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Forest Oak Middle School - 7th Grade

Montgomery County (MD) Public Schools

Lesson Plans – Crossing Borders/ Breaking Boundaries Institute, Univ. of Md.

The Arts and Artistic Legacies of the West African Civilizations, approx. 700 – 1600 CE

July, 2006

BIG IDEA – *Change and Continuity - Relating the Past to the Present*

RATIONALE – Part of the curriculum for the 7th grade in Montgomery County, Maryland Public Schools is a 10 week unit on the influence of culture in Africa in the Middle Ages and today. The unit spotlights the importance of water, either river ways or proximity to the oceans, to the growth of a culture, cultural diffusion, and how cultural diffusion effects the society, politics, economics, and religion of an empire. The rise of the great Ghana, Mali, and Songhai empires is emphasized.

In order for students to master material, they need to make connections to their own experiences. Small group work can facilitate discussion and connections. In addition, students need to be able to draw conclusions from text and make predictions based on factual knowledge they have learned.

What better way to understand change and continuity in cultures than through the study of the arts of an area. Art represents social beliefs, values, and practices in symbolic form that shapes social behavior. By examining ancient and modern African art and artifacts, by listening to and analyzing folktales and their morals, and by mapping geographic trade routes and comparing them to the Africa of today, students will see that change is a constant and that the past and present have a very close relationship.

Lastly, the study of Africa is most appropriate for students. The world today is closely interwoven and interdependent. We must not continue stereotypes about an entire continent and its varied cultures in order to promote peace. Today's students must learn how to work with the various societies of Africa for everyone's mutual benefit.

ESSENTIAL QUESTIONS –

- How do cultural factors influence the development and change in political, social, economic, and religious systems?
- How do cultural traditions endure over time?

KEY CONCEPTS -

Change -

- Change helps shape a culture's political, social, economic, and religious systems.
- Change is caused by various factors such as power struggles, economics, resources, mutual interests, and geography.
- Change can be good or bad, stabilizing or destabilizing an area and culture.
- Change promotes interdependence.
- Change can enhance or destroy a society's identity.

Continuity -

- Africa then and now is a pluralistic society with many different cultures.
- Trade extended across the continent and connected to routes in the Middle East in the past just as it does today. This trade helps to move Africa's resources to the areas of need and provide Africa's people with economic gain.
- There are many different ways to learn about cultural changes and cultural continuity through primary and secondary sources, *art work, oral folklore, and maps*.
- The rise of Islam was an important change to the traditions of Medieval Africa with Islam continuing in Africa today.

MARYLAND STATE DEPARTMENT OF EDUCATION

CONTENT STANDARDS: *The student will be able to:*

- Construct and interpret physical, political, and thematic maps using map elements including a title, symbols, cardinal and intermediate directions, compass rose, border, longitude and latitude, legends/key, and scale.
- Explain interrelationships among physical and human characteristics that shape the identity of places.
- Analyze geographic characteristics that influence the location of human activities in world regions.
- Analyze the influence of transportation and communication on the movement of people, goods, and ideas from place to place.
- Describe the forces and processes of cooperation that unite people across Earth's surface in terms of language, ethnic heritage, religion, political philosophy, social and economic systems, and shared history.
- Summarize the importance of the political, economic, and social life of Mali and other African empires and analyze the role of Islam in Africa.
- Analyze effects of supply and demand on the production, consumption, and distribution of goods and services.

TOPICS – Visual African Art, Relating the Past to the Present

Memory Traditions (Oral) Art, Then and Now

Art of Mapmaking, Then and Now

Please note that the following lesson plans presuppose that students have read a basic text on the early kingdoms of Ghana, Mali, Songhai, and communal village life in Africa. The excellent text we use in Montgomery County, Maryland is Across the Centuries published by Houghton Mifflin.

Another excellent source would be Mali, Land of Gold and Glory by Joy Masoff. This is a small paperback and copies can be obtained by going to their website, www.fivepoundspress.com. Some of the questions would then need to be adapted to this text, especially the first homework assignment. Those questions come directly from the Across the Centuries text.

Additionally, possible answers to the questions are given in red.

Lessons should be adapted as the teacher sees fit for his or her class depending on class size, student skill level, length of class, etc.

LESSONS –

Lesson #1 - Learning about culture, change, and continuity through the visual arts-then and now - Relating the past to the present

Opening activity - Today's lesson will be having the students arranging themselves into groups as designated on the overhead or blackboard in a quick and efficient manner. Can they organize themselves following a written direction without any oral directions from you?

Guided Practice - Oral teacher directions – **Reflect back** on our readings and discussions about the great empires of Ghana, Mali, and Songhai in our text Across the Centuries and about these great historical figures such as Sundiata (beginning in 1235), Mansa Musa (beginning in 1324), and Ibn Batuta (beginning in 1325) Have your text on your desk for easy reference. In addition, have your Social Studies Journal out and turn to the Characteristics of a Culture handout. (Copy attached)

Brainstorm these answers in your groups of 3. **Each person** in the group should **think** and **record not only his/her own thoughts**, but **also record** the thoughts of the **entire group**. (Remember... **think** about means **write** about!) A **FORMATIVE ASSESSMENT** grade will be recorded for this work! **After each question**, groups will share their answers with the entire class – this is what I have named a call and response activity-

1- What did these three important people from Medieval African history have in common politically, economically, socially, and religiously?

Political leaders, travelers, traders, pious or religious people/educators – they saw great change as they traveled throughout their lands, culture to culture, and they created great change (growth of empire, spread of Islam, spread of products, salt for gold, horses)

2- What kinds of changes do you think they would have seen as they traveled?
Hint: What changes have you seen when you and your family have gone on vacation or perhaps even moved from one country to another? Think about our study of the seen characteristics of a culture. You can refer to the characteristics of a culture handout that you have in your Social Studies Journal.

language, food, work, houses, ornamentation, tools, technology, religious rituals
architecture, music, painting, sculpture, carvings, dance, poetry, literature, proverbs,
schools, community activities or teams

3- What are some varying ways to learn about different cultures?

Study primary documents, examine their artifacts, decode symbols, look at art, listen to music, dance, understand their proverbs, stories (griots, orally, memory cultures)
Representative art/artifacts for the routes Mansa Musa could be gold/salt - Sundiata cowrie shells and horses and Ibn Tatuta – journal, Koran

4- What can you tell about a culture from its art? (socially, politically, economically, religiously)

Are the people aggressive, hunters, gatherers, farmers, pastoralist (herders, nomadic)?
What are their beliefs? What do they value (history)? What are their day to day lives like? Is family important? The community? Their leaders? Do they have an hierarchical society? What do the people look like, tall, short, hairstyles, lean, round...?

Characteristics of Culture

"Culture is a system of shared beliefs, values, customs, and behaviors that members of a society use to understand and relate to the world around them."

Anthropologists, scientists who study human culture, divide their observations into categories for ease of study. The categories below are called the *characteristics of culture*. The seen parts of a culture can be observed. You can point to them and say, "That's a part of my culture!," such as a Fourth of July parade or a CD you enjoy. The unseen parts of culture cannot be seen directly, such as the value of individual rights or respect for education. There may be symbols or objects that represent the unseen characteristics, but we cannot see the actual value or belief - though we may see it acted out in human behavior.

SEEN CHARACTERISTICS	EXAMPLES
Communication	language, greetings, proverbs and sayings, eye contact, gestures
Daily Life	eating habits, work, recreation, use of time
Material Evidence	clothing, cars, housing, tools, ornamentation, utensils, tools and technology
Traditions and Heritage	festivals and holidays, traditional food and clothing, myths, religious rituals
Artistic Expression	architecture, music, paintings, sculpture, carvings, dance, poetry, literature
Groups and Institutions	government offices, political parties, schools, sports teams, banks, newspapers, citizen groups

UNSEEN CHARACTERISTICS	EXAMPLES
Religious Beliefs	role of spiritual world, concept of good and evil, afterlife, moral code of behavior
Social Values	family roles and expectations, child raising views, respect for elderly, education, gender roles, acceptance of diversity
Political Values	protections of rights, use and distribution of power, use of rule of law, type of government
Economic Values	competition vs. sharing, criteria for wealth or status, private property ownership



5- Look now at the picture of the Sanofu Bird. Then circle a choice (choices)-

What type of art is this work? Painting Sculpture Drawing Textile

What medium did the artist use? Wood Clay Paper Paint Metal

What style is this work?

Representational (real life, naturalism)

Abstract (artist's ideas)

Fantasy (artist's imagination)

Expressionism (shows the artist's feelings)

Why do you and your group think the bird is looking back?

Teacher explanation - The bird refers to African proverbs about the wisdom of looking back to know how to go forward; people should learn from their past to make wise decisions for the future. Often identified with the Asante peoples throughout Ghana and Cote d'Ivoire.

6- Do you and your group think this is a wise proverb? Why? Can your group identify a lesson or two from our own country's history that might help us solve some of our problems today?

7- What do you think about a civilization that would want to learn from its past? Would it be a simple one, a sophisticated one, a “primitive” one? Why?

8- Now, make a prediction – what do you think the next activity will be and why?
Remember, think about the title of our lesson!

Teacher's note - The lesson can be ended here using the above as a **CLOSING ACTIVITY** – answers should include looking at old and new art objects, analyzing them, and making conclusions about change and continuity.

If time allows, the lesson continues with the students looking at various pieces of old and new African art individually and completing the art organizer worksheet. The teacher should collect the previous group worksheet and students should be told again that a formative assessment will be made on this work.

Whenever this lesson ends, this homework should then be assigned.

HOMEWORK - Starting with page 106 and ending with page 127 in our text, Across the Centuries, look closely at the illustrations and reread the captions. Then answer the following questions from the captions, an important text feature. Jot down the page or page numbers where you find your answer.

1- Why did West Africans make sculptures of either heads or whole figures?

Represent gods, spirits, and ancestors – figures were often used in religious ceremonies – page 106

2- What were some of the materials or mediums that the indigenous or native African artist used?

stone, iron, gold, mud – pages 106, 107, 110, 116

3- Who is credited with discovering many Nok sculptures? What were these sculptures made from? Why was this material important? (use the text to help you if you don't remember from our previous reading of the chapter)

tin miners, iron, iron tools better for farming and weapons page 110

4- Architecture is a very large visual art form. Describe the Great Mosque in Mali.
What activities do people perform there?

Made out of mud – Muslims pray once a week on Fridays

5- Mask making was and is an important African art form. Why do you think many African peoples used masks? Did masks only cover their faces?

Religious reasons, part of dances, show nature, imagination, celebrations,
show status or wealth – pages 114, 124

6- From what you have seen so far, which piece of art work do you like the best and why? Do you like its overall appearance, medium. . .?

answers will vary

WHAT DO YOU SEE, KNOW, OR WONDER?

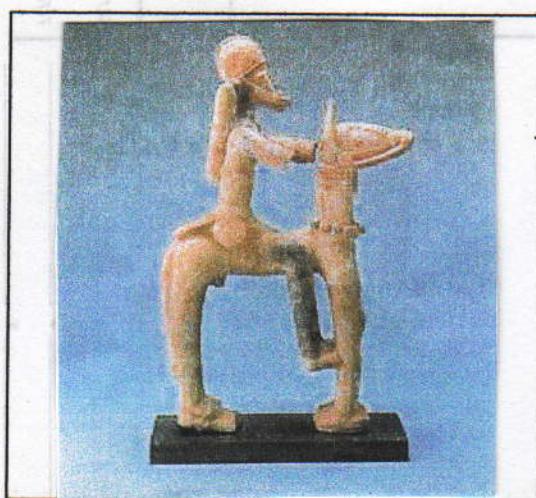
Art Graphic Organizer –

Directions - For each piece of visual art, please answer the following - Refer back to this list to ensure complete answers!

- 1- Identify the date created, culture and modern country of origin, artist if known
- 2- Describe what you see briefly. (image, size, shape, color...)
- 3- What type of art is this work? (painting, sculpture, drawing, architecture, textile, photography, print, other)
- 4- What medium did the artist use? (wood, clay, paper, paint, glass, cloth, terra cotta, metal – i.e. gold, bronze, silver, iron..., salt, beads, other)
- 5- What style is this work?
 - Representational (real life, naturalism)
 - Abstract (artist's ideas)
 - Fantasy (artist's imagination)
 - Expressionism (shows the artist's feelings)
- 6- What do you think is the purpose or theme of the work?
Spiritual World, natural world, rite of passage, special place, personal place, personal object, work object, status, hierarchy, feelings, healing, community, history, other
- 7- What do you think the art tells you about the culture that it represents?
Be as specific as you can. Remember, your opinions should be based on facts.

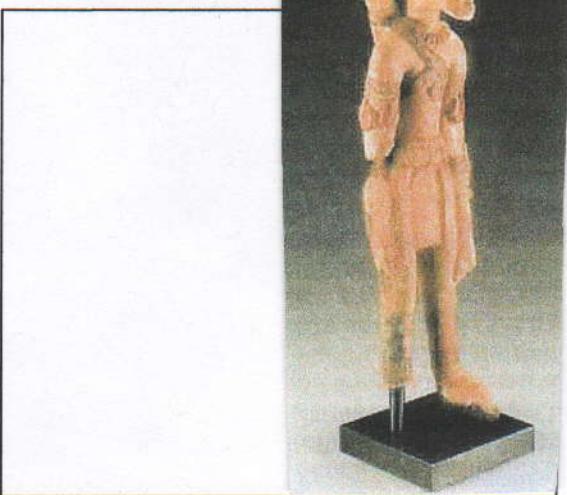
Many pieces of art are included here with whatever knowledge I could find – purpose of lesson is to expose kids to as much visual African art imagery as possible
(teacher models 1st – 2nd whole group- OTHERS – INDEPENDENT PRACTICE

Title of work – Equestrian Figure



- 1- 13th – 15th century, Inland Niger Delta, Mali – man or woman artist – some pieces added on
- 2- man on horse - 28x5x8 in. tan
- 3- sculpture
- 4- ceramic - terracotta
- 5- representational style
- 6- deified ancestors of famous founding rulers elaborate dress suggests ceremonial military attire – soldiers who rode into battle with Sundaita at Kirina may have looked like this –
- 7- many gods – class society – horse importance – hunting horn – courage difficult to make shows sophistication and complexity of the artist

Title: Archer Figure



- 1- 13th – 15th century, Inland Niger Delta, Mali – man/ woman artist Mande speaking Malinke made my hand, some pieces added on
- 2- archer figure 24x6x6 in. beads, scarification, quiver for archers, arm bands- amulets and Koran
- 3- sculpture
- 4- ceramic - terracotta
- 5- representational style
- 6- beauty - archer's skill important to society – hunting means food - military
- 7- both nature based and Islam based religion imp. - class society – courage advanced weapons led to empire gain- difficult to make shows art sophistication

Title: Kneeling Figure



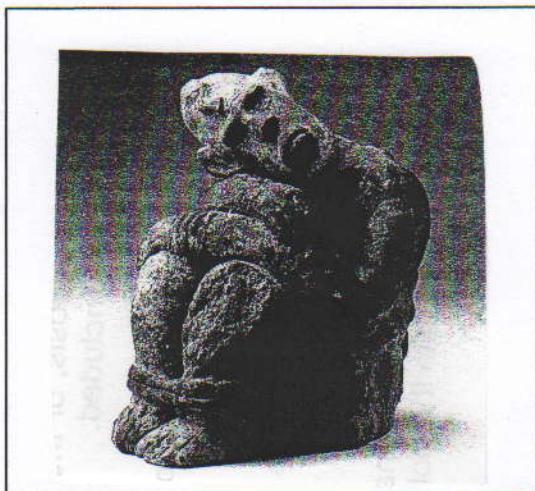
- 1- 14th century Niger region Mali
- 2- kneeling man – elongated body- bracelets
- 3- sculpture
- 4- terracotta
- 5- representational
- 6- resting man – possible prayer
- 7- traditional religion ancestor worship – rural Africa

Title: Sogolon



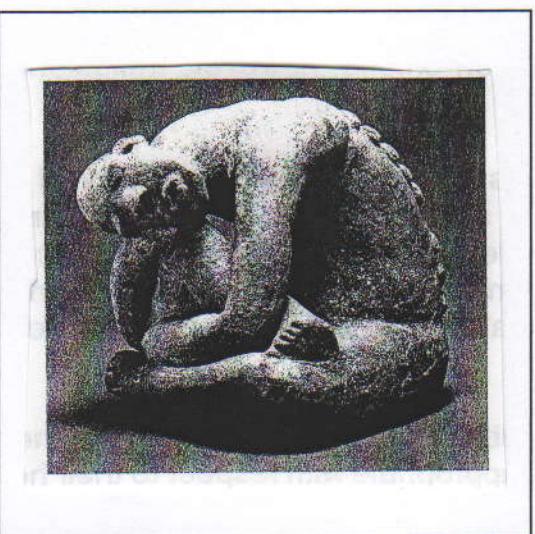
- 1- ancient Mali
- 2- woman's head, ugly, pock marked hunched over, hump back
- 3- terra cotta
- 4- representational
- 5- status, hierarchy
- 6- mother of Sundiata – king of Mali choose her even though she's ugly because soothsayer said she would give birth to Mali's greatest hero
- 7- Outside beauty is not important

Title: Prisoner



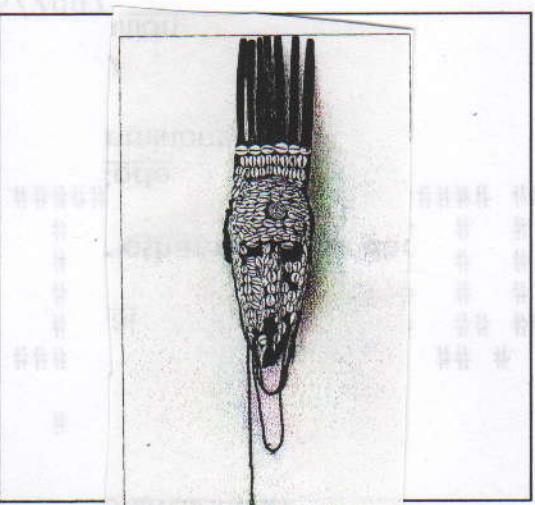
- 1- Jenne – 11th – 14th century
- 2- sad faced man – hands and feet bound – head lying on crossed hands
- 3- sculpture
- 4- terracotta
- 5- representational
- 6- feelings of sadness over capture-worry about the unknown – strength of captors
- 7- Culture is warlike, fierce, brutal

Title: Unknown



- 1- Mali – 15th century
- 2- figure in submission
- 3- sculpture
- 4- stone
- 5- representational
- 6- fate of people taken over by Sunni Ali
- 7- Strength of conquerors, sadness of people at losing trading centers of Jenne and Timbuktu

Title: Mask



- 1- Songhai Empire – 16th century
- 2- animal mask
- 3- shell work
- 4- cowries
- 5- representational-naturalism
- 6- value of animal form seen through shells protecting the wearer
- 7- value of craftsmen's work-
500 cowries were = 1/8th ounce gold
What other kingdom in Africa used cowries that we have studied?
The Kongo

Title: Soldier



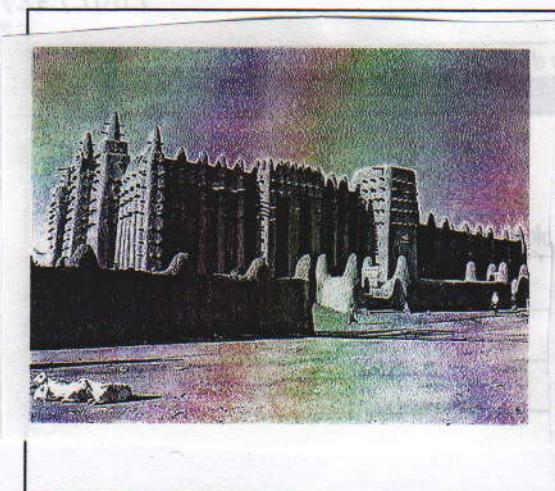
- 1- Songhai – 16th century
- 2- Portuguese soldier with gun
- 3- sculpture
- 4- bronze
- 5- representational – real life
- 6- status of soldier
- 7- strength of Portuguese and guns; fierceness of soldiers

Title: Mounted Figure



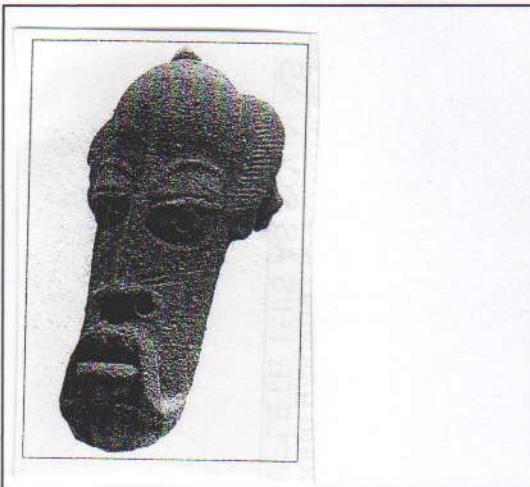
- 1- 16th century, Dogon People, Mali
- 2- horse and rider on a platform
- 3- sculpture
- 4- metal
- 5- representational – real life
- 6- status, hierarchy
- 7- horse was a major factor in the building of kingdoms- Songhai's Sunni Ali could conquer huge amounts of territory

Title: Mosque

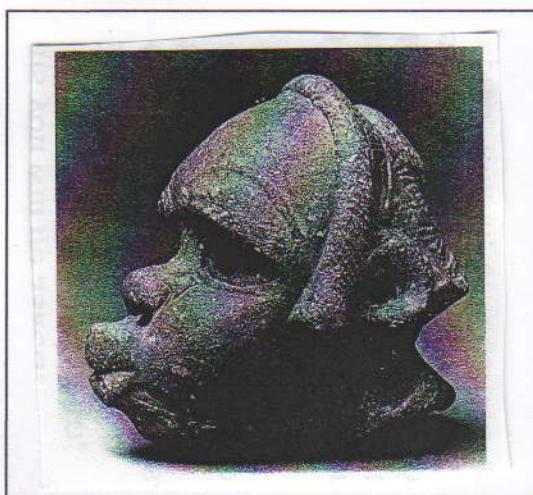


- 1- 14th century, Jenne, Songhai
- 2- large building
- 3- architecture
- 4- sand
- 5- expressionism
- 6- worship
- 7- importance of Islam

Title: Nok Sculptures



- 1- 2000 years old – Nok people
pre-Ghanian Empire
present day Nigeria
- 2- heads and figures
- 3- sculpture
- 4- terra-cotta
- 5- representational, expressionism
- 6- show ancestors displayed in
family shrines
- 7- sculptures show that art was highly
developed art form – Nok culture
more civilized than many old-world
European countries of the time



Title: The Oba



- 1- 1600s – Benin
- 2- 3 carved figures in relief
- 3- plaque
- 4- bronze
- 5- representational
- 6- the Oba or leader is carrying a hammer
- 7- hammer, horse, and government officials represent power, status, leadership

Title: Queen Mother



- 1- 1630s, Benin
- 2- head of a woman, very detailed hair like a crown
- 3- sculpture
- 4- bronze
- 5- representational, expressionism
- 6- status and hierarchy
- 7- Queen mother very important; matrilineal succession possibley

Title: Mask



- 1- 16th century Benin
- 2- facial features of a strong man
- 3- carving
- 4- ivory
- 5- royal ornament
- 6- status and hierarchy
- 7- value of its king; masks were used to protect the spirit

Title: Head



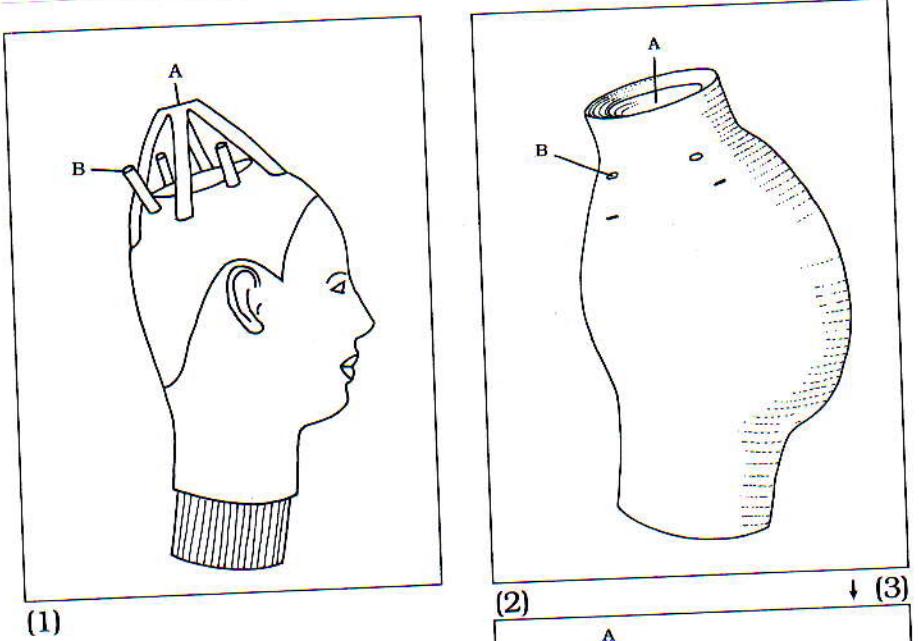
- 1- cast (made) 1550-1680, Benin
 - 2- head with massive necklaces and armor hat
 - 3- bronze cast
 - 4- bronze
 - 5- representational
 - 6- personal objects, status, hierarchy, wealth
 - 7- highly decorated people- craftsmanship important – in real life the necklaces were made of valuable red coral beads

Title:

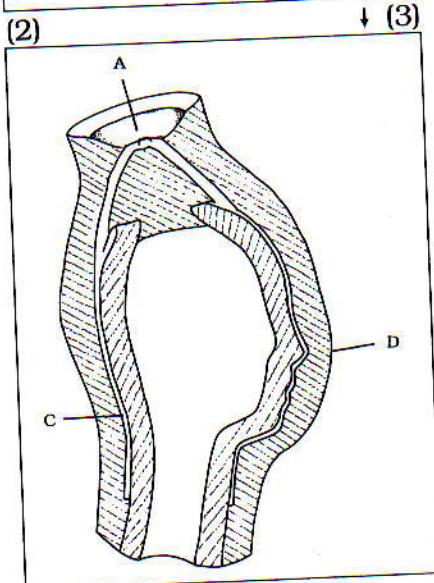
Handwriting practice lines for the word "HAPPY".

HAPPY

Title: _____



This series of drawings illustrate the essential steps in the lost-wax method of bronze casting. Figure (1) shows the wax model with tubes (A) for pouring molten bronze and vents (B) to allow the escape of heated air. Figure (2) shows the outer clay mold in place. Figure (3) is a cross-section of the sculpture: molten bronze will fill the space (C) that remains after the wax has melted off, and the outer mold (D) will be removed after the bronze has cooled and set.



Lesson #2 - Memory Traditions (Oral) Art, Then and Now - 2-3 class periods

For my classroom, the following folktales will be used:

- Talk, Talk, An Ashanti Legend retold by Deborah M. Newton Chocolate
Illustrated by Dave Albers
- Api and the Boy Stranger, Ivory Coast, retold by Patricia Roddy,
Illustrated by Lynne Russell
- Kwajo and the Brassman's Secret, Ashanti Legend, retold and illustrated
by Meshack Asare
- The Hunterman and the Crocodile, West African Folktale, retold and
illustrated by Baba Wague Diakite, Scholastic Press, New York
- The Hatseller and the Monkeys, West African Folktale, the Fulani, Mali,
retold and illustrated by Baba Wague Diakite, Scholastic Press, NY
- The Magic Gourd, West African Folktale, Mali, Bamana People and
Mud cloth, retold and illustrated by Baba Wague Diakite, Scholastic Press,
New York

OPENING ACTIVITY – Students will again place themselves in their groups of three.
Please make predictions about the setting, characters, plot, etc. for the stories in your
group **using only the front cover.**

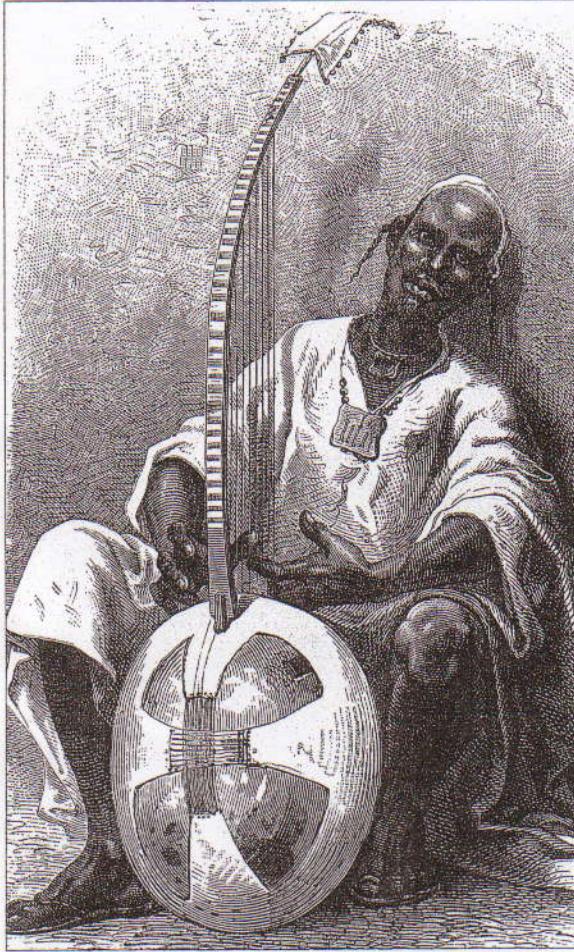
Story 1 – Title _____

Prediction - _____

Story 2 – Title _____

Story 3 – Title _____

Predictions for the 1st story to be read are now shared. The students should hold
the other predictions to later.



A West African griot playing the kora, a traditional West African instrument. In addition to performing as traveling musicians, many griots in modern Africa recite oral traditions that have been passed down over the course of centuries. Scholars have found these verbal chronicles remarkably accurate in their portrayal of the African past.



A modern-day Malian griot plays the kora, a traditional West African instrument. The griots of Mali and Senegal continue to recite the great events of their peoples' history; scholars have drawn on their accounts in order to understand the African past.

GUIDED GROUP PRACTICE - The arts include more than just paintings and sculpture and architecture. Do you remember from our text book what the definition of a griot is? Please complete the following (look it up if you must).

A griot is _____.

Page 118 – storyteller

Why did many African cultures need griots in their culture?

oral, memory tradition, little written language

What else do you think a griot might do other than tell stories from generation to generation?

remember and tell about the history and values of a culture

Do you think this memory and oral culture would be a simple one, a sophisticated one, a “primitive” one? Why?

Answers will vary – All that is needed here is a valid reason

Groups will then share their answers with the class.

Remember, these ancient stories have been written down today to make sure that they are not forgotten in either Africa's changing culture or to be shared with the rest of the world. *We will be reading each folktale 2 separate times!* The first time we will read and listen to the story for enjoyment. The second time will be to learn from the story by answering questions in written form.

Teacher will model story 1-graphic organizer with the class.

Teacher and students in groups will complete story organizer – Formative assessment

INDEPENDENT PRACTICE – Summative Assessment

Students working alone will complete story graphic organizer

For each folktale/story/epic/legend, please complete the following graphic organizer.

Name: _____

Retold by: _____

Setting Description – Where and When – Is the setting essential to the story? Explain.

Characters – Traits, feelings, attitudes – Do these change over time? How?

Supernatural happenings-

Problem – who or what causes the problem?

Major events in sequential order –

Resolution – How is the problem solved? What character(s) fixes the problem?

Story's moral or purpose – What beliefs and values are emphasized? Is the lesson the story trying to teach important to culture then, now, continually, cultures around the world?)

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Now how do the details of the story compare with the information in the author's note about the culture and country of the folktale. (Author's notes in these books are excellent and a lot of learning can be gained from them!)

Do you think the illustrator of the story needed to know about African culture and its landscape? Why?

CLOSING ACTIVITY – Students will complete an exit card.

Do you prefer to learn about a country's culture through primary or secondary sources or through art work and oral folklore? Why?

HOMEWORK - This homework is in preparation for the next group of lessons. Students will read the Montgomery County PS curriculum piece on 7 cities and deduce where the cities are located on a trade route map of Africa around 1300.

WANGARA

(WAH/N gar ah)



GOLD

In the middle ages the people of Wangara had something nearly everyone wanted. They had gold, a very valuable mineral. The gold of West Africa was mined from the ground, sifted from rivers, and gathered from numerous secret locations. In Wangara, the gold held little importance on its own. It was only when traders came from the north, willing to trade other goods, such as salt, for the gold that it gained value.

Wangara was located in the savannah, an area of short grasses, shrubs, and trees. Cities and villages here supplied one another with the food and products they needed. The people believed that a Supreme God had created the world and all the things in it. Smaller, less powerful gods and spirits were also present in the world and could help or hurt people.

Wangara lacked the organization and access to other trade routes to develop as a major trading city on its own. Instead, it supplied the gold to traders who brought it to larger cities, such as Gao. There gold could be bought by artisans who crafted it into jewelry, decorated the handles of knives, or shaped it into ornamental statues. Other times the gold remained as gold nuggets or gold dust and continued further north and east on trade routes, winding up in Egypt, Europe and the Middle East. Traders insisted that only spoons be used to handle the gold dust, never a person's fingers so that no dust would remain on a buyer's fingertips or under his fingernails by mistake.

KANO

(KAY no)



CLOTH

Kano was located between Lake Chad and the Niger River. The lands grew an plenty of food and cotton. Kano was famous for its dyed cotton cloth. It was considered some of the finest cotton cloth in all of Africa and Europe. This cloth became the key to Kano's prosperity as a trading city. Traders traveled to and from Kano buying and selling cotton cloth as well as many other goods. Kano's trade routes went mostly north and northwest towards the Niger river which carried goods to cities like Gao and Timbuktu.

To the south of Kano were rainforest lands. There was not as much trade or contact with people in these lands because of a deadly insect, the tsetse (tsee• see) fly. This disease carrying fly inhabited these lands and made extensive trade nearly impossible. Horses or cattle could not carry supplies through the forests since they would die from the tsetse fly infections. Humans also suffered from the deadly disease the fly carried and mostly stayed away from these areas.

A tall and strong wall made of wooden beams and baked clay surrounded the city of Kano, protecting it from attacks. Homes inside the city were made of the same materials. The people of Kano followed traditional local African religions. They believed that by honoring past ancestors they could gain their help during times of trouble. The size and splendor of the city impressed its many visitors, but also made Kano a target for conquering armies. In 1500 CE, the armies of Songhai conquered the city and added Kano to their empire. Kano's wealth declined now that it had to pay one-third of its profits to the ruler of Songhai each year.

GREAT ZIMBABWE

(Zi'm BAHB way)



In the 1300's the Zimbabwe civilization developed in southern Africa. Great Zimbabwe was the largest of several cities in this area. The city was famous for its huge stone, round buildings. Carved birds decorated temples. The climate of southern Africa was very different from the climate of north and west Africa. Rain was more predictable and

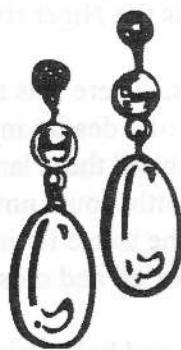
temperatures less extreme, allowing vegetation to grow more abundantly. The savanna grew thicker, longer grasses and more trees across the land. The land was perfect for raising large herds of cattle.

Although cattle were abundant, it was another resource that would most interest traders from the east, gold. Great Zimbabwe obtained gold from people living further west and south of their city. These people mined the gold from deep within the ground. A single family often used the same mine for generations. This gold was sold to traders from Great Zimbabwe who had the resources to then take the gold further east to cities like Kilwa, along the coast of the Indian Ocean.

Great Zimbabwe's isolated location far from major trading routes prevented it from becoming a major center of trade like Gao and Cairo. Despite this distance, the wealthy of Great Zimbabwe were able to obtain trade goods from many far away places. Porcelain from China and Syria, as well as glass beads from India have been found in its ruins proving Great Zimbabwe had enough wealth to obtain such exotic goods.

KILWA

(KILL wah)



JEWELRY

The small town of Kilwa was located on the east coast of Africa on the Indian Ocean. It started out as a small fishing village, but eventually grew to be a major trading city of East Africa. When the Islamic empire of the Middle East extended their lands through conquest to include Egypt and North Africa, Muslim traders were able to trade further than ever before down the coast of Africa. These traders found many products and goods to purchase in the villages along the coast. Gold from southern Africa, ivory, and copper could be obtained in the coastal cities and then sailed north to Cairo and on to locations in the Mediterranean and Middle East. These traders also brought the religion of Islam to the coastal cities. By 1300, Kilwa, like most of the coastal cities were Islamic. Kilwa's houses reflected Islamic styles by being built with flat roofs, gardens and porches.

Muslim traders also brought improved sailing technology to East Africa. Their ships enabled Kilwa traders to travel east across the Indian Ocean to India. In India, Kilwa traders bought goods such as fabrics, gems, and rare spices. Some of these goods were from China and other lands in Asia. These valuable resources were then brought back to Kilwa to be purchased by traders taking them north to Egypt, the Middle East, and Europe. Kilwa, and other coastal cities like Mombasa and Sofala, became key links in a thriving Indian-African trade network.

TAGHAZA

(TAH gah ZAH)



SALT

Today, Taghaza no longer exists. But in the middle ages, it thrived as a key link in the trading networks of the kingdoms of Ghana, then Mali, and finally Songhai. Taghaza was a town that developed for one reason... salt. Salt flats surrounded the town for miles. This land was part of the Sahara desert and was barren of nearly all vegetation. The only thing Taghaza had of value was salt, and they had plenty of it. Salt was so common the people of Taghaza even built their homes from large salt blocks. Many of the people in Taghaza were slaves, captured during wars and forced to work in the salt mines. Taghaza, like most of North Africa, followed the religion of Islam and had a mosque where people could pray and worship.

Although common in Taghaza, salt was rare in other parts of Africa, and so a thriving salt trade developed between Taghaza and lands to the south. Salt was cut into slabs weighing over 60 lbs, loaded onto camels, and taken south to the savannah and forest kingdoms that needed this valuable resource.

Salt was used for more than just seasoning food. It was also used to preserve fish, that could then be traded to cities and villages miles away. In addition, salt was used in the production of dyes for coloring cloth, in soap, and in medicines. Without this necessary ingredient many of the goods produced for trade by could not be made.

GAO

(Gow)



KOLA NUT

Gao was a major trading city in the middle ages because of its location. It was located on the upper bend of the Niger River in West Africa. Goods from the south could easily be taken upstream to Gao to be sold in the busy markets of the city as well as in the many villages up and down the river. Trade routes from north, south, east and west traveled through Gao, making it a place to purchase goods from throughout Africa such as ivory, gold, salt, silks, and horses.

Although located on the Niger River, much of the land surrounding Gao was scrubland with short grasses with only a scattering of trees. By using irrigation, Gao was able to grow the grain, fruits, and vegetables needed to feed its people. A surplus of agricultural goods provided another reason for people to come to the markets of Gao to trade. Most of the people of Gao followed local traditional religions that included beliefs in a spiritual world that could be seen in the things of nature, such as rivers, mountains, and animals.

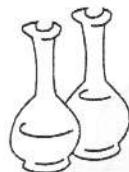
One of the most important foods Gao sold to traders were kola nuts. These nuts came from the rainforest regions south of Gao. These nuts were used for a variety of purposes. The oil of the kola nut was a key ingredient in cooking as well as in making shea butter that could be used as a medicine, and in cosmetics. The kola nut also became a symbol of hospitality in many parts of Africa and was always served to visitors and friends. The caffeine in kola nuts made it a mildly addictive food whose popularity grew quickly among people it was introduced to. In fact, it was the "secret" ingredient of early forms of a popular drink today... Coca-Cola!

CAIRO

(KI roh)



HORSES and GLASSWARE

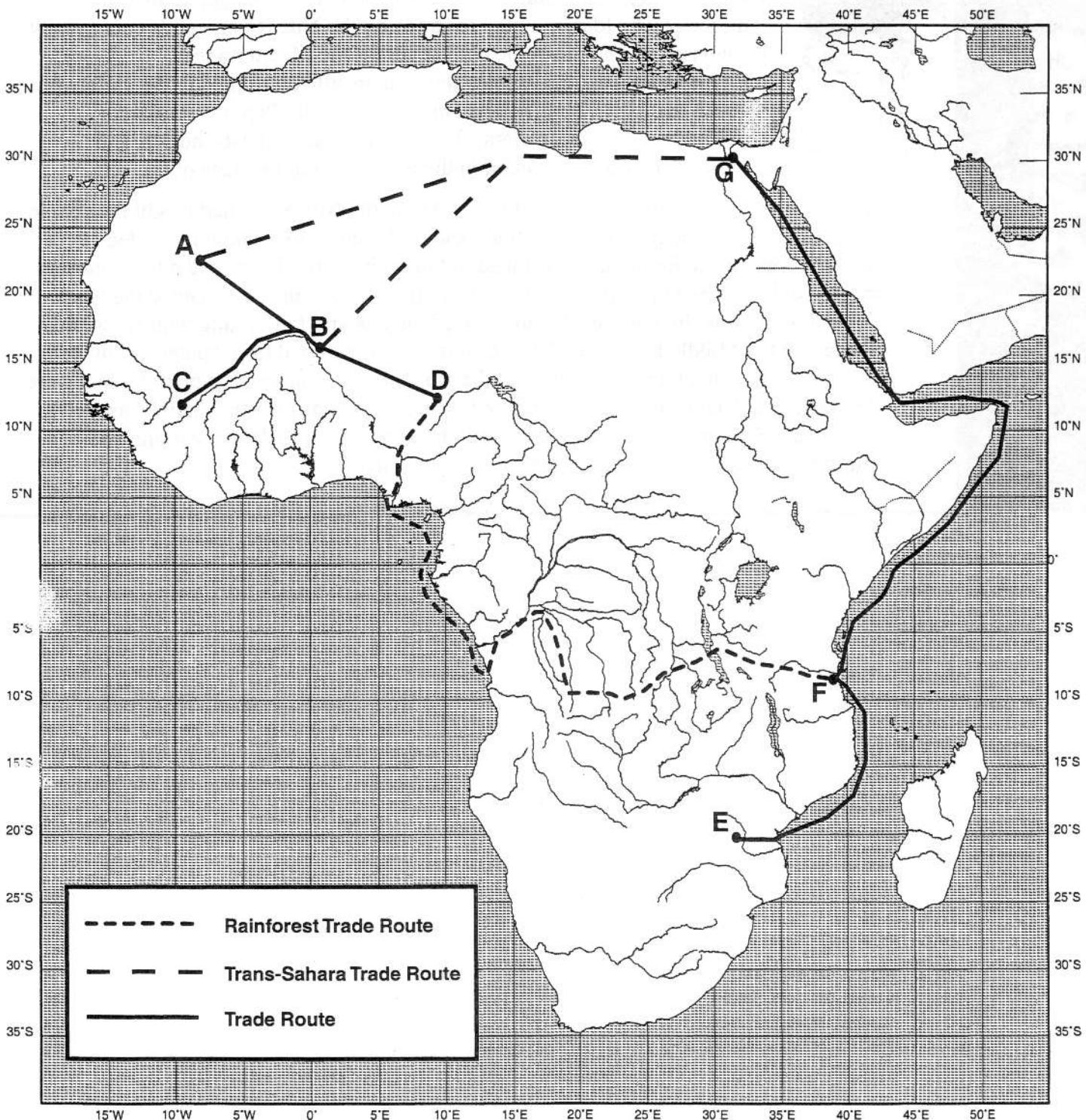


By the middle ages, Cairo had become a major city in Egypt. Although Egypt had been conquered by the Umayyad Caliphate of the Islamic Empire in 651 BC, it still maintained its economic power and supported one of the largest populations in the world. Because of this, trade goods and travelers flowed in and out of Cairo constantly. Silks from Persia, olive oil from Greece, gold from Great Zimbabwe, Indian cotton, and Chinese porcelain could all be bought in the Cairo marketplace. Ideally suited for trade on the Nile River, goods could easily be shipped up and down the Nile or across the Mediterranean. Egyptian artisans, craftsmen, and farmers all contributed to the variety of goods that could be purchased in Cairo as well. Papyrus scrolls for writing, woven cotton cloth, fish, bread, jewelry, meats, horses, and weapons could all be found in the extensive marketplace of this city.

Thousands of years of living along the Nile River had taught the people of Cairo the importance of trade and trade routes for obtaining needed resources. Egypt had developed out of individual villages and cities connected only by trade up and down the Nile. In the far past, pharaohs united the lands and built powerful empires that influenced the rise and fall of kingdoms throughout Syria and the Middle East. By 1300 CE, however, Egypt had been conquered by both Alexander the Great, the Romans, and then the Islamic Empire. Egyptian leaders were Muslims and Islamic beliefs had replaced many traditional Egyptian beliefs, as well as Greek and Roman beliefs. Cairo was considered a center of Islamic learning and mosques and schools were found throughout the city.

TRADE ROUTES IN AFRICA

Selected Cities and Routes, 1300 CE



Lesson # 3 – The Art of Mapmaking, Then and Now – 2/ 3 lessons

This lesson presupposes students have basic knowledge in the parts of a map, using an atlas, and some familiarity with the geography of northern and western Africa.

Opening Activity – Review of Homework

Why does each city have a picture or symbol associated with it?

Wangara – gold

Gao – kola nuts

Kano – cloth

Taghaza – salt

Cairo – horses/glassware, ETC.

Symbols represent the main product of the community –

What makes a good symbol?

easily drawn and recognizable – unique

What were the capitals of the Empires of Ghana, Mali, and Songhai?

Khoumbi, Ghana Niani, Mali Gao, Songhai (answers are in the Across Cent. Text)
What city was known as the meeting point of the camel and canoe?

Timbuktu – metaphor for the camel = Sahara and Canoe = Niger River

Design a symbol for Khoumbi, Niani, and Timbuktu using some of the African symbols you saw in the legends and in the African art work we studied.

What do many of these African cities have in common?

They are all located on or close to the Niger River. Allows for ease of cultural diffusion, trade, travel, technology, communication, spread of religion.

What other dominant geographic feature (other than the Niger R.) is there in this part of Africa?

Sahara Desert

What is an oasis? Why are they needed?

water in the desert – can't cross the desert without knowing where water is
food for animals

If you were to travel to a far distant place, what problems might you have?

limited knowledge, fear, guides, different peoples and cultures,
different languages, getting basic needs on their journeys like food, shelter,
safety, need of maps, money

What are some common problems or difficulties that Sundiata, Mansa Musa, and Ibn Batuta, and others might have had during their travels?

Sahara desert and its terrain, limited knowledge, fear, superstition, guides, different peoples and cultures, different languages, getting basic needs on their journeys, safety
All would have had trouble traveling due to lack of maps!

How do your problems and those of Sundiata, Mansa Musa, and Ibn Batuta compare?

similar problems!

How would maps have been different in the days of Sundiata, Mansa Musa, and Ibn Batuta and today?

accuracy, many political features have changed – borders, hospitals, trains,
camel stations – oral maps versus written, standardized maps
African maps – pre colonial – physical
Islam came – religious routes to Mecca
Portuguese came – colonialism - political borders most important
Products most important – trade most important – not who owned it!

Homework – three worksheets

Ancient African Kingdoms and City States, Africa's Traditional Resources, and
Trade Routes of Precolonial Africa

- to identify some of the natural resources of Africa before the arrival of the Europeans
- to make inferences by looking at a map

Name _____

Africa's Traditional Resources

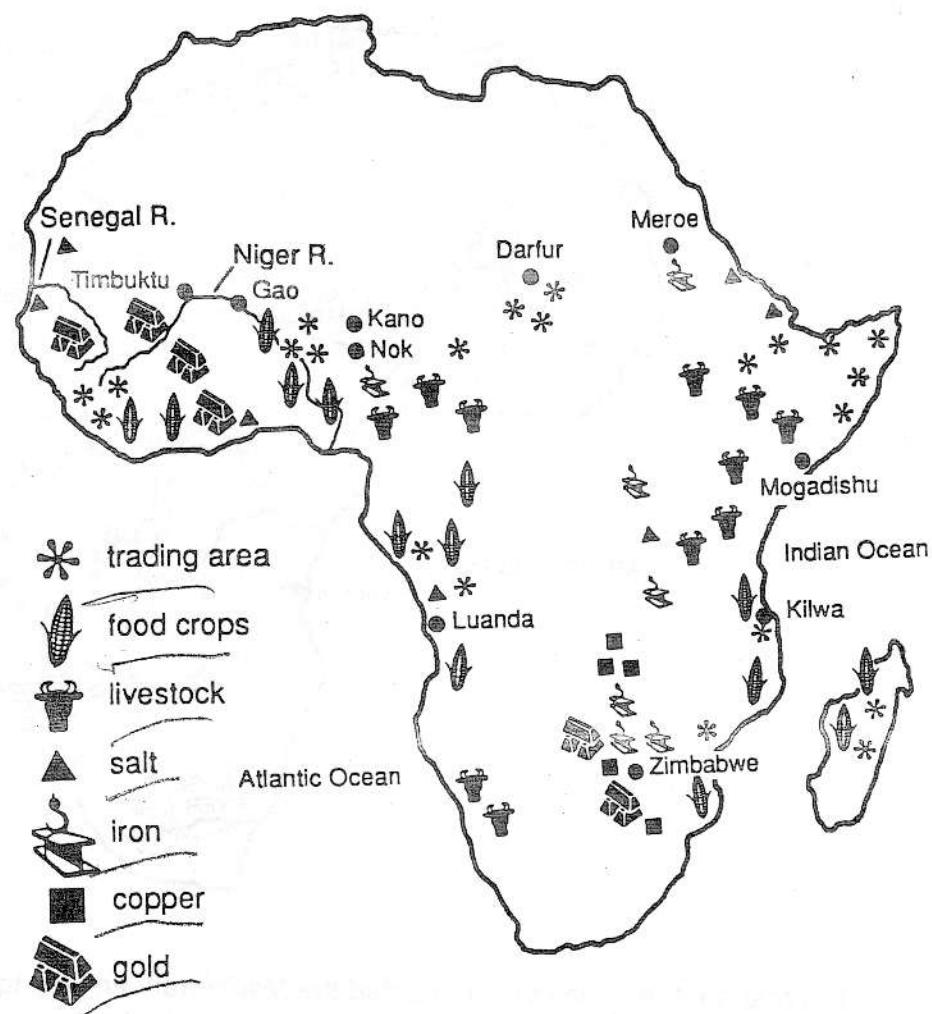
Study the map and map key showing sources of wealth in sub-Saharan Africa before the arrival of the Europeans. Then answer the questions.

1 What city-state in southern Africa controlled rich gold, copper, and iron mines?

2 On what ocean did ancient people sail in order to trade between Meroe and Zimbabwe?

3 For what products from directly north might people in Luanda want to trade their salt?

4 What towns would ancient traders have visited in taking gold from the Niger River goldfields to Meroe?



5 What two products were most often exchanged on the far west coast of Africa, near the Senegal River? _____

6 On what other resources, not shown on this map, could many people in ancient Africa depend for their food? _____

Name _____

Trade Routes of Precolonial Africa

Study the map showing some African trade routes before 1700. Then write a brief answer to each question. Write your answers on the back of this sheet.



- 1 What north African river connected the Mediterranean Sea to sub-Saharan Africa?
- 2 Name the city that connected the Niger River to the overland route across the Sahara Desert.
- 3 To what seaport did people from Zimbabwe travel to trade their gold?
- 4 Which African River was *not* a significant trade route?
- 5 Which lake was the meeting point for traders from east, west, and north Africa?
- 6 According to the map, what two places outside the continent did Africa trade with?
- 7 What body of water on the map does not seem to have been a part of any trade route?

The African People: Past and Present

Skill Objectives:

- to identify some of the important kingdoms and states of the African past
- to locate those kingdoms on a map

Name _____

Ancient African Kingdoms and City States

Before the 1800s, Africa had several rich and powerful kingdoms that traded with India, the Mediterranean area, and within the continent itself. Fill in each blank with one of the names you find on the map.

- 1 The kingdom of Ghana flourished between the 8th and 11th centuries in the area between the Niger and the _____ rivers.
- 2 As the kingdom of Ghana declined, the kingdom of _____ rose to power in the same region.
- 3 Gao and _____, on the Niger River, became internationally known centers of Islamic learning.
- 4 As kingdoms grew stronger in the Niger region, the _____ states to the east also grew.
- 5 Traders crossed these states as they passed from the Niger region east to _____.
- 6 The Nile river cut right through this kingdom on its way to the _____.
- 7 Far to the south, the city-state of _____ grew rich from its gold mines.
- 8 Gold from that city was traded at the nearby Arab port of _____ on the east African coast.
- 9 The Portuguese made contact with the rain forest kingdom of _____ on the west African coast.
- 10 Portuguese explorer Vasco da Gama sailed around the far southern _____, and discovered the sea route from Europe to India.



Assignment: Summative Assessment
Using the template of the African continent, you will be making an original map showing the great ancient kingdoms of Ghana, Mali, and Songhai and their ancient trading routes through the desert (400 – 1700) and early pilgrimage routes to Mecca from Western Equatorial Africa. Be sure to include artistic symbols and pictures based on your understanding of the visual art that we saw in class and the oral art of folktales.

Then using a transparency as an overlay identify the present-day African countries. . .

- 1- where the early African empires of Ghana, Mali, and Songhai existed
- 2- where the trade routes (400 – 1700 CE) crossed the Sahara
- 3- of early pilgrimage routes to Mecca from Western Equatorial Africa

BE sure to think about the elements of a map as you make yours.

Border, Grid, Key with symbols, Title, Orientation, Author, Date, Scale (if possible)
Use the research materials in class to help you plan your map. Make a rough draft!

Use real place names. Make your map as authentic as possible.

Use the research materials available in the classroom to help you!

Lastly -Student's Self Evaluation – Important!

After the maps are made, have your students write a paragraph on what they learned from doing the project. Then while you are grading the maps, see if what the students said about their work is evident in their project.

My thanks to the many authors that helped me plan these lessons. These books were invaluable in my planning and to my students in my map making.

Mansa Musa by Kephra Burns, Illustrated by Leo and Diane Dillon, Gulliver Books, Harcourt, Inc. 2001.

Sundiata, written and illustrated by David Wisniewski, Clarion Books, NY, 1992.

The Kingdoms of Africa Series, Ghana, Mali, Songhay, Kanem-Bornu, Yorubaland, Hausaland, Benin, Senegambia, Dahomey, Assante, Lords of the Savanna, Building a New World, Chelsea House Publishers.

African Kingdoms of the Past, Ghana, Mali, Songhay, The Western Sudan, By Kenny Mann, Dillon Press, Parsippany, New Jersey.

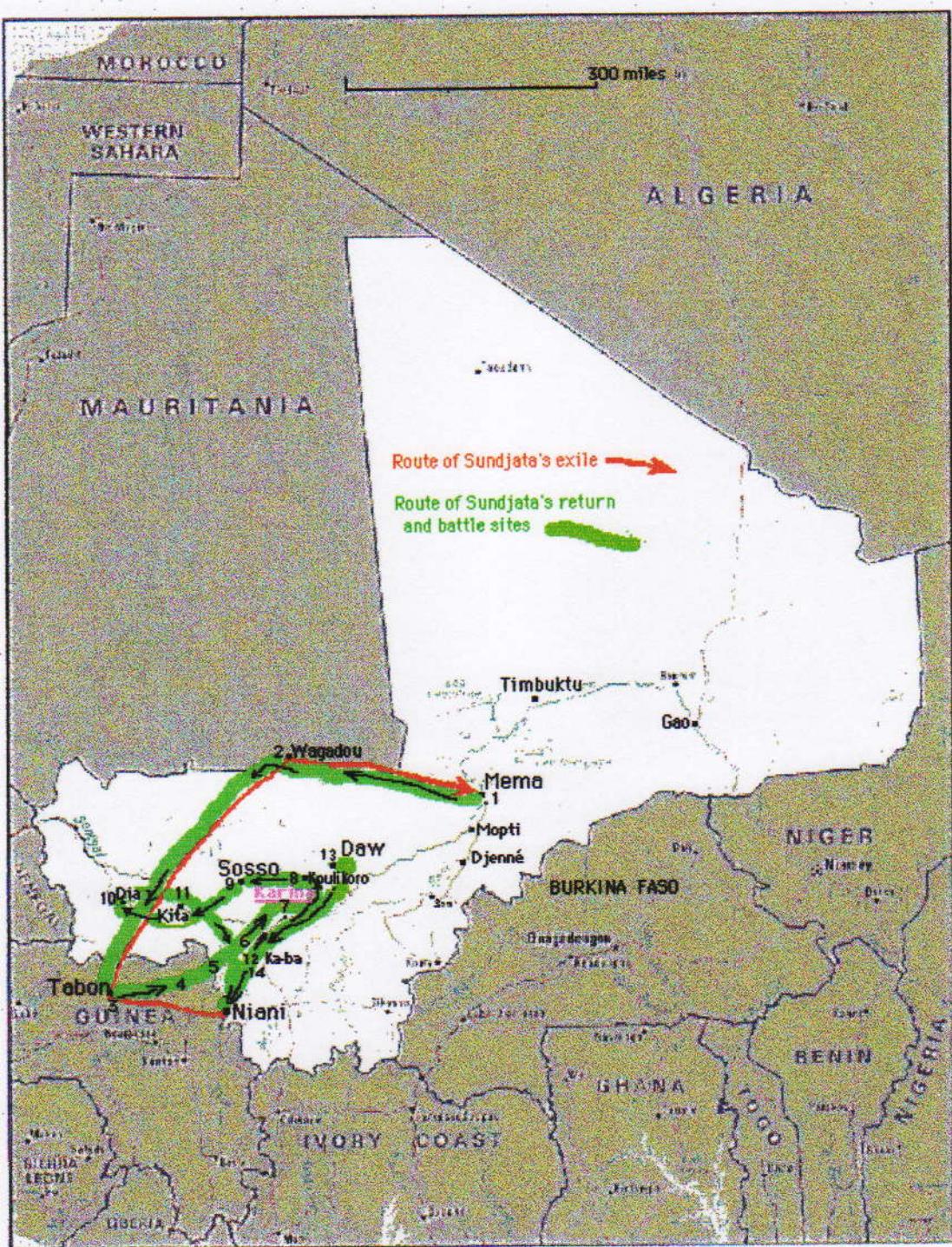
The Royals Kingdoms of Ghana, Mali, and Songhay, Life in Medieval Africa, by Patricia and Frederick McKissack.

And all of the books previously mentioned in these plans.



A section of the Catalan Atlas of Charles V (completed in 1375) contains the only known image of Mansa Musa. The mapmaker, Abraham Cresques, depicted the great king of Mali seated on his throne, holding a large nugget of gold.

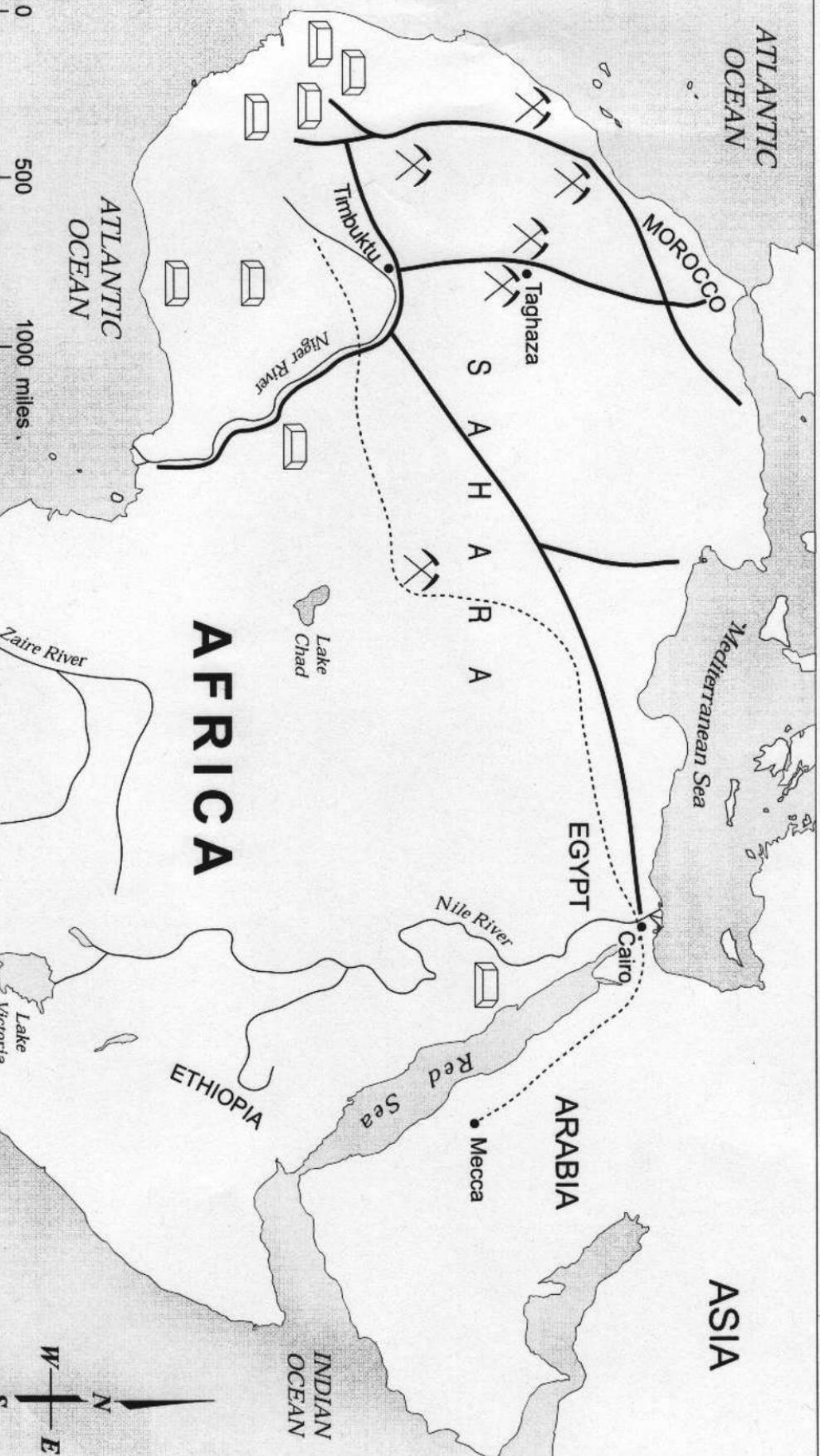


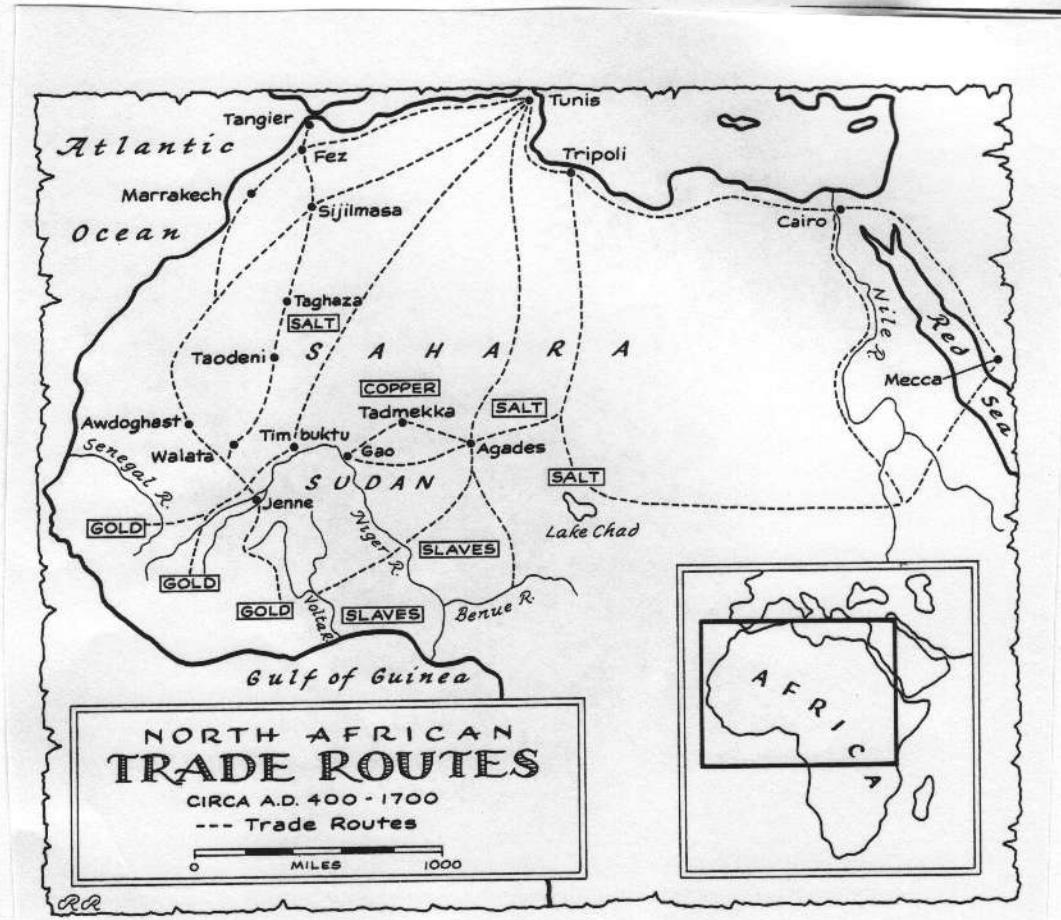
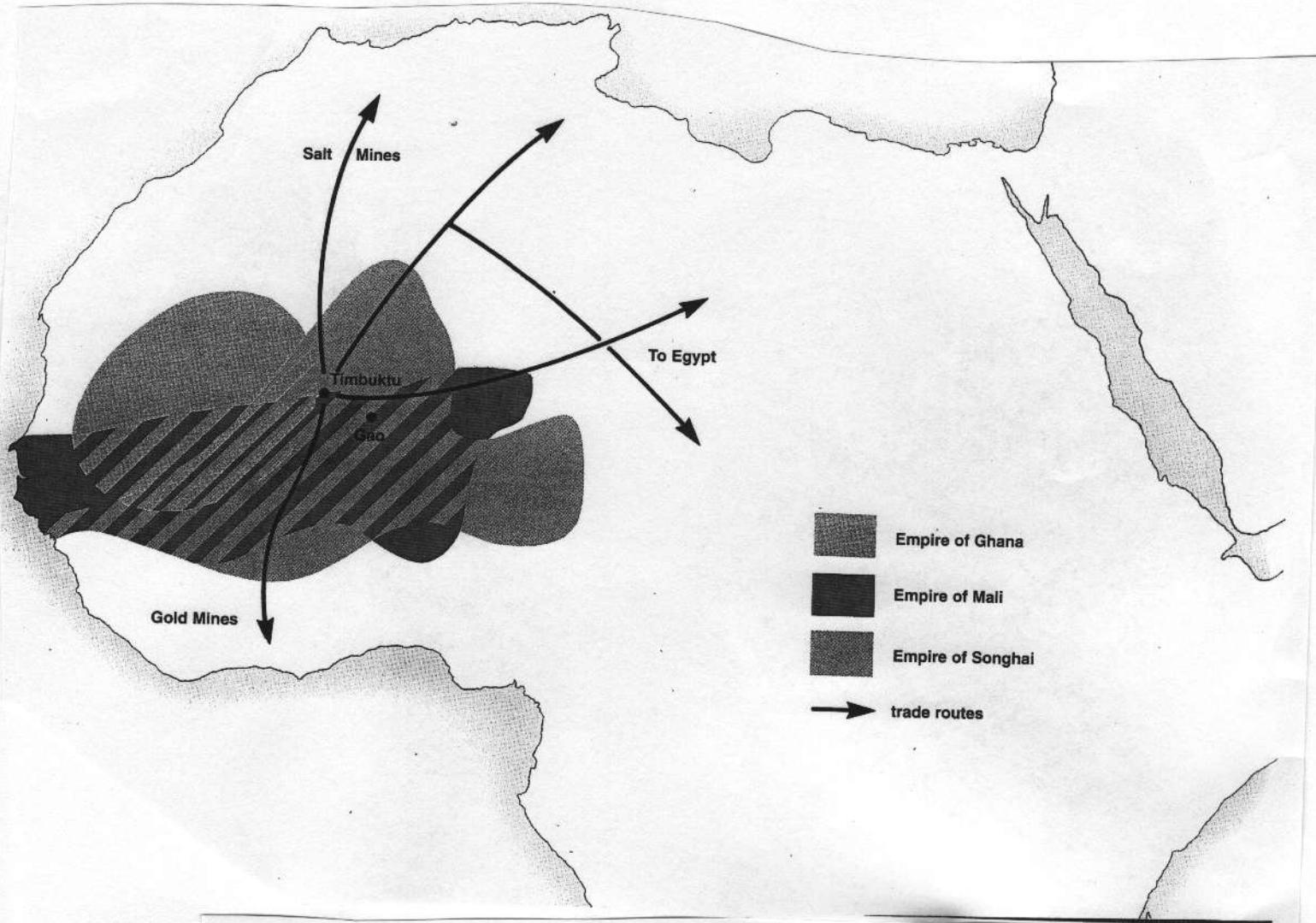


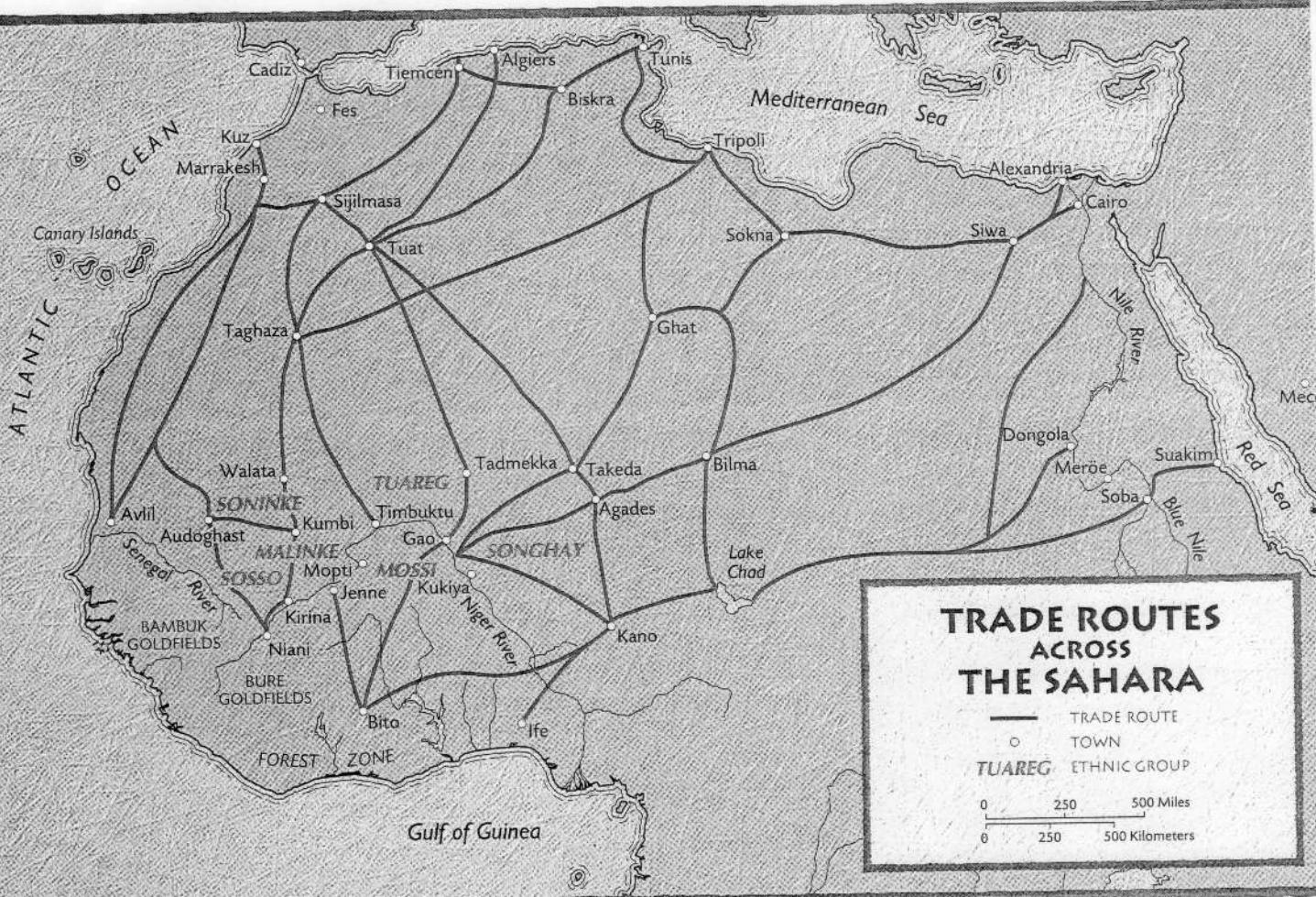
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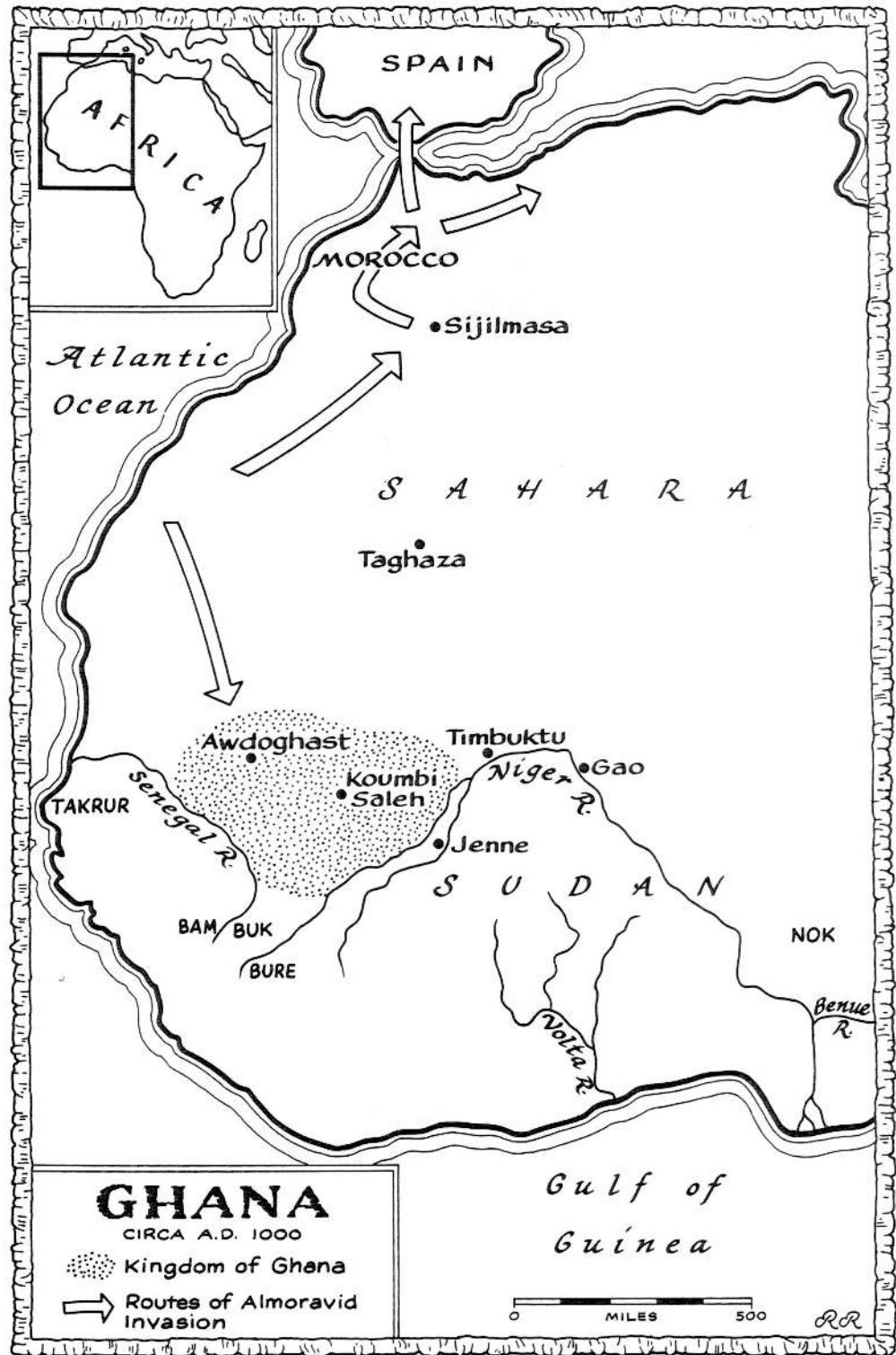
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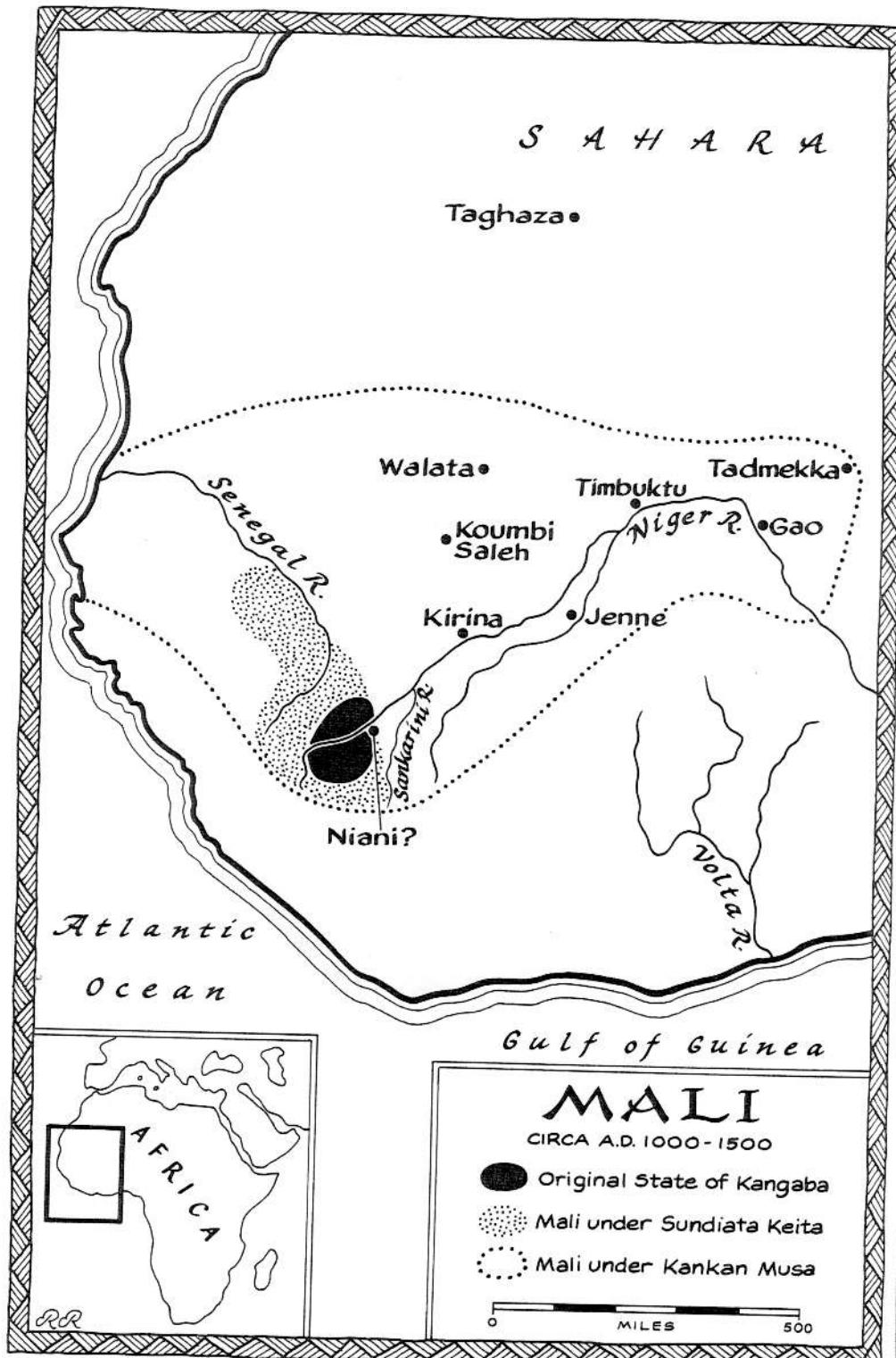
A F R I C A

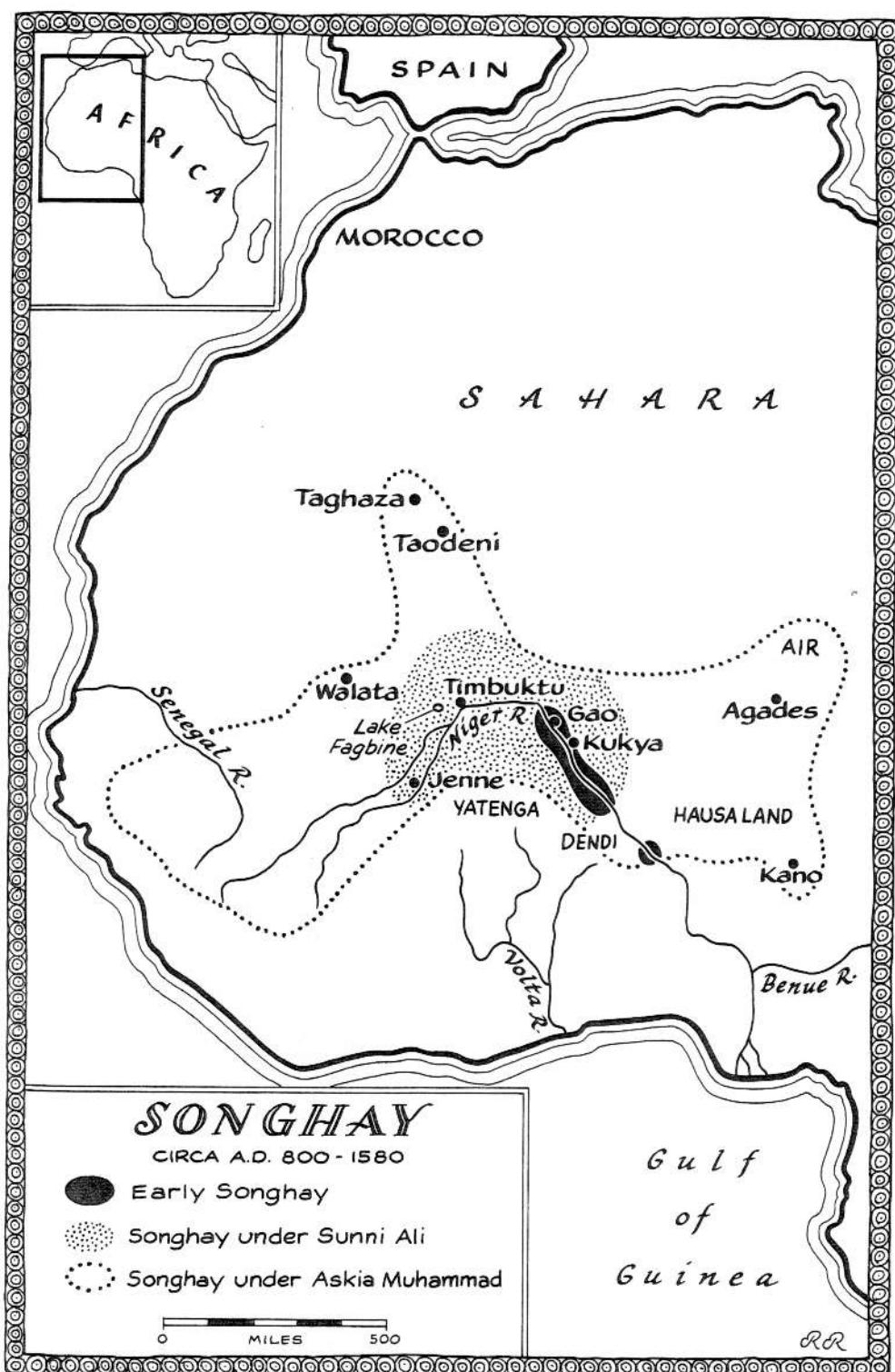


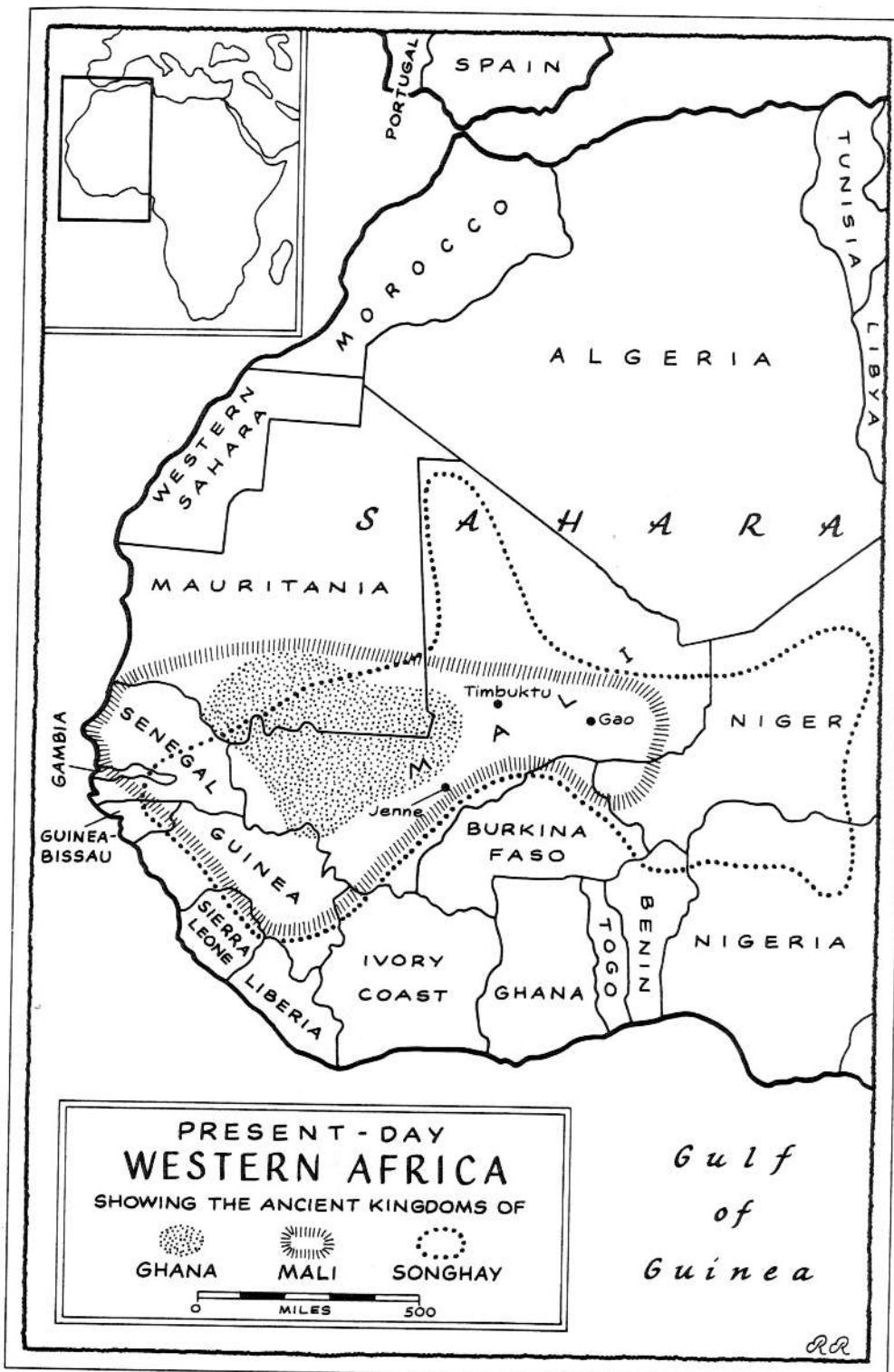






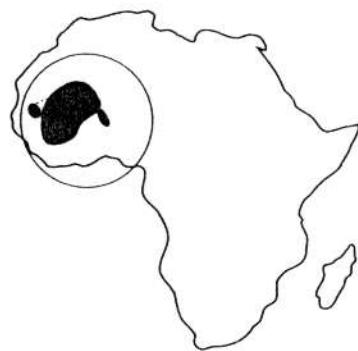






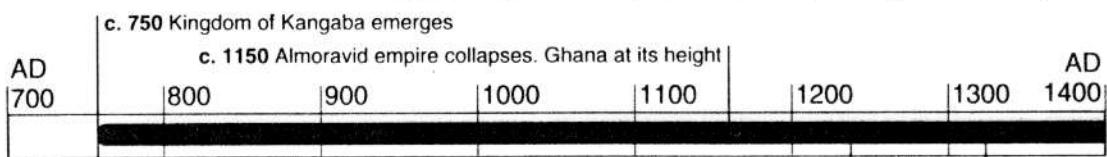
EMPIRE OF MALI 1 c. 750–1337

CIVILIZATIONS



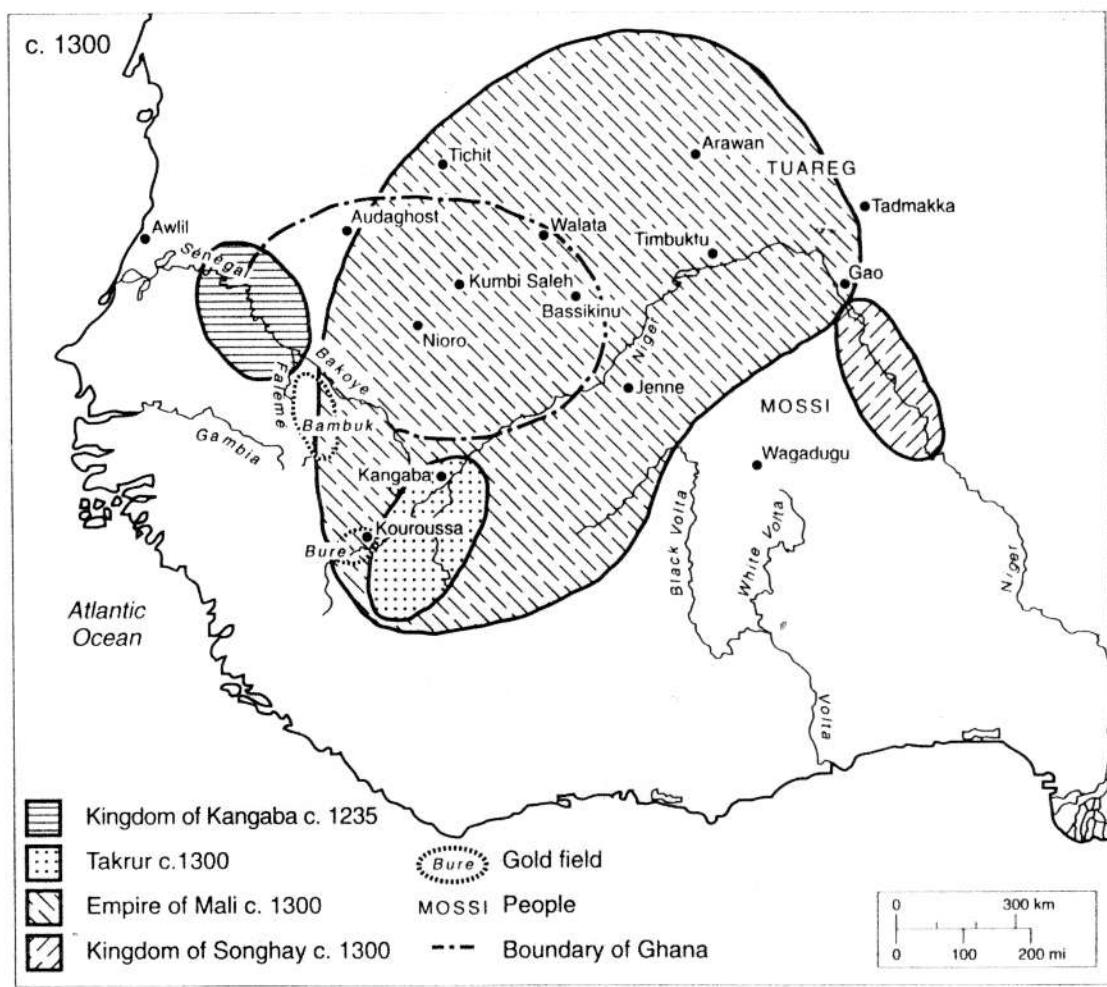
The Empire of Mali developed from the Kingdom of Kangaba c. 1240. Kangaba is thought to have been in existence since c. 750.

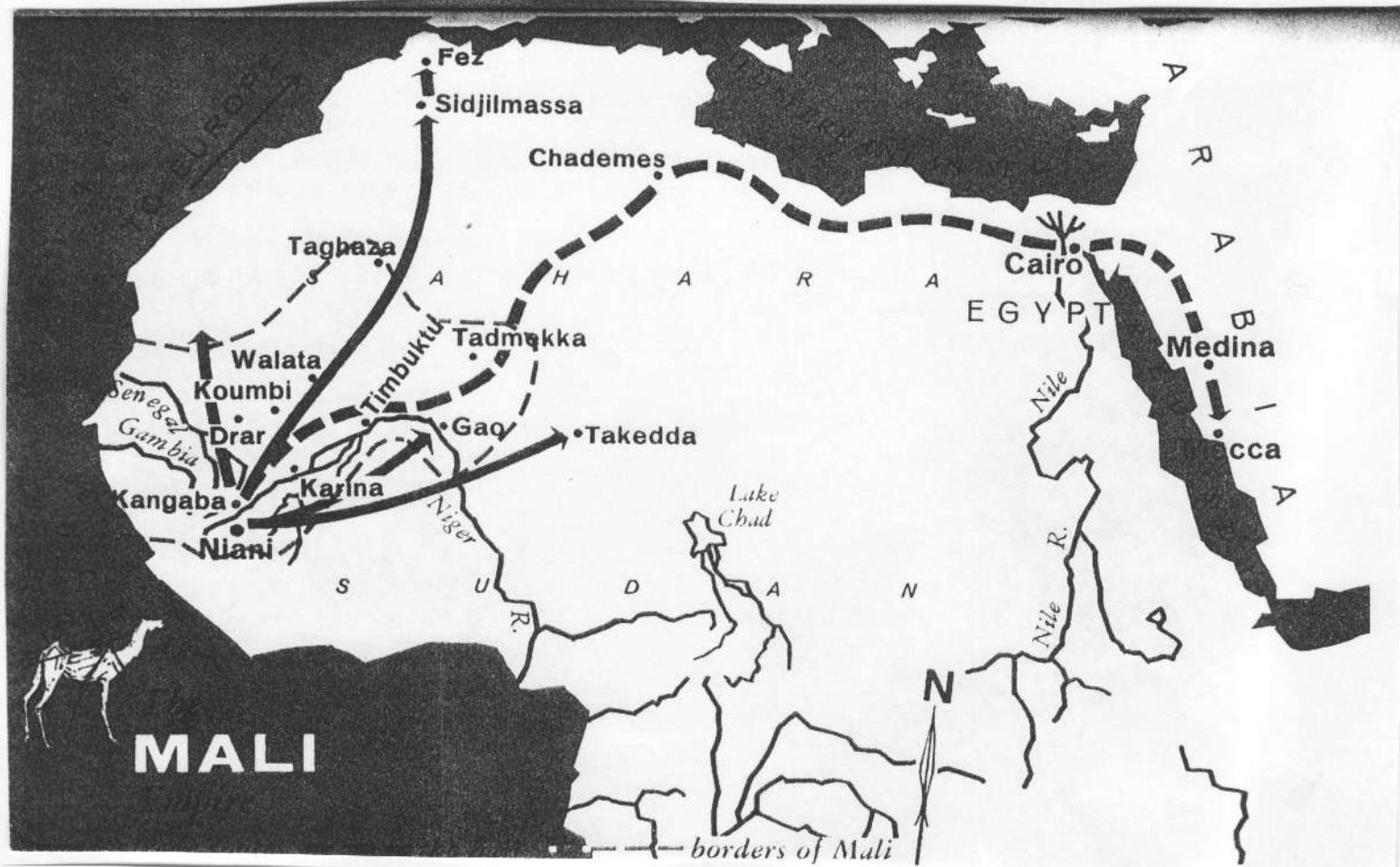
The people of Kangaba were probably converted to Islam from c. 1100 through contact with Almoravid traders. In c. 1235, a Muslim Kangaban ruler, Sundiata, defeated the Susu who had conquered a great deal of Ghana's territory. In this way, he began the conquest of Ghana. Kangaba had completely absorbed Ghana, the Bambuk and Bure gold fields, and had taken Gao from Songhay by c. 1240, and the Empire of Mali was born. It was the largest empire to have existed in West Africa to that date, and one with tremendous wealth based on mining and trading in gold, and other goods. This was spectacularly illustrated when the Malian ruler, Kankan Mansa Musa (reigned 1312–1337), made a pilgrimage to Mecca weighed down with gold. It was during his reign that Mali reached its height and greatest geographical extent. After his death, however, the empire began to break up.



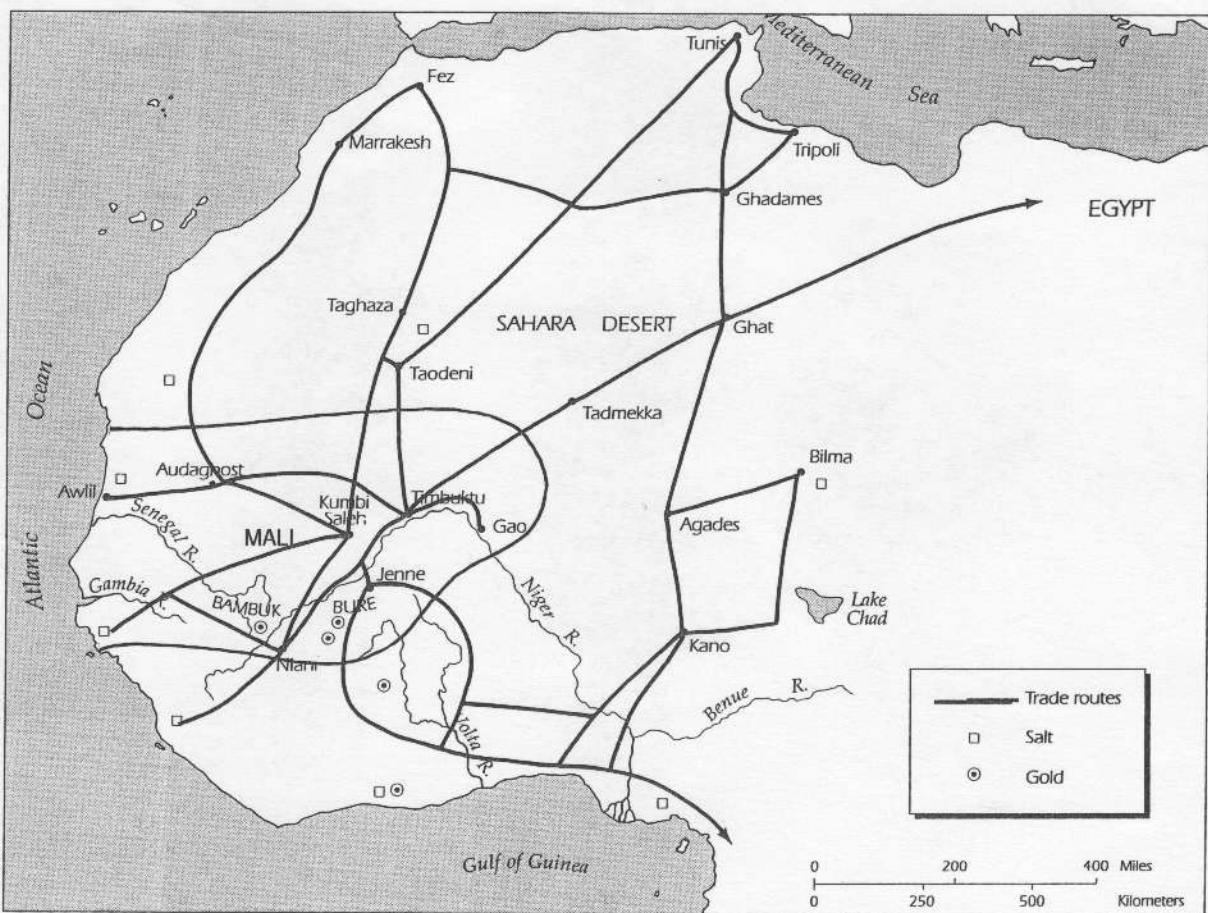
c. 1240 Mali absorbs Ghana, Bambuk, and Bure gold fields

1312–1337 Kankan Mansa Musa's reign. Mali at its height

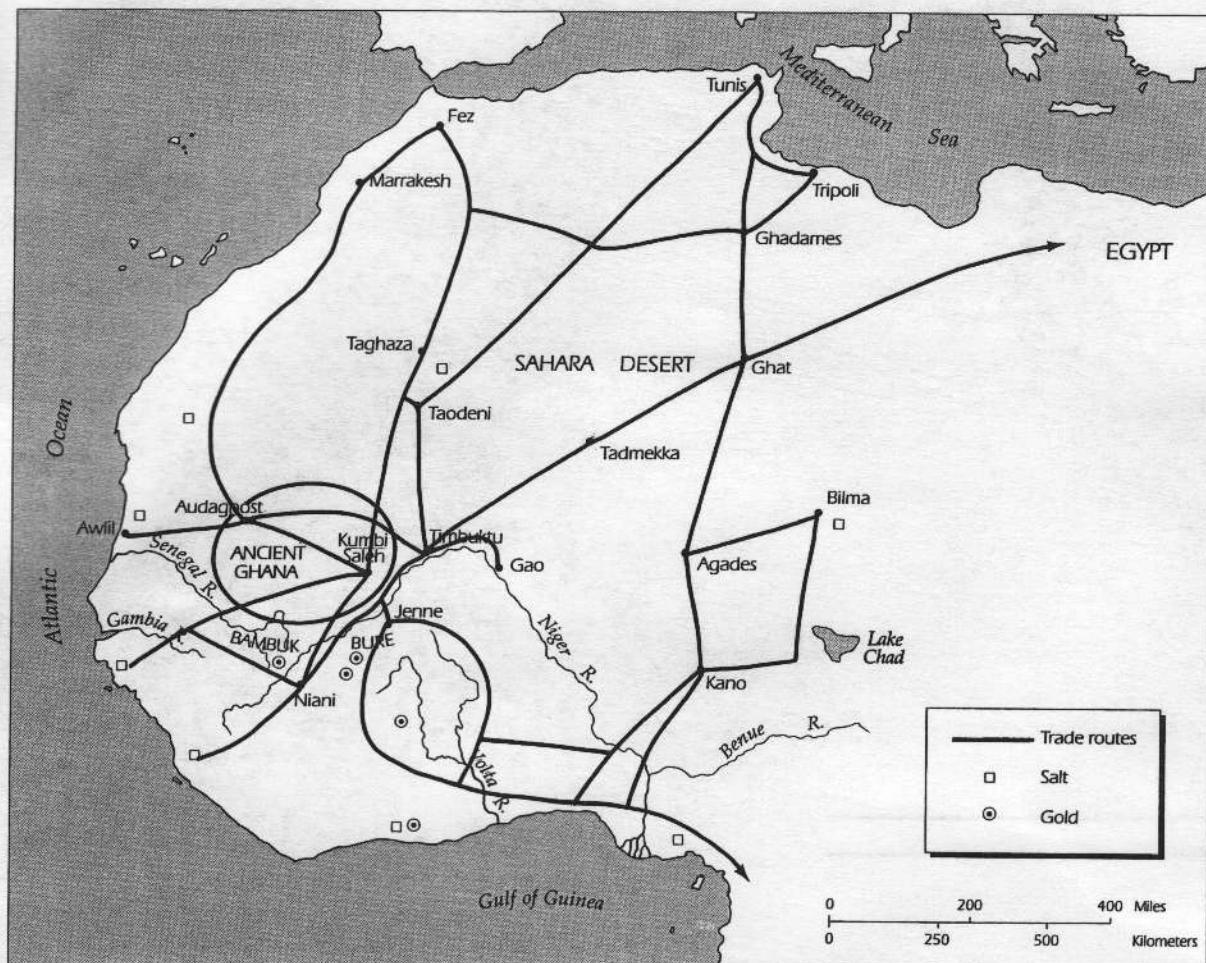
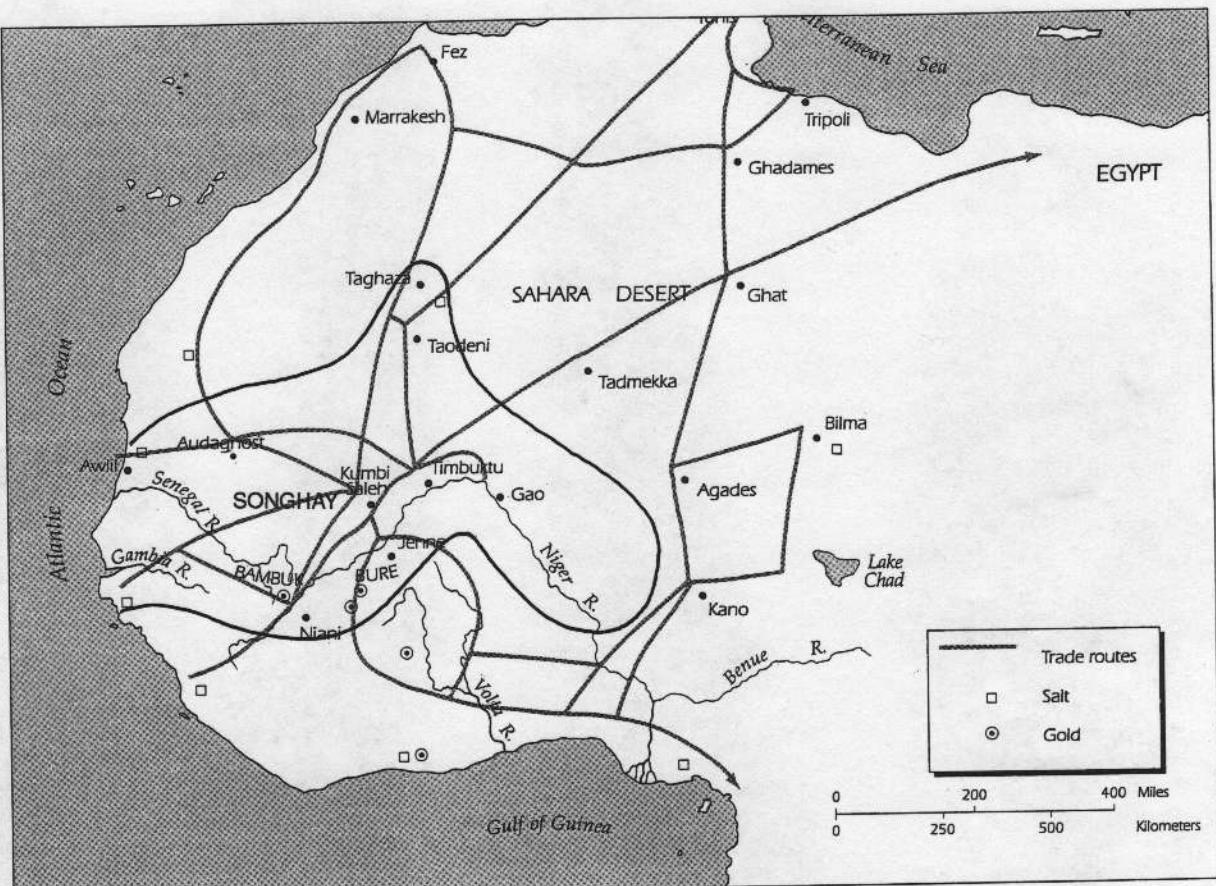




A map of the western Sudan, showing major trade routes and the boundaries of the empire of Mali. During the 14th and 15th centuries, Mali was the world's major source of high-quality gold; by collecting duties from the gold trade and other forms of commerce, Mali's rulers maintained the grandeur of their empire.



map of Songhay during the 16th century, when the state was extended its power to salt mines of Taza in the North Hausaland to the East.



A map of West Africa showing the major gold- and salt-producing regions. The Soninke state, founded on the site of Kumbi Saleh, eventually grew rich because of its proximity to the Bambuk goldfields.