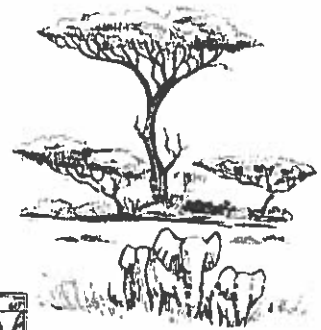
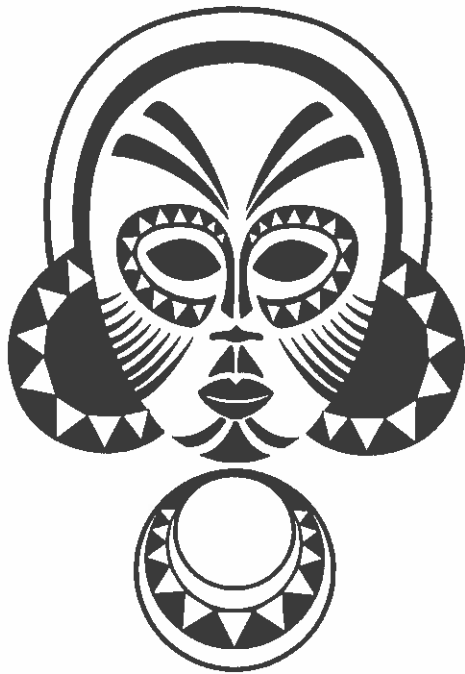
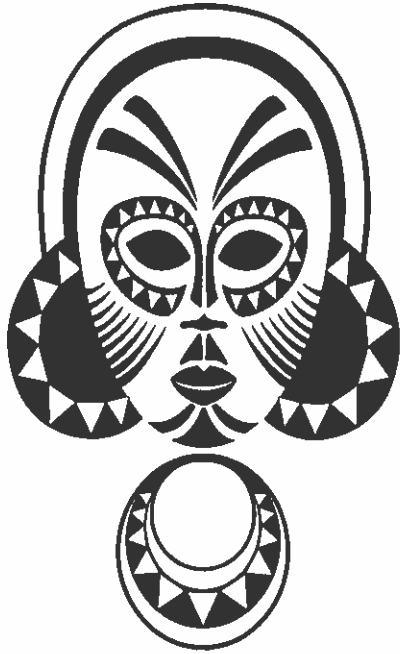


WEST AFRICAN TRADING KINGDOMS



NAME: _____
PERIOD: _____
GRADE: _____ / _____



**MRS.
VANKOOTEN
ROOM 703**

- ⇒ Check frequently for announcements, homework, and calendar of events.
- ⇒ Bookmark the page below the first time you go to it.

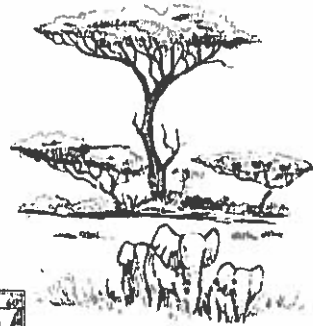
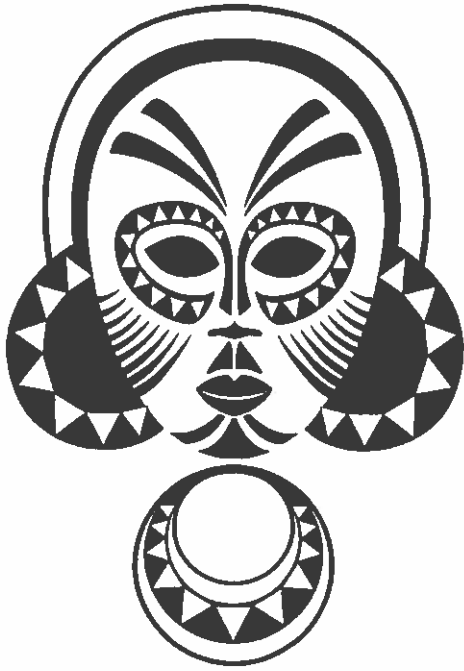
mrsvk.weebly.com

- ⇒ The website has a link to Mrs. VanKooten's school e-mail:

heidivankooten@bburbankusd.org

- ⇒ Check grades on the At Home Grade Website (Parent Portal)
 - Follow directions in the letter in your school enrollment packet or
 - Check in the Counseling Office for instructions
 - Grades are updated every 2-4 weeks

WEST AFRICAN TRADING KINGDOMS



DATE	WARM-UPS

WEST AFRICA MAP CHALLENGE

Use complete sentences to answer all the questions. Label the map on the next page.

1.

2.

3.

