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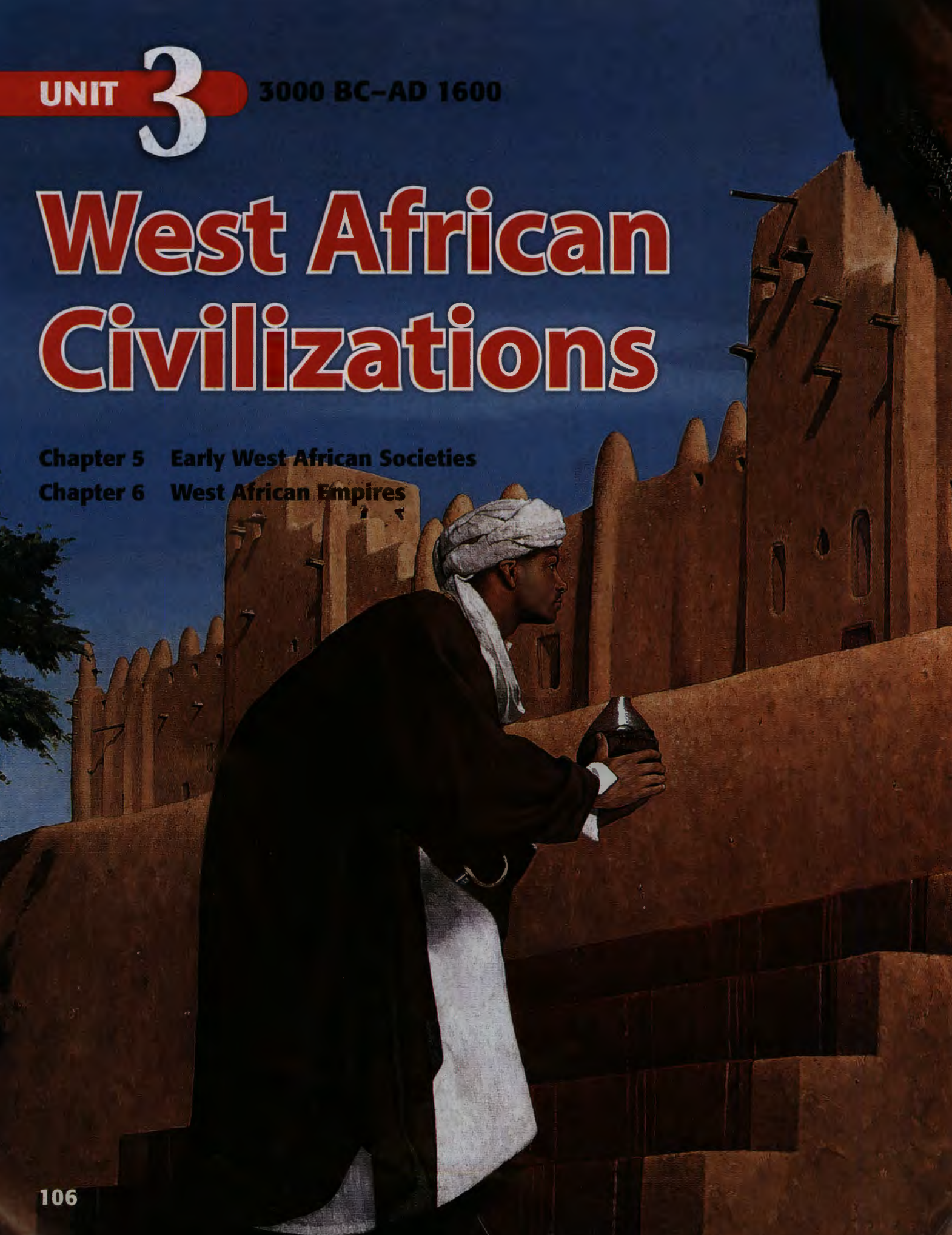
