

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.1

## Use with Chapter 1

### Letter to Family

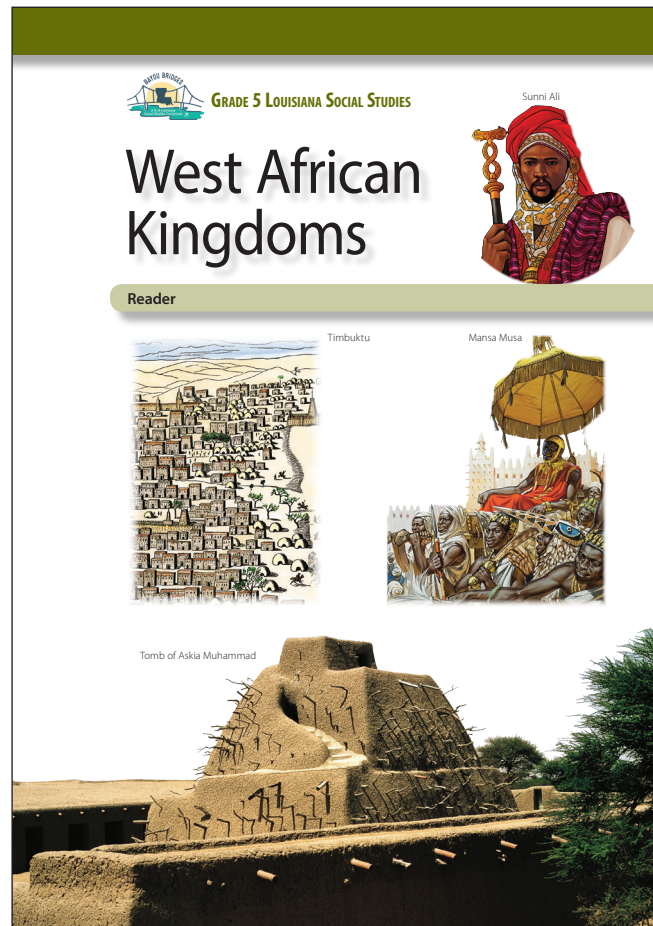
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about West Africa and the rise and fall of the empires of Ghana, Mali, and Songhai.

In this unit, students will identify geographic features in Africa; examine the role of trans-Saharan trade in West Africa; describe the economic, political, and social characteristics of West African kingdoms; identify key events and leaders that shaped the empires of Ghana, Mali, and Songhai; and analyze primary sources and evaluate claims and evidence related to Ghana, Mali, and Songhai.

As part of their exploration, students will also learn a little about the role of conquest and the slave trade in West African kingdoms during this time. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or practice.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapter 3**

**Artifact Study**

**Describe the artifact.**

1. What type of object is it? \_\_\_\_\_
2. Where is it from? \_\_\_\_\_
3. When was it made? \_\_\_\_\_
4. What color is it? \_\_\_\_\_
5. What shape is it? \_\_\_\_\_
6. What size is it? \_\_\_\_\_
7. What is it made of? \_\_\_\_\_

**Think about the artifact.**

8. What knowledge or experience was needed to create it?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why was it made? What is its purpose?  
\_\_\_\_\_  
\_\_\_\_\_
10. Could it have been made by one person, or did it need to be made by a group?  
\_\_\_\_\_
11. How has the artifact changed over time?  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2 (continued)**

**Use with Chapter 3**

**Think about context.**

**12.** What do you know about the time and place the artifact was created?

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**Draw a conclusion about the artifact.**

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Name \_\_\_\_\_ Date \_\_\_\_\_

### Primary Source Analysis

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
<p><b>Understand the source. Identify its message, purpose, and/or audience.</b></p>	<p><b>Draw a conclusion from or about the source.</b></p>

**SOURCE:**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
<p><b>Understand the source. Identify its message, purpose, and/or audience.</b></p>	<p><b>Draw a conclusion from or about the source.</b></p>

**SOURCE:**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
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**SOURCE:**

Name \_\_\_\_\_ Date \_\_\_\_\_

### Primary Source Analysis

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
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**SOURCE:**

Name \_\_\_\_\_

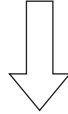
Date \_\_\_\_\_

**Activity Page 1.4**

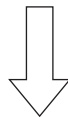
**Use with Chapters 1 and 3 and Performance Task**