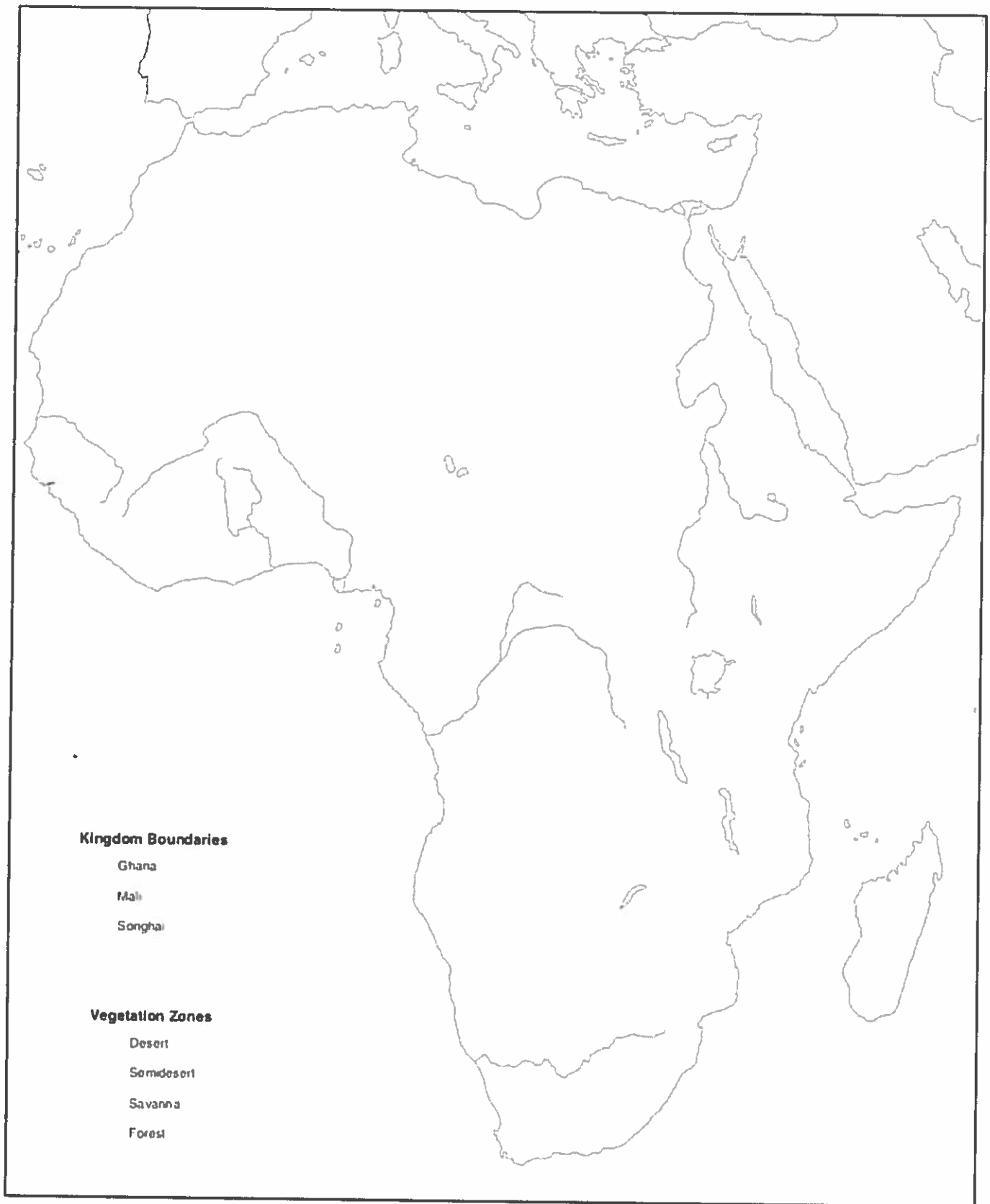
4.

5.

6.

7.

WEST AFRICA MAP CHALLENGE



EARLY WEST AFRICAN TRADING SOCIETIES

LANDFORMS, WATER, CLIMATE, AND PLANT LIFE

- Africa is the _____-largest continent on Earth.
- Mountains _____ along rifts
 - Rifts = long, deep valleys _____ by the movement of the earth's crust
 - From these mountains the land dips into plateaus and wide, low plains.
- The plains of Sub-Saharan Africa are _____ by mighty _____
 - Sub-Saharan = refers to any land _____ of the Sahara desert



Hi-Lite:

1. What are rifts?
2. What does "sub-Saharan" refer to?

Landforms, Water, Climate, and Plant Life



LANDFORMS, WATER, CLIMATE, AND PLANT LIFE



Hi-Lite:

1. What are the names of the three major rivers in West Africa?

- The Congo, The Zambezi, and the _____ rivers are crucial to the West African kingdoms.
- The Niger River is an example of how the _____ geography of West Africa affected history there.
- They could only have started to live there because it was a good source of water

WEST AFRICA'S GREAT RIVER - THE _____ RIVER

- Great source of water, _____, and transportation
- Allowed people to _____ there



WEST AFRICA'S CLIMATE AND PLANTS

- _____ different regions make up the area surrounding the Niger River.
- Regions run from _____ to _____ like broad _____ across West Africa.
- Amount of rainfall in each region _____ the vegetation and plant life that exist there.