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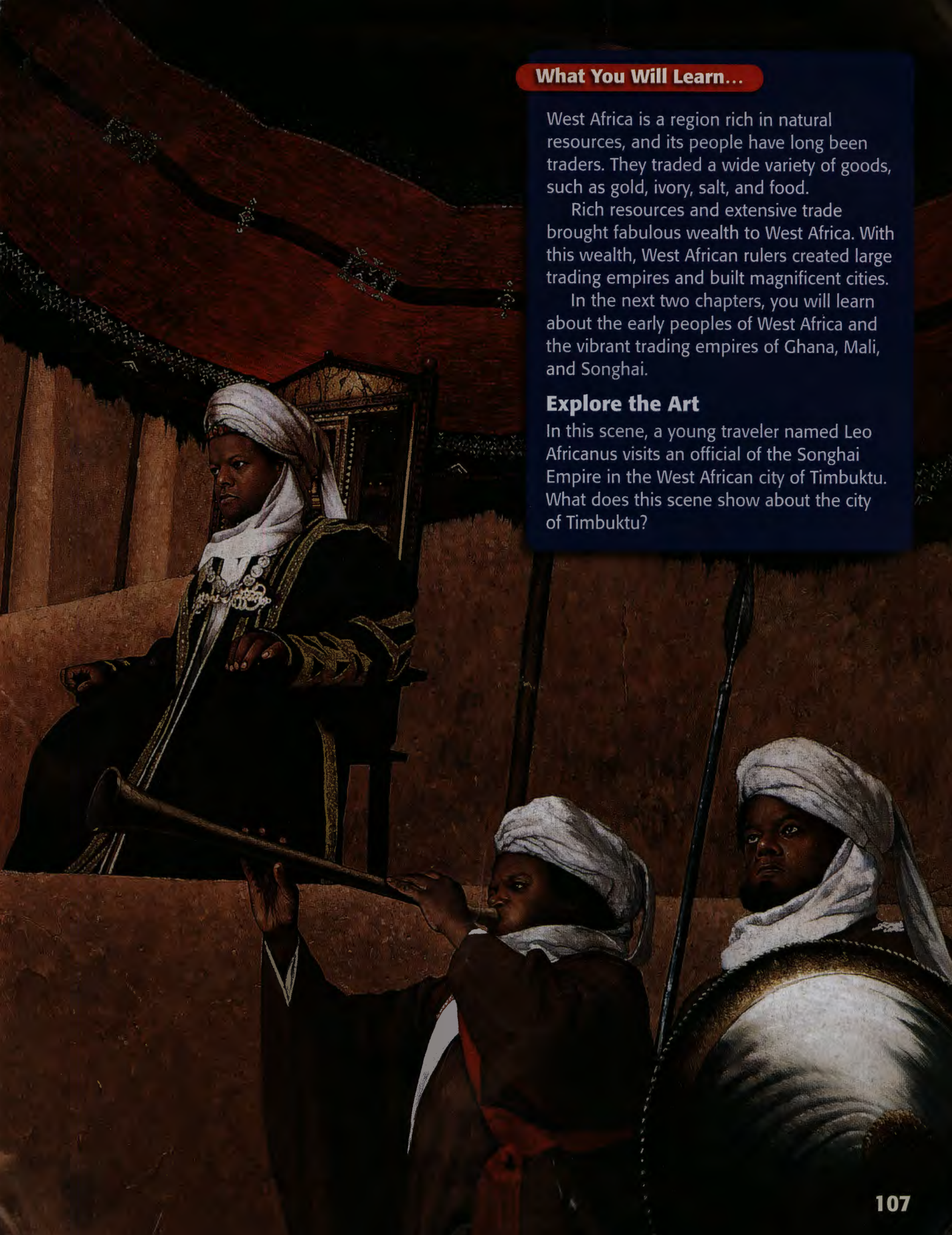
3000 BC–AD 1600