**Claims and Evidence**

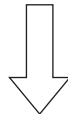
**STATE THE CLAIM** *What opinion or position are you defending?*



**STATE THE REASON** *Why should someone agree with this claim?*



**IDENTIFY THE EVIDENCE** *What details from the text and sources support the reason?*



**RECOGNIZE A COUNTERCLAIM** *What different opinion or position might someone have?  
What argument might be used against you?*

**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*



Name \_\_\_\_\_

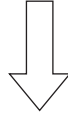
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**Activity Page 1.4**

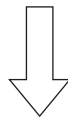
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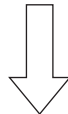
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What argument might be used against you?*

**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*

Name \_\_\_\_\_

Date \_\_\_\_\_

### Activity Page 3.1

Use with Chapter 3

## Ghana, Mali, and Songhai

Directions: Study the map. Use it to answer the questions on the next page.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 3.1 (continued)**

**Use with Chapter 3**

1. Which empire reached as far as the Atlantic Ocean?

\_\_\_\_\_

2. Which was the smallest of the three empires?

\_\_\_\_\_

3. Which empire stretched the farthest east?

\_\_\_\_\_

4. Which body of water was important to all three empires?

\_\_\_\_\_

5. Which city was important to both Mali and Songhai?

\_\_\_\_\_

6. How did the expansions of the Mali and Songhai Empires compare?

\_\_\_\_\_

\_\_\_\_\_

7. Based on the map, were the three empires at the beginning, middle, or end of the trans-Saharan trade routes?

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

### Activity Page 3.2

### Use with Chapter 3

#### Domain Vocabulary: Chapters 1–3

For each word, write the letter of the definition.

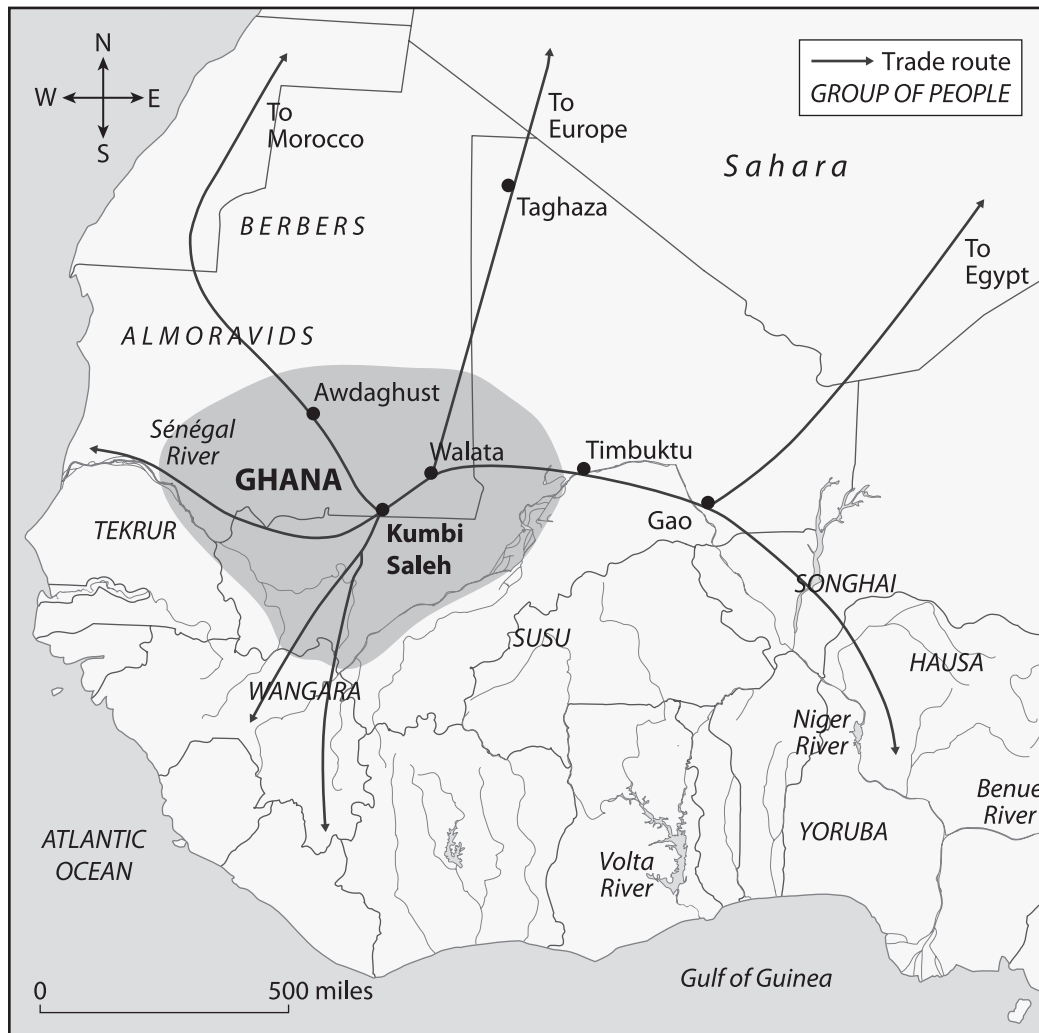
- |       |                      |  |
|-------|----------------------|--|
| _____ | 1. prosperity        | a) a good, commonly a raw material, that can be interchanged with other goods of the same type       |
| _____ | 2. malleability      | b) a king or queen who has the unchecked authority to do whatever they want without any restrictions |
| _____ | 3. court             | c) the belief that objects, places, and creatures all possess a distinct spiritual essence           |
| _____ | 4. commodity         | d) people who surround an important person   |
| _____ | 5. monopoly          | e) a condition of being successful, especially financially   |
| _____ | 6. animism           | f) composed of people from many parts of the world   |
| _____ | 7. diplomat          | g) someone who represents the government of one country in another country                           |
| _____ | 8. clan              | h) the complete control of the supply of a good or service by one person, country, or company        |
| _____ | 9. cosmopolitan      | i) a group of families claiming a common ancestor  |
| _____ | 10. entourage        | j) to move troops into position for a military action  |
| _____ | 11. imam             | k) ability to be shaped into many forms  |
| _____ | 12. deploy           | l) to prevent something  |
| _____ | 13. proximity        | m) a Muslim worship leader   |
| _____ | 14. thwart           | n) nearness in space   |
| _____ | 15. absolute monarch | o) related to an emperor, empress, or empire   |
| _____ | 16. imperial         | p) the residence of a royal family and supporting staff  |