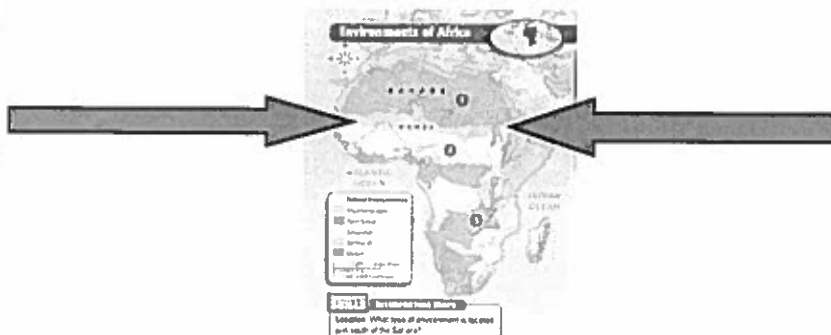
WEST AFRICA'S CLIMATE AND PLANTS

- Desert - The huge _____ covers most of North Africa
 - Dry, _____ temperatures
 - Rain is very _____



WEST AFRICA'S CLIMATE AND PLANTS

- Sahel - _____ the desert from wetter areas
 - Fairly dry (semiarid) but has some water
 - Has enough _____ to support hardy, grazing animals



WEST AFRICA'S CLIMATE AND PLANTS

- Savannah - Much of Africa is covered by _____ called savannah
- _____ animals common

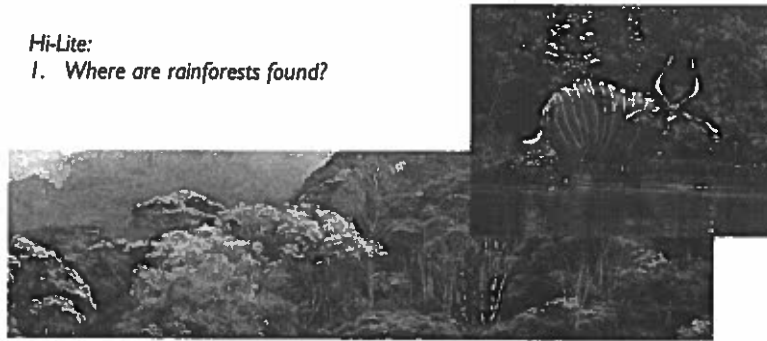


WEST AFRICA'S CLIMATE AND PLANTS

- Thick rain forests are found in _____, and west Africa.
- Moist, _____, wooded
- Tall trees provide homes for many different _____.

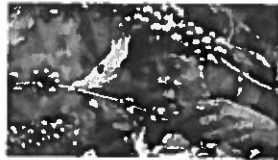
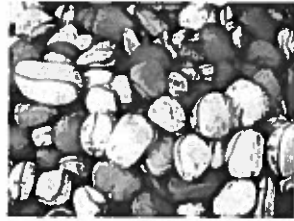
Hi-Lite:

1. *Where are rainforests found?*



WEST AFRICA'S RESOURCES

- Many climates = many _____ crops
 - Dates from the _____ oases
 - Kola nuts (used for _____) from forest trees
 - Many food crops from areas _____ the Niger River



Hi-Lite:
1. The two crops in West Africa

WEST AFRICA'S RESOURCES

- Salt - A _____
 - Ancient lakes had dried up and left _____ behind
 - All people ate salt with their _____ plant-food diets



Hi-Lite:
1. Why people needed salt?

WEST AFRICA'S RESOURCES

- Gold - another mineral
 - Soft = useless for tools or _____
 - Beautiful - good for _____ and coins
 - Came from southern _____
 - A secret to this day where the _____ of the Middle Ages were located



Hi-Lite:

1. Why is gold useless for tools or weapons?

EARLY CULTURE AND TRADE



FAMILIES, VILLAGES, AND LOYALTIES

- Over 5,000 years ago, Africa had a _____ climate, allowing people to live scattered around the continent.
- About 5,000 years ago the climate changed, _____ people to come together and live in _____ areas of land.
- Over time, people _____ in to villages.

Hi-Lite:
Why did people have to come together to live in similar areas of land?

FAMILIES, VILLAGES, AND LOYALTIES

- At the heart of each village were the _____.
- A typical family was an _____ family:
 - father
 - mother
 - children
 - close _____ who lived in one home
- There was an expectation of _____ between family members.



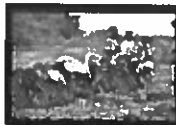
Hi-Lite:

1. What was the expectation between family members?
2. What was a typical family?

SPECIFIC JOBS



○ Men hunted and _____.



○ Women farmed, collected firewood, _____ grain, carried water and cared for _____



○ Oldest members of the family taught family traditions to the _____ members.

○ Children began _____ beside older family members as soon as they were able.

SPECIFIC JOBS



RELIGION



○ Many West African's believed that the unseen spirits of their _____ stayed nearby.

○ Families _____ those ancestors by creating a special place where they would place specially carved _____.

RELIGION

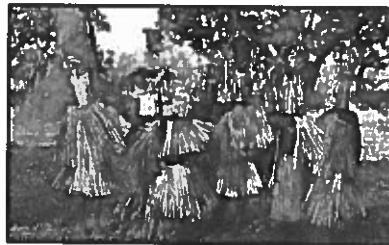
- They offered _____ to the spirits as well.
- The hope was to keep the spirits and in return the spirits would _____ the village from _____.



Hi-Lite:
Why did West Africans hope the spirits would do for them?