West African Civilizations

Chapter 5 Early West African Societies

Chapter 6 West African Empires





What You Will Learn...

West Africa is a region rich in natural resources, and its people have long been traders. They traded a wide variety of goods, such as gold, ivory, salt, and food.

Rich resources and extensive trade brought fabulous wealth to West Africa. With this wealth, West African rulers created large trading empires and built magnificent cities.

In the next two chapters, you will learn about the early peoples of West Africa and the vibrant trading empires of Ghana, Mali, and Songhai.

Explore the Art

In this scene, a young traveler named Leo Africanus visits an official of the Songhai Empire in the West African city of Timbuktu. What does this scene show about the city of Timbuktu?

Early West African Societies



California Standards

History–Social Science

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

English–Language Arts

Writing 7.2.1b Develop complex major and minor characters and a definite setting.

Reading 7.2.0 Describe and connect essential ideas, arguments, and perspectives of text using knowledge of text structure, organization, and purpose.

FOCUS ON WRITING



Writing a Journal Entry Many people feel that recording their lives in journals helps them to understand their own experiences. Writing a journal entry from someone else's point of view can help you to understand what that person's life is like. In this chapter, you will read about the land and people of early West Africa. Then you will imagine a character and write a journal entry from his or her point of view.



CHAPTER EVENTS

c. 3000 BC
West Africa's climate starts to get drier.



3000 BC

WORLD EVENTS

c. 3000 BC
Egyptians begin to write using hieroglyphics.



History's Impact

▶ video series

Watch the video to understand the impact of the salt trade.

**What You Will Learn...**

In this chapter you will learn about the geography and early cultures of West Africa. This photo shows West African villagers performing a traditional dance.

c. 500 BC

The Nok culture begins using iron and makes clay sculptures.

**c. AD 200**

Camels are first used in North Africa, making Saharan trade easier.

**600 BC****c. 480 BC**

Greece defeats Persia in the Persian Wars.

300 BC**44 BC**

Julius Caesar is assassinated in Rome.

BC 1 AD**AD 100s**

Trade routes link the Roman Empire and Mediterranean with East Asia.

**AD 300**

Economics

Geography

Politics

Religion

Society and Culture

Science and Technology

Focus on Themes In this chapter, you will read about West Africa—its physical **geography** and early cultures. You will see West Africa is a land of many resources and varied features. One feature, the Niger River, has been particularly important in

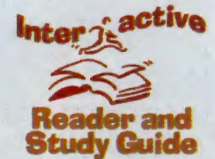
the region’s history, providing water, food, and transportation for people. In addition, salt and iron deposits can be found in the region. Such resources were the basis for a **technology** that allowed people to create strong tools and weapons.

Organization of Facts and Information

Focus on Reading How are books organized in the library? How are the groceries organized in the store? Clear organization helps us find the product we need, and it also helps us find facts and information.

Understanding Structural Patterns Writers use structural patterns to organize information in sentences or paragraphs. What’s a structural pattern? It’s simply a way of organizing information. Learning to recognize those patterns will make it easier for you to read and understand social studies texts.

Additional reading support can be found in the



Patterns of Organization		
Pattern	Clue Words	Graphic Organizer
Cause-effect shows how one thing leads to another	as a result, because, therefore, this led to	
Chronological Order shows the sequence of events or actions.	after, before, first, then, not long after, finally	
Listing presents information in categories such as size, location or importance.	also, most important, for example, in fact	Category • Fact • Fact • Fact

To use text structure to improve your understanding, follow these steps:

1. Look for the main idea of the passage you are reading.
2. Then look for clues that signal a specific pattern.
3. Look for other important ideas and think about how the ideas connect. Is there any obvious pattern?
4. Use a graphic organizer to map the relationships among the facts and details.



ELA Reading 7.2.0 Describe and connect essential ideas, arguments, and perspectives of text using knowledge of text structure, organization, and purpose.

You Try It!

The following passages are from the chapter you are about to read. As you read each set of sentences, ask yourself what structural pattern the writer used to organize the information.

Recognizing Structural Patterns

A. "Living in present day Nigeria, the Nok made iron farm tools. One iron tool, the hoe, allowed farmers to clear the land more quickly and easily than they could do with earlier tools. As a result, they could grow more food." (p. 118)

B. "Thousands of years ago, West Africa had a damp climate. About 5,000 years ago the climate changed, though, and the area became drier. As more land became desert, people had to leave areas where they could no longer survive. People who had once lived freely began to live closer together. Over time they settled in villages." (p. 116)

C. "Four different regions make up the area surrounding the Niger River . . . The northern band across West Africa is the southern part of the Sahara . . . The next band is the semiarid Sahel (sah-HEL), a strip of land that divides the desert from wetter areas . . . Farther south is a band of savannah or open grassland . . . The fourth band gets heavy rain." (p. 114)

After you read the passages, answer the questions below:

1. What structural pattern did the writer use to organize the information in passage A? How can you tell?
2. What structural pattern did the writer use to organize the information in passage B? How can you tell?
3. What structural pattern did the writer use to organize the information in passage C? How can you tell?

Key Terms and People

Chapter 5

Section 1

rifts (p. 112)

sub-Saharan Africa (p. 112)

Sahel (p. 114)

savannah (p. 114)

rain forests (p. 114)

Section 2

extended family (p. 116)

animism (p. 117)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

impact (p. 114)

traditional (p. 117)

As you read Chapter 5, think about the organization of the ideas. Look for signal words and ask yourself why the author has arranged the text in the way he or she did.

Geography of Africa

What You Will Learn...

Main Ideas

1. The landforms, water, climate, and plant life affected history in West Africa.
2. West Africa's resources included farmland, gold, and salt.

The Big Idea

West Africa has varied environments and valuable resources.

Key Terms

rifts, p. 112
 sub-Saharan Africa, p. 112
 Sahel, p. 114
 savannah, p. 114
 rain forests, p. 114



HSS 7.4.1 Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

If YOU were there...

You live in a village near a great bend of the Niger River in Africa in about AD 800. The river is full of life—birds, fish, and crocodiles. You use its water to grow crops and raise cattle. Traders use the river to bring wood, gold, and other products from the forests.

Why is this a good place to live?

BUILDING BACKGROUND The continent of Africa is so large that it includes many varied kinds of terrain, from barren deserts to thick rain forests. Each region has a different climate and provides different resources for the people who live there. In each area different cultures and ways of life developed.

Landforms, Water, Climate, and Plant Life

Africa is a big place. In fact, it is the second-largest continent on earth. Only Asia is bigger. This vast land is shaped roughly like a soup bowl. Forming the bowl's northwestern rim are the Atlas Mountains. The Drakensberg range forms the southeastern edge. In eastern Africa mountains extend alongside great rifts. **These rifts are long, deep valleys formed by the movement of the earth's crust.** From all these mountains the land dips into plateaus and wide, low plains.

The plains of **sub-Saharan Africa, or Africa south of the Sahara,** are crossed by mighty rivers. Among the main rivers are the Congo, the Zambezi, and the Niger. Along the Niger River in West Africa great civilizations arose. The role this river played in the development of civilizations is one example of the way the physical geography of West Africa affected history there.

West Africa's Great River

Look closely at the map on the next page and find the Niger River. As a source of water, food, and transportation, the river allowed many people to live in the area.

Africa: Physical

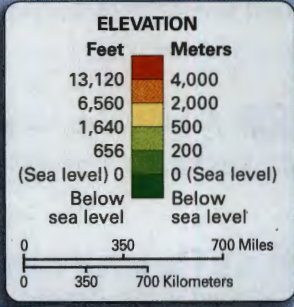


The world's largest desert, the Sahara, dominates North Africa.

The world's longest river, the Nile, flows northward to the Mediterranean Sea.

Central Africa has large rain forests.

Eastern Africa's plateaus and valleys are covered with grasslands and scattered trees.



GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Location** Where in Africa is the Niger River located?
- 2. Region** In what region does the Blue Nile start?

Environments of Africa



1 Desert The huge Sahara covers most of North Africa. Here, a traveler crosses a giant sea of sand.

GEOGRAPHY SKILLS

INTERPRETING MAPS

Location What type of environment is located just south of the Sahara?

THE IMPACT TODAY

Human activities like logging and farming are rapidly destroying Africa's rain forest.

Along the Niger's middle section is a low-lying area of lakes and marshes. This watery region is called the inland delta. Though it looks much like the area where a river flows into the sea, it is hundreds of miles from the coast. Many animals and birds find food and shelter in the area. Among them are crocodiles, geese, and hippopotamus. Fish are also plentiful.

West Africa's Climates and Plants

Four different regions make up the area surrounding the Niger River. These regions, which run from east to west, are like broad bands or stripes across West Africa. The entire area is warm, but rainfall varies from north to south. The amount of rainfall each region gets has an **impact** on what vegetation, or plant life, exists there.

The northern band across West Africa is the southern part of the Sahara. This huge expanse of sand and gravel is the world's largest desert. Temperatures can climb above 120°F. Rain is very rare.

The next band is the semiarid **Sahel** (sah-HEL), a strip of land that divides the desert from wetter areas. Although the Sahel is fairly dry, it has enough vegetation to support hardy grazing animals.

Farther south is a band of **savannah**, or open grassland with scattered trees. Tall grasses and shrubs also grow there, and grazing animals are common.

The fourth band gets heavy rain. Near the equator are **rain forests**, or moist, densely wooded areas. They contain many different plants and animals.

READING CHECK Summarizing What are West Africa's four climate and vegetation regions?

West Africa's Resources

West Africa's land is one of the region's resources. With its many climates, the land could produce many different crops. Among the traditional West African crops are dates raised in desert oases and kola

ACADEMIC VOCABULARY

impact effect, result



2 Savannah Much of Africa is covered by grasslands called savannah. Scattered across the savannah are clumps of trees like these acacia trees.

3 Rain Forest Thick rain forests like this one are found in central and western Africa. The rain forests' tall trees provide homes for many different animals.

nuts, used for medicines, from the forests' trees. Along the Niger, farmers could use the water to grow many food crops.

Other resources were minerals. People who live mainly on plant foods, like many early Africans, must add salt to their diets. The Sahara was a source of this precious mineral. When ancient lakes there dried up, they left salt behind. Workers mined the salt by digging deep into the earth.

Gold was another mineral resource of West Africa. Although gold is soft and therefore useless for tools or weapons, it makes beautiful jewelry and coins. Gold came from the southern forests. Miners kept the exact locations of the gold mines a secret. To this day, no one knows exactly where the mines were located, but gold became a valuable trade good.

READING CHECK **Finding Main Ideas** What are some of West Africa's major resources?

SUMMARY AND PREVIEW You have read about the physical geography of Africa. Next you will learn how physical features had an impact on culture and trade in early West Africa.

Section 1 Assessment

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Online Quiz

KEYWORD: SQ7 HP5

Reviewing Ideas, Terms, and People **HSS** 7.4.1

- Define** What is a savannah?
 - Contrast** How might living in the Sahel be different from living in a rain forest?
 - Evaluate** In which African climate region would you most like to live? Why?
- Identify** What were two of early West Africa's important mineral resources?
 - Explain** How were these resources related to West Africa's physical geography?
 - Elaborate** Why do you think miners kept the location of the gold mines a secret?

Critical Thinking

- Summarizing** Create a chart like the one below. Use it to describe the characteristics of West Africa's four climate regions.

Climate region	Characteristics

FOCUS ON WRITING

- Taking Notes on West Africa's Geography** Review this section and take notes on the geography of West Africa. Remember that part of this land is your character's daily environment. What does he or she see every day? What challenges does the environment present?

Early Culture and Trade

What You Will Learn...

Main Ideas

1. Family and religion influenced daily life in early West African society.
2. Iron technology changed life in West Africa.
3. Trade shaped the history of West Africa.

The Big Idea

Family ties, religion, iron technology, and trade all contributed to the growth of West African societies.

Key Terms

extended family, p. 116
animism, p. 117



HSS 7.4.2 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.

If YOU were there...

You and your family are farmers in West Africa in about 400 BC. Farming is hard work. You use a sharp, wooden stick to dig the soil and put seeds in the ground. One day a trader brings farm tools made of a dark metal you've never seen before. These fine tools are so strong you can't break them! They have clean, sharp edges.

How will these new tools change your life?

BUILDING BACKGROUND The different climate regions of West Africa provided people with a variety of rich resources. Rivers provided water to grow crops in drier areas. The land was also a rich source of minerals, especially gold and iron. These two resources played a large role in the development of African cultures.

Families, Religion, and Daily Life

Thousands of years ago, West Africa had a damp climate. About 5,000 years ago the climate changed, though, and the area became drier. As more land became desert, people had to leave areas where they could no longer survive. People who had once roamed freely began to live closer together. Over time they settled in villages. At the heart of village life was the family.

Families, Villages, and Loyalties

A typical West African family was an extended family. Usually the **extended family** included the father, mother, children, and close relatives in one household. West African society expected each person to be loyal to his or her extended family.

In some areas people took part in another type of group. In these groups—called age-sets—men who had been born within the same two or three years formed special bonds. Men in the same age-set had a duty to help each other. Women, too, sometimes formed age-sets.



Village Life

Families were an important part of West African village society. Here a family gathers in a Nigerian village.

Loyalty to family and age-sets helped the people of a village work together. Everyone had specific duties. The men hunted and farmed. Among the crops that men tended were millet and sorghum. These hardy grains grew well in the savannah in spite of the poor soil there. After being harvested, the grain could be made into a thick paste or ground into flour to make bread. Cattle could eat the grain. Farmers also raised goats and sheep.

Like the men, West African women worked very hard. They farmed, collected firewood, ground grain, and carried water. Women also cared for children.

Even the very young and the very old had their own tasks. For example, the elders, or old people, taught the family's traditions to younger generations. Through songs, dances, and stories, elders passed on the community's history and values. Among the values that children learned was the need for hard work. Children began working beside older family members as soon as they were able.

Village Society

QUICK
FACTS



Families

Families were the basic group of village society.



Extended Families

Extended families included grandparents, aunts, uncles, cousins, and their families.



Village Chiefs

Extended families often had a male leader who served as a village chief.



Council of Elders

Sometimes, village chiefs formed a council of elders that led the village.

Religion and Culture

Another central feature of village life was religion. Some religious practices were similar from village to village. A **traditional** belief showed the importance of families. Many West Africans believed that the unseen spirits of their ancestors stayed nearby. To honor these spirits, families marked places as sacred spaces by putting specially carved statues there. Family members gathered in these places to share news and problems with the ancestors. Families also offered food to the ancestors' spirits. Through these practices they hoped to keep the spirits happy. In return, they believed, these spirits would protect the village from harm.

Another common West African belief had to do with nature. We call it **animism**—the belief that bodies of water, animals, trees, and other natural objects have spirits. Animism reflected West Africans' dependence on the natural world for survival.

READING CHECK Generalizing What role did families play in traditional West African culture?

ACADEMIC VOCABULARY

traditional
customary,
time-honored

Technology and Change

As time passed, the people of West Africa developed advanced and diverse cultures. Changes in technology helped some early communities grow.

Sometime around 500 BC West Africans made a discovery that would change their region forever. They found that they could heat certain kinds of rock to get a hard metal. This metal was iron. By heating the iron again, they could shape it into useful things. Stronger than other metals, iron was good for making tools.

One of the earliest peoples to use this new technology was the Nok. Living in present-day Nigeria, the Nok made iron farm tools. One iron tool, the hoe, allowed farmers to clear the land more quickly and easily than they could with earlier tools.

As a result, they could grow more food. The Nok also used iron tips for arrows and spears. Iron weapons provided a better defense against invaders and helped in hunting. As better-equipped farmers, hunters, and warriors, the Nok gained power. They also became known for fine sculptures of animals and human heads they made from clay.

Iron tools also provided another benefit. They helped West Africans live in places where they couldn't live before. Iron blades allowed people to cut down trees to clear land for farms. Because they had more places to live and more farms for growing food, the population of West Africa grew.

READING CHECK Finding Main Ideas How did technology change life in West Africa?

FOCUS ON READING

What structural pattern is used to organize information in the second column on this page?

Trade in West Africa

For centuries, West Africans have traded goods in markets like this one. At these regional markets, people could get local goods like food and clothing, as well as more valuable goods from far away.

What goods can you see in this photo?



Trade and West Africa

As the people of West Africa grew more food, communities had more than they needed to survive. West Africans began to trade the area's resources with buyers who lived thousands of miles away.

Desert Trade

For a long time, West Africans had ventured into the desert for trade. However, those early travelers could only make short trips from oasis to oasis. Their horses couldn't go far without water.

In the AD 200s, the situation changed. At about that time, Romans started to use camels to carry goods throughout northern Africa. These long-legged animals could store water and energy in their bodies for long periods of time. They could also carry heavy loads.

With camels people could cross the Sahara in two months. Traders formed caravans to make the trip. A North African people called the Berbers used their knowledge of the desert to lead the caravans. Even with camels and the Berbers' skills, crossing the Sahara was dangerous. Supplies could run out, thieves could attack, and caravans could lose their way.

Trade in Gold and Salt

Despite these dangers, West Africa's gold and salt mines became a source of great wealth. Camels carried salt from the mines of the Sahara to the south to trade for gold. Traders then took the gold north, to