## Assessment: Chapter 1—“The Ghana Empire”

A. On your own paper, write the letter that provides the best answer.

1. How did the kings of Ghana grow their kingdom’s economy? (5.11, 5.11.b, 5.11.c)
  - a) They produced illuminated manuscripts.
  - b) They collected taxes from traders.
  - c) They maintained a strong military.
  - d) They explored new territories.

Use the map to answer questions 2 and 3.



2. Which detail from the map supports the conclusion that Kumbi Saleh was the most important city in Ghana? (5.5, 5.5.a, 5.6, 5.11, 5.11.b, 5.11.c)
  - a) It was close to an ocean.
  - b) It was near the Volta River.
  - c) It was at the edge of the Sahara.
  - d) It was at the center of several trade routes.

3. From which city did traders take a route to Egypt? (5.6, 5.11, 5.11.b, 5.11.c)
- a) Gao
  - b) Walata
  - c) Timbuktu
  - d) Awdaghust
4. Use the image to answer the question.



Why were the animals in the image ideal for the trans-Saharan trade? Select the **two** correct answers. (5.11, 5.11.b, 5.11.c)

- a) They were easy to ride.
  - b) They were friendly and calm.
  - c) They could remember the location of oases.
  - d) They could travel several days without water.
  - e) They had broad feet for walking on hot sand.
5. What was one effect of the trans-Saharan trade? (5.11, 5.11.c)
- a) People in North Africa ended the slave trade.
  - b) People in West Africa converted to Islam.
  - c) Demand for gold decreased in Europe.
  - d) Demand for salt increased in Asia.

Use the passage from Ibn Battuta's *Travels in Asia and Africa* to answer questions 6 and 7.

After a journey of five and twenty days, [we] arrived at Tegahza, a village in which there is nothing good, for its houses and mosque are built with stones of salt, and covered with the hides of camels. For this, they dig in the earth, and find thick tables of it, so laid together as if they had been cut and placed under ground. No one, however, resides in these [houses] except the servants of the merchants, who dig for the salt. . . . To them come the people of Sudan from their different districts, and load themselves with the salt, which among them passes for money, just as gold and silver does among other nations; and for this purpose, they cut it into pieces of a certain weight, and then make their purchases with it.

6. Which line from the passage shows that salt was as valuable as precious metals in West Africa? **(5.2, 5.2.a, 5.2.b, 5.11)**
- a) "There is no tree in the place; it has nothing but sand for soil; and in this are mines of salt."
  - b) "No one, however, resides in these [houses] except the servants of the merchants, who dig for the salt. . . ."
  - c) "For this, they dig in the earth, and find thick tables of it, so laid together as if they had been cut and placed under ground."
  - d) "To them come the people of Sudan from their different districts, and load themselves with the salt, which among them passes for money. . . ."
7. Why were the economic activities described in the passage important to Ghana? **(5.2, 5.2.a, 5.11)**
- a) Salt was a key source of wealth.
  - b) Salt was used in gold mining.
  - c) Salt was an important part of their diet.
  - d) Salt helped homes stay cool in the summer.
8. Which commodity helped Ghana expand its empire through conquest? **(5.11, 5.11.b)**
- a) iron
  - b) gold
  - c) kola nuts
  - d) shea butter
9. What were the original religious beliefs of people living in the Ghana Empire? **(5.11)**
- a) They believed that plants and animals were sacred.
  - b) They believed that the king was the son of a god.
  - c) They believed that all people should visit Mecca.
  - d) They believed that Muhammad was a prophet.
10. What is one reason why the Ghana Empire fell? **(5.11, 5.11.b)**
- a) The southern mines produced less gold.
  - b) Conflict arose between Ghana's leaders.
  - c) The people of Mali defeated Ghana's kings.
  - d) Changing weather patterns caused difficulties.

**B. On your own paper, write a well-organized paragraph in response to the following prompt.**

Domesticating camels had the greatest effect on Ghana's wealth.

Use evidence from the chapter to support or refute this claim. **(5.5, 5.5.c, 5.5.d, 5.11, 5.11.b, 5.11.c)**

## Assessment: Chapter 2—“The Mali Empire”

A. On your own paper, write the letter that provides the best answer.

1. How were the Ghana Empire and the Mali Empire similar? Select the **two** correct answers. (5.4, 5.11, 5.11.b)
  - a) They were powerful because of their location on the Niger River.
  - b) They were centers of traditional religious beliefs and culture.
  - c) They were influenced by Muslim merchants and scholars.
  - d) They were wealthy because of the gold-salt trade.
  - e) They were destinations for Christian scholars.

Use this image to answer questions 2 and 3. The Catalan Atlas is a European map of the medieval world, made in 1375 CE.



2. What conclusion about Mansa Musa is supported by the image? (5.2, 5.2.a, 5.2.b, 5.11, 5.11.b, 5.11.d)
  - a) He was famous around the world for his religious devotion.
  - b) He was famous around the world for his wealth.
  - c) He was admired for his strong leadership.
  - d) He was admired for his love of education.
3. Which detail from the image supports your answer in question 2? (5.2, 5.2.a, 5.2.b, 5.11, 5.11.b, 5.11.d)
  - a) Mansa Musa is holding a gold nugget.
  - b) Mansa Musa is shown wearing a robe.
  - c) Arabic script appears above the throne.
  - d) West African buildings appear in the background.



4. How did Sundiata Keita bring peace and order to Mali? (5.11, 5.11.b)
- He formed a strong central government.
  - He ended the trans-Saharan trade.
  - He defended the empire from lions.
  - He captured gold and salt mines.
5. Which group would have been in the middle of Mali's social hierarchy? (5.11, 5.11.b)
- enslaved people
  - warriors
  - traders
  - griots

Use the map to answer questions 6 and 7.



6. Which conclusion is supported by the map? (5.6, 5.11, 5.11.a)
- Most major trade routes to Mali ran north to south.
  - Farming was an important activity in Mali.
  - Mali had more gold fields than Ghana.
  - Djenne was larger than Timbuktu.

7. Based on the map, what is one reason Timbuktu became an important center of trade? (5.6, 5.7, 5.11, 5.11.a)

- a) It was located on the Niger River.
- b) It was close to the Atlantic Ocean.
- c) It was positioned along the desert.
- d) It was far from southern rainforests.

8. Why was Mansa Musa's pilgrimage to Mecca important? (5.11, 5.11.b, 5.11.d)

- a) It decreased European interest in West Africa.
- b) It decreased competition for the gold trade.
- c) It brought the Islamic golden age to Mali.
- d) It brought the Christian religion to Mali.

9. This passage was written by Leo Africanus. Use the passage to answer the question.

The houses in the city are now all built of limestone and covered with thatch. There is a temple, made of stone and lime. A palace is in the city too, which was built by the skilled workers of Granada. There are shops, craftsmen, and merchants, especially those who sell linen and cotton textiles. Here you can find merchants who bring cloth from Europe. All the women except the young female servants keep their faces covered, and they sell food that people need. The people who live [here] are wealthy. There are wells that bring up clean water. Whenever the Niger River overflows, they bring water into the town by way of a small gate that controls the water. Corn, cattle, milk and butter is found in abundance here. But, there is not much salt.

Which city is described in the passage? (5.2, 5.2.a, 5.11, 5.11.b)

- a) Djenne
- b) Toghaza
- c) Timbuktu
- d) Kumbi Saleh

10. Why did the arrival of Portuguese ships weaken Mali? (5.11, 5.11.b)

- a) They caused power struggles in West Africa.
- b) They introduced the slave trade to West Africa.
- c) They posed stiff competition to trading caravans.
- d) They threatened to capture important gold mines.

**B. On your own paper, write a well-organized paragraph in response to the following prompt.**

Mansa Musa was the most important ruler of Mali.

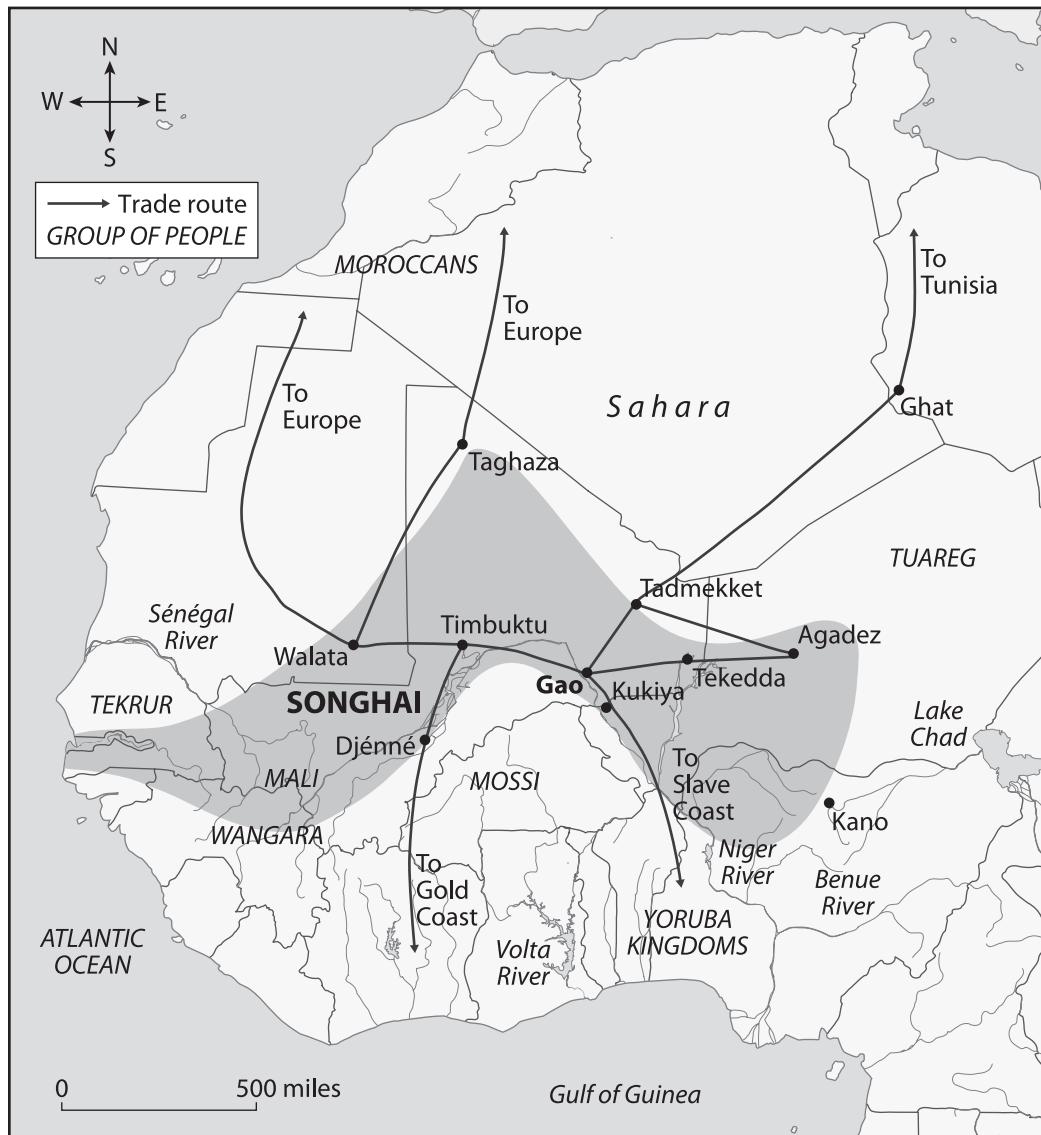
Using evidence from the chapter, support or refute this claim. (5.2.b, 5.5, 5.5.a, 5.5.d, 5.11, 5.11.b, 5.11.d)

## Assessment: Chapter 3—"The Songhai Empire"

A. On your own paper, write the letter that provides the best answer.

1. Who was Ali Kolon? (5.11, 5.11.b)
  - a) He was a Songhai prince who became chief of Gao.
  - b) He was a Malian warrior who conquered Niani.
  - c) He was the leader of the Susu people.
  - d) He was the son of Mansa Musa.

Use this map to answer questions 2 and 3.



2. Which city shown on the map was important to both Mali and Songhai? **(5.6, 5.11, 5.11.a, 5.11.b)**
- a) Ghat
  - b) Kano
  - c) Djenne
  - d) Timbuktu
3. Which physical feature was north of the Songhai Empire? **(5.6, 5.11, 5.11.a, 5.11.b)**
- a) Niger River
  - b) Atlantic Ocean
  - c) Gulf of Guinea
  - d) Sahara
4. What good was carried from Timbuktu through Toghata to Europe? **(5.11, 5.11.a, 5.11.b)**
- a) furs
  - b) gold
  - c) salt
  - d) wood
5. How did Sunni Ali expand the Songhai Empire? **(5.11, 5.11.b)**
- a) He invited European rulers to visit his palace in Timbuktu.
  - b) He invited Muslim scholars to study at his university in Gao.
  - c) He used his strong military to control travel on the Niger River.
  - d) He used his diplomats to negotiate with neighboring kingdoms.
6. How did Askia Muhammad improve trade in Songhai? **(5.11, 5.11.b)**
- a) He introduced a system of weights and measures.
  - b) He reduced travel time by using sea routes.
  - c) He allowed all people to own gold nuggets.
  - d) He took prisoners from nearby kingdoms.
7. Why did Askia Muhammad replace ethnic Songhai officials across the empire? **(5.8, 5.11, 5.11.b)**
- a) He wanted to end slavery.
  - b) He wanted to spread Islam.
  - c) He wanted to regulate trade.
  - d) He wanted to support education.

8. How were the social structures of Ghana, Mali, and Songhai similar? Select the **two** correct answers. (5.4, 5.11, 5.11.b)
- a) All politicians were related to the king.
  - b) The intellectual class had special rights.
  - c) Enslaved people held the lowest status.
  - d) Farmers were more important than artisans.
  - e) The army was made up of professional soldiers.

Use this image of a tomb in Gao to answer questions 9 and 10.



9. Who does this structure honor? (5.2, 5.2.a, 5.11, 5.11.b)
- a) Askia Muhammad
  - b) Mansa Maghan
  - c) Sunni Ali
  - d) Ali Kolon
10. Why is this structure significant? (5.2, 5.2.a, 5.11, 5.11.b)
- a) It is the largest historical monument in West Africa.
  - b) It was designed by artisans from Granada, Spain.
  - c) It is part of the biggest mosque in the world.
  - d) It was built in less than a year.

- B. **On your own paper, write a well-organized paragraph in response to the following prompt.**

Make a claim about the leadership of Askia Muhammad, and support it with evidence from the chapter. (5.2, 5.2.b, 5.5, 5.5.a, 5.11, 5.11.b)

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Performance Task Activity: *West African Kingdoms***

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West African empires were influenced and shaped by two important factors: trade and religion. Select one of these two factors, and give a presentation explaining how it shaped the West African empires of Ghana, Mali, and Songhai. Give specific examples.

Use the Claims and Evidence Activity Page (AP 1.4) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *West African Kingdoms*, as well as from the sources and resources in the unit activities.

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