RELIGION

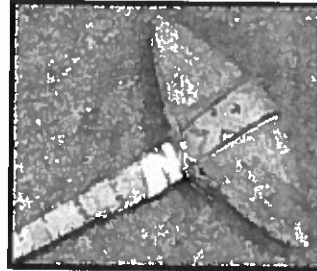
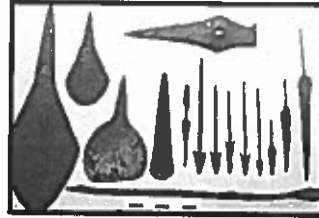
- _____ was the belief that bodies of water, animals, trees, and other natural objects have _____.
- This reflected their _____ on the _____ world for survival.



Hi-Lite:
What did animism reflect?

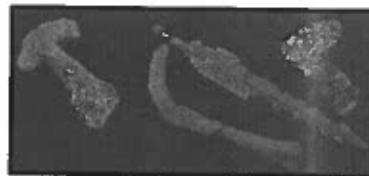
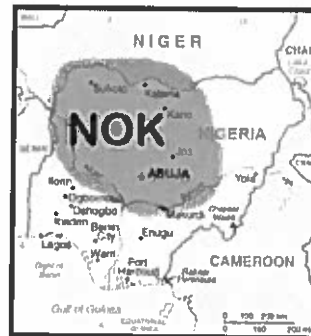
TECHNOLOGY & CHANGE

- Discovery made in 500 BC that certain rocks could be _____ into metal
 - Iron
 - Re-melting the iron allowed them to _____ the metal
 - Good for making _____



IRON

- The Nok of the _____ River area:
 - Made _____ farm tools
 - This allowed them to clear and _____ land faster
 - Made _____ weapons
 - Helped _____ themselves against invaders
 - Allowed all West Africans to _____ to new areas



TRADE & WEST AFRICA

- Ability to _____ more food led to _____ ability to trade (_____)
- Camels were brought to Africa from the _____
 - Allowed Africans to trade across farther _____
 - Traders could now cross the Sahara in _____
_____ with the help of camels

Hi-Lite:
How fast could
caravans cross the
Sahara?



DESERT TRADE

- Trade _____ with the use of camels
- Traveled in _____
- However, crossing the Sahara still had dangers:
 - Running out of _____
 - Being attacked by _____
 - Caravans _____ their way



Hi-Lite:
What were the three major
dangers of crossing the Saharah?



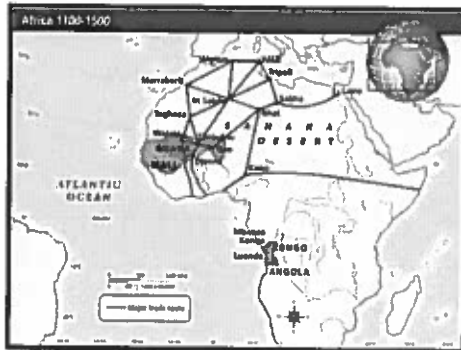
GOLD & SALT

- Gold and salt mines became a source of great _____
- How gold and salt were traded:
 - Camels carried salt from the _____ in the south to trade for gold
 - Traders took the gold north to _____ and the Islamic world



SAHARA TRADE

- Traders also traded cloth, copper, silver, and _____ slaves
- Many of the places where people gathered to trade turned into _____ like _____



THE STORY OF SALT

NAME: _____ PERIOD: _____ DATE: _____

DIRECT READING THINKING ACTIVITY

Directions:

- **Step 1:** Before reading, make a prediction about the title of the section(s).
- **Step 2:** Read to the designated stopping point and begin revising (changing) your predictions if necessary.
- **Step 3:** Verify and modify your predictions by using supporting evidence from the entire reading.

Section Title: *The Story of Salt* by Mark Kurlansky

<p>Prediction(s): -What do you think the section will be about? (use complete sentences)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Revision(s): -What information have you found to <u>support</u> or <u>change</u> your prediction? (use complete sentences)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Supporting Evidence: -What did you find in the text to <u>prove</u> your prediction? -What did you find to make you <u>change</u> your prediction? (use complete sentences)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

EMPIRE OF GHANA

Adapted from Holt: World History Medieval to Early Modern Times

GHANA CONTROLS TRADE

Ghana's Beginnings

Historians think the first people in Ghana were farmers. These farmers were threatened by nomadic herders. For protection, the families began to band together. This banding together was the beginning of Ghana.

Besides farm tools, iron was also useful for making weapons. Other armies in the area had weapons made of bone, wood and stone. These were no match for the iron spear points and blades used by Ghana's army.

Trade in Valuable Goods

Ghana lay between the vast Sahara Desert and deep forests. In this location, they were in a good position to trade in the region's most valuable resources - gold and salt.

The exchange of gold and salt sometimes followed a process called silent barter. Silent barter is a process in which people trade goods without ever contacting each other directly.

Growth of Trade

As the trade in gold and salt increased, Ghana's rulers gained power. Over time, their military strength grew as well. With their armies they began to take control of this trade from the merchants who had once controlled it. As a result of their control of trade routes, the rulers of Ghana became wealthy.

Additional sources of wealth and trade were developed to add to Ghana's wealth. Wheat came from the north. Sheep, cattle, and honey came from the south. Local products such as leather and cloth were also traded for wealth.

As trade increased, Ghana's capital grew as well. The largest city in West Africa, Koumbi Saleh was an oasis for travelers. It gained a reputation as a great trading center.

GHANA BUILDS AN EMPIRE

Taxes and Gold

With so many traders passing through their lands, Ghana's rulers looked for ways to make money from them. One way they raised money was by forcing traders to pay taxes. Every trader who entered Ghana had to pay a special tax on the goods he carried. Then he had to pay another tax on any goods he took with him when he left.

Highlight:

Who historians think were the first people in Ghana.

Highlight:

Why the original families of Ghana banded together.

Answer:

How did iron help Ghana defend itself from other armies?

Highlight:

The location of Ghana which put it in a good position to control trade.

Answer:

Describe the process of silent bartering?

Highlight:

What happened as the trading of salt and gold increased in Ghana.

Answer:

What were some of the sources of wealth and trade for Ghana?

Highlight:

The largest city in West Africa that gained a reputation as a great trading center.

Answer:

How did Ghana's rulers make money from traders passing through?

Traders were not the only people who had to pay taxes. The people of Ghana also had to pay taxes. In addition, Ghana conquered many small neighboring tribes, then forced them to pay tribute. Tribute is a payment to a more powerful ruler or country. The rulers used money from taxes and tribute to support Ghana's growing army.

Expansion of the Empire

Ghana's kings used their great wealth to build a powerful army. With this army they conquered many of their neighbors which were major centers of trade. This made Ghana's kings even richer.

Ghana's kings didn't think they could rule all the territory they conquered by themselves. Their empire was quite large, and travel and communication in West Africa could be difficult. To keep order in their empire, they allowed conquered kings to retain much of their power. These kings acted as governors of their territories, answering only to the king.

The empire of Ghana reached its peak under **Tunka Manin**. This king had a splendid court where he displayed the vast wealth of the empire.

GHANA'S DECLINE

In the mid-1000s Ghana was rich and powerful, but by the end of the 1200s, the empire had collapsed. Three major factors contributed to its end.

Major Factor #1: Invasion

A Muslim group called the Almoravids attacked Ghana in the 1060s in an effort to force its leaders to convert to Islam. The people of Ghana fought hard against the Almoravid army for 14 years but eventually lost. The Almoravids didn't control Ghana for long, but they certainly weakened the empire. They cut off many trade routes through Ghana and formed new trading partnerships with Muslim leaders instead. Without this trade Ghana could no longer support its empire.

Major Factor #2: Overgrazing

When the Almoravids invaded Ghana, they brought herds of animals with them. These animals ate all of the grass in many pastures, leaving the soil exposed to hot desert winds which left the soil exposed to hot desert winds. Many farmers had to leave in search of new homes since they were unable to farm the land.

Major Factor #3: Internal Rebellion

In about 1200 the people of a country that Ghana had conquered rose up in rebellion. Within a few years the rebels had taken over the entire empire of Ghana.

Answer:

Identify and describe the two ways Ghana became a wealthy empire.

Answer:

How did Ghana's kings overcome the problems that come along with a big empire, such as travel and communication?

Highlight:

Which king the empire of Ghana reached its peak under.

Highlight:

The three major factors that contributed to the collapse of Ghana by the end of the 1200s.

Answer:

Describe how invasion contributed to Ghana's decline.

Answer:

Describe how overgrazing contributed to Ghana's decline.

Answer:

Describe how internal rebellion contributed to Ghana's decline.

EMPIRE OF MALI

Adapted from Holt: World History Medieval to Early Modern Times

SUNDIATA MAKES MALI AND EMPIRE

Like Ghana, Mali lay along the upper Niger River. This area's fertile soil helped Mali grow. Mali's location allowed its people to control trade on the river. Through this control of trade, the empire became rich and powerful. According to legend, Mali's rise to power began under a ruler named Sundiata.

Beginnings of the Empire

Sundiata was the son of a previous king of Mali. When he was a boy, however, Mali was conquered by a powerful king who treated the people of Mali badly. Sundiata grew up hating him. When he reached adulthood, Sundiata built up a huge army and won his country's independence. Then he set about conquering many nearby kingdoms, including Ghana.

Improvements in Mali

After Sundiata had conquered Ghana, he took over the salt and gold trades. He also worked to improve agriculture in Mali. Sundiata had new farmlands cleared for beans, onions, rice, and other crops. He even introduced a new crop to Mali - cotton. People used cotton to make clothing that was comfortable in the warm climate.

To help feed the people of his new empire, legend says that Sundiata put some soldiers to work in the fields. Once Mali's enemies had been defeated, the soldiers didn't need to fight, so they worked alongside slaves on large farms. Using conquered people as slaves was a common practice in the kingdoms of West Africa.

Consolidation of Power

Under Sundiata's guidance, Mali grew into a prosperous kingdom. To keep order and protect his authority, Sundiata took power away from local leaders. These local leaders had borne the title *mansa*, a title Sundiata now took for himself.

Mansas had both political and religious roles in society. By taking on the *mansas*, Sundiata gained even more power in Mali.

Sundiata died in 1255 and his son became the next ruler of Mali and also took the title of *mansa*.

MANSA MUSA

Mali's most famous ruler was a Muslim king named Mansa Musa. Under his skillful leadership, Mali reached the height of its wealth, power, and fame in the 1300s. Because of his influence, Islam spread through a large part of West Africa.

Answer: How were Ghana and Mali similar?

Highlight:

Which ruler is responsible for Mali's rise to power.

Answer:

What motivated Sundiata to rise to power?

Highlight:

One of the many kingdoms Sundiata conquers.

Answer:

What did Sundiata work to improve in Mali and how did he do it?

Highlight:

A new crop Sundiata introduced to Mali.

Answer:

Who joined the slaves in the fields, and why were those new "farmers" available to help?

Answer:

What two types of power did *mansas* have in West Africa during the Middle Ages?

Highlight:

The king who is responsible for Mali reaching the height of its wealth, power, and fame in the 1300s under.

The World Learns About Mali

Religion was very important to Mansa Musa. IN 1324, he left Mali on a pilgrimage to Mecca. Through his journey, Mansa Musa introduced the empire of Mali to the world. Before he came to power, only a few people outside of West Africa had ever heard of Mali, even though it was one of the world's largest empires. Mansa Musa made such a great impression on people, that Mali became famous throughout Africa, Asia, and Europe.

Learning and Religion in Mali

Just as he supported his faith, Mansa Musa supported education. In his first years as ruler, he sent scholars to study in Morocco. These scholars later set up schools in Mali for studying the Qur'an. Timbuktu became famous for its schools

Since he wanted people to be able to read the Qur'an he stressed the importance of learning to read and write the Arabic language. Arabic became the main language not only for religious study but also for government and trade. Mansa Musa wanted to spread Islam in West Africa so he hired architects from other Muslim countries to build elaborate mosques throughout his empire.

Mansa Musa hoped that people would accept Islam as he had, but he did not want to force people to convert. Still during his reign Islam became very popular in Mali. Following their king's example, many people from Mali went to Mecca. In turn, many Muslims from Asia, Egypt, and other parts of Africa visited Mali. These journeys between regions helped create more trade and made Mali even richer.

THE FALL OF MALI

Unfortunately, some of Mali's leaders were not strong and their poor leadership weakened the empire. When Mansa Musa died, his son Maghan took the throne. Unlike his father, Maghan was a weak ruler. When raiders poured into Mali, he couldn't stop them. They set fire to Timbuktu's great schools and mosques. Mali never fully recovered from this terrible blow and the empire gradually declined.

One reason the empire declined was its size. The empire had become so large that the government could no longer control it. Parts of the empire began to break away.

Invaders also helped weaken the empire. In 1431 the Tuareg nomads from the Sahara, attacked and seized Timbuktu. Gradually, the people living at the edges of Mali's empire broke away.

Answer:

What impact did Mansa Musa's journey to Mecca have on the world's knowledge of West Africa?

Highlight:

What evidence shows that Mansa Musa was committed to education?

Answer:

Describe some of Mansa Musa's efforts to spread Islam in West Africa.

Answer:

Using evidence from the text, how would you describe Mansa Musa's religious tolerance?

Highlight:

Who became the ruler of Mali when Mansa Musa died?

Answer:

Identify and describe the three major factors in Mali's decline:

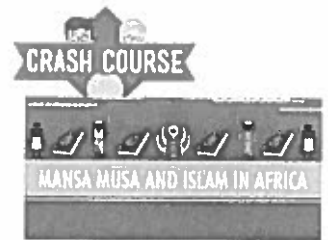
Factor #1: _____

Factor #2: _____

Factor #3: _____

JOHN GREEN

MANSA MUSA AND ISLAM IN AFRICA



NOTES:

Things I already knew:

Things I learned:

1a. How did West Africans preserve their history? 1b. Why was this a good way to do that? List all **3** reasons Mr. Green gives.

TIME STAMP: _____ → _____

1a. _____

1b. → _____

→ _____

→ _____

2. Why did Mansa Musa leave his home in 1324ish?

TIME STAMP: _____ → _____

3. What is so important about the legend of Mansa Musa? Give one reason.

TIME STAMP: _____ → _____

4. Why do we know a lot about Mali?

TIME STAMP: _____ → _____

5. Why does Mr. Green say historians thought the great cities in East Africa were founded by Arab or Persian traders?

TIME STAMP: _____ → _____

GOING DEEPER:

Why does Mr. Green say we need to look at several sources when studying West Africa?

Answer in a short paragraph on pages 1-2 of your packet. Be sure to cite 1 piece of evidence from the Vlog.

IBN BATTUTAH MEETS THE SULTAN OF MALI

ABOUT THE READING Ibn Battutah was born in Morocco in 1304 and traveled more than 75,000 miles in his lifetime. His travels took him throughout the Middle East, to north and west Africa, and as far away as China. He then wrote about his experiences, creating one of the greatest travel books ever written. In this excerpt he tells about seeing the sultan of Mali in the year 1352.

On certain days the sultan holds audiences in the palace yard, where there is a platform under a tree, with three steps; this they call the “pempi.” It is carpeted with silk and has cushions placed on it. [Over it] is raised the umbrella, which is a sort of pavilion made of silk, surmounted by a bird in gold, about the size of a falcon. The sultan comes out of a door in a corner of the palace, carrying a bow in his hand and a quiver on his back . . . His usual dress is a velvety red tunic . . . The sultan is preceded by his musicians, who carry gold and silver guimbris, and behind him come three hundred armed slaves. He walks in a leisurely fashion, affecting a very slow movement, and even stops from time to time. On reaching the pempi he stops and looks round the assembly, then ascends it in the sedate manner of a preacher ascending a mosque-pulpit. As he takes his seat the drums, trumpets, and bugles are sounded. Three slaves go out at a run to summon the sovereign’s deputy and the military commanders, who enter and sit down . . .

I was at [Mali] during the two festivals of the sacrifice and the fast-breaking. On these days the sultan takes his seat on the pempi after the mid-

afternoon prayer. The [armor-bearers] bring in magnificent arms—quivers of gold and silver, swords ornamented with gold and with golden scabbards, gold and silver lances, and crystal maces. At his head stand four amirs driving off the flies, having in their hands silver ornaments resembling saddle-stirrups . . .

The interpreter Dugha comes with his four wives and his slave-girls, who are about a hundred in number. They are wearing beautiful robes, and on their heads they have gold and silver fillets, with gold and silver balls attached. A chair is placed for Dugha to sit on. He plays on an instrument made of reeds, with some small calabashes at its lower end, and chants a poem in praise of the sultan, recalling his battles and deeds of [valor]. The women and girls sing along with him and play with bows. Accompanying them are about thirty youths; . . . each of them has his drum slung from his shoulder and beats it. Afterwards come his boy pupils who play and turn wheels in the air . . . They show a marvelous nimbleness and agility in these exercises and play most cleverly with swords. Dugha also makes a fine play with the sword. Thereupon the sultan orders a gift to be presented to Dugha and he is given a purse containing

two hundred mithqals of gold dust and is informed of the contents of the purse before all the people . . .

On feast-days after Dugha has finished his display, the poets come in. Each of them is inside a figure resembling a thrush, made of feathers, and provided with a wooden head with a red beak, to look like a thrush's head. They stand in

front of the sultan in this ridiculous make-up and recite their sermonizing in which they say to the sultan: "This pempri which you occupy was that whereon sat this king and that king, and such and such were this one's noble actions and such and such the other's. So do you too do good deeds whose memory will outlive you.

1. Hi-lite the following words:

- **affecting** showing; using (often pretentiously)
- **sedate** dignified and calm
- **summon** send for
- **sovereign** ruler
- **fillets** bands around the top of the head
- **valor** bravery
- **nimbleness** agility, liveliness

2. How does Ibn Battutah describe the Sultan of Mali's court?

3. Based on this reading, how would you describe the sultan's attitude toward the people? What is the attitude of the people toward the sultan?

4. Re-read the last paragraph of the selection. What messages are the poets trying to give the sultan through their poetry?

EMPIRE OF SONGHAI

Adapted from Holt: World History Medieval to Early Modern Times

THE SONGHAI BUILD AN EMPIRE

Even as the empire of Mali was reaching its height, a rival power was growing in the area. That rival was the Songhai kingdom. For their capital at Gao, the Songhai participated in the same trade that had made Ghana and Mali so rich.

By the 1300s the Songhai had become rich and powerful enough to draw the attention of Mali's rulers. Mansa Musa sent his army to conquer Songhai and make their lands part of his empire.

The Birth of the Empire

Songhai did not remain part of Mali's empire for long. As Mali's government grew weaker, the people of Songhai rose up against it and regained their freedom.

Even before they were conquered by Mali, the leaders of the Songhai had become Muslims. As such, they shared a common religion with many of the Berbers who crossed the Sahara to trade in West Africa. Because of this shared religion, the Berbers were willing to trade with the Songhai, who began to grow richer.

Growth and Conquest

As the Songhai grew rich from trans-Saharan trade, they expanded their territory. Gradually, they built an empire. Songhai's growth was largely the work of one man **Sunni Ali**, who became the ruler of Songhai in 1464. Before Ali took over, the Songhai state had been disorganized and poorly run. As ruler, he worked constantly to unify, strengthen, and enlarge it.

Much of the land that Sunni Ali added to his empire had been part of Mali. As King, he encouraged all people in his empire to work together. To build peace between religions, he participated in both Muslim and local religions. As a result, he brought peace and stability to Songhai.

ASKIA THE GREAT

Sunni Ali died in 1492. He was followed as king by his son, Sunni Baru, who was not Muslim. However, most of the people of the empire's towns were. They were afraid that if Sunni Baru didn't support Islam, they would lose power in the empire, and trade with other Muslim lands would suffer. So, they rebelled against him. The leader of the people's rebellions was a general named Muhammad Ture. After overthrowing Sunni Baru, he took the title *askia*, a title of high military rank and eventually became known as Askia the Great.

Highlight:

Who was the rival power of Mali?

Answer: How did Songhai grow rich?

Answer:

Using evidence from the text, describe how one could tell that Mali and Songhai existed at the same time.

Answer:

Who were the Berbers and what did they have in common with the people from Songhai?

Answer:

What does trans-Saharan trade mean?

Highlight:

What was largely responsible for the growth of Songhai?

Answer:

Using evidence from the text, what were some of Sunni Ali's policies?

Answer:

Why did the people rebel against Sunni Baru?

Highlight:

The term that is a title of high military rank.

Religion and Education

Like Manṣā Musa, the famous ruler of Mali, Askia the Great took his Muslim faith very seriously. After he defeated Sunni Baru, Askia made a pilgrimage to Mecca, just as Mansa Musa had 200 years earlier.

Also like Mansa Musa, Askia worked to support education. Under his rule the city of Timbuktu flourished once again. The great city contained universities, schools, libraries, and mosques. People came from all over West Africa to study math, science, medicine, grammar and law.

Djenné also became a center of learning, especially for medicine. Doctors there discovered that mosquitoes spread malaria. They even performed surgery on the human eye.

Trade and Government

Timbuktu and Djenné were centers of learning, but they were also trading centers. Merchants from distant lands came to these cities and to Gao.

To help maintain order, Askia set up five provinces within Songhai. He removed local leaders and appointed new governors who were loyal to him. Once such governor ran the empire for Askia when he was away on pilgrimage to Mecca. When he returned, he brought even more Muslim influence into his government.

Askia also created special departments to oversee certain tasks. These departments worked much like government offices do today. He created a standing professional army, which was the first in West Africa.

SONGHAI FALLS TO MOROCCO

After Askia the Great lost power to his son in 1528, other *askias* ruled Songhai. The empire did not survive for long. Areas along the empire's borders started to nibble away at Songhai's power.

The Moroccan Invasion

One of Songhai's northern neighbors, Morocco, wanted to control the Saharan salt mines. To get those mines, Moroccan troops invaded Songhai. With them they brought a terrible new weapon - the arquebus which was an early for of a gun.

The Moroccan army set out for the heart of Songhai in 1591 when it learned of its rich deposits of salt and gold. Not all of the troops were Moroccan. About half were actually Spanish and Portuguese war prisoners from previous conquests. These prisoners had agreed to fight against Songhai rather than face more time in prison. These soldiers were equipped with the deadly new guns and even a few small cannons.

Answer:

In what ways were Mansa Musa and Askia the Great similar?

Answer:

Using evidence from the text, describe some of the cultural achievements made in Timbuktu and Djenné.

Highlight:

What were the centers of learning in Songhai?

Answer:

Who did Askia have lead the other regions of Songhai?

Answer:

Why do you think Askia set up special departments in his government?

Highlight:

Who did Askia the Great lose power to in 1528?

Answer:

Using evidence from the text, why did Moroccan troops invade Songhai?

Highlight:

Why did the Spanish and Portuguese prisoners agree to fight against the Songhai?

The Destruction of Songhai

The Moroccan's guns and cannons brought disaster to Songhai. The swords, spears, and bows carried by Songhai's warriors were no match for firearms.

The Moroccans attacked Timbuktu and Gao, looting and taking over both cities. The Moroccans didn't push farther into Songhai, but the damage was done. Songhai never recovered from the loss of these cities and the income they produced.

Changes in trade patterns completed Songhai's fall. Overland trade declined as port cities north and south of the old empire became more important. For example, people who lived south of Songhai began to trade along the Atlantic coast. European traders preferred to sail to Atlantic ports than to deal with Muslim traders. Slowly the period of great West African empires came to an end.

Answer:

What did Moroccan's have that helped them defeat the Songhai

Highlight:

What two cities did the Moroccans attack?

Answer:

What was a major factor that completed Songhai's fall?

Answer:

How might West Africa's history have been different if the invaders who conquered Songhai did not have firearms?

"Can you make a list of my many accomplishments in government, religion, and education?"

~ Askia The Great



GOVERNMENT	RELIGION	EDUCATION

ANALYZING WEST AFRICAN ART

	ARTWORK A	ARTWORK B	ARTWORK C	ARTWORK D	ARTWORK E	ARTWORK F
WHAT IS IT?						
CHARACTERISTICS	1. _____	1. _____	1. _____	1. _____	1. _____	1. _____
	2. _____	2. _____	2. _____	2. _____	2. _____	2. _____
	3. _____	3. _____	3. _____	3. _____	3. _____	3. _____
	4. _____	4. _____	4. _____	4. _____	4. _____	4. _____
	5. _____	5. _____	5. _____	5. _____	5. _____	5. _____
	6. _____	6. _____	6. _____	6. _____	6. _____	6. _____
	7. _____	7. _____	7. _____	7. _____	7. _____	7. _____
	8. _____	8. _____	8. _____	8. _____	8. _____	8. _____
	9. _____	9. _____	9. _____	9. _____	9. _____	9. _____
	10. _____	10. _____	10. _____	10. _____	10. _____	10. _____

STRUCTURES OF WEST AFRICA

GEOGRAPHIC

POLITICAL

ECONOMIC

RELIGIOUS

SOCIAL