** Why do you think the walls surrounding Benin City and the Hausa city-states contributed to their success in trade?

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-1121

Writing About History

Quick Write: Gather Details Choose one of the kingdoms from this section and create a list of details about the kingdom in chronological order. Make sure to include how one event led to or was influenced by the subsequent event.

Section 2 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. by controlling the trade of gold and salt as well as conquest
3. Farming villages in the savanna region began producing a surplus of food that they traded with the people in the forests to the south. Each region had goods the

- other needed and trade grew, especially the trade in salt and gold.
4. Both expanded the territory of their kingdoms, made pilgrimages to Mecca that helped strengthen ties between their lands and other Muslim lands, attracted scholars from other Muslim lands to their kingdoms, and promoted Islamic education.
5. Sample: Since invasions and conquests were frequent events in West Africa, the walls could protect the people within the

cities and help make merchants feel safer and more willing to trade.

Writing About History

Lists should show an understanding of the key events and the relationships between them, and should be in chronological order.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-1121**.

Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 2, p. 83

- To further assess student understanding, use **Progress Monitoring Transparencies**, 45

Reteach

If students need more instruction, have them read the section summary.

Reading and Note Taking Study Guide, p. 102

L3

Adapted Reading and Note Taking Study Guide, p. 102

L1 L2

Spanish Reading and Note Taking Study Guide, p. 102

L2

Extend

L4

See this chapter's Professional Development pages for the Extend Online activity.

Answer

- ✓ The rulers of Benin built on the achievements of earlier forest cultures, and artisans from Ife taught them how to cast bronze and brass. Arabic script influenced the Hausa writing system, and Islamic law greatly influenced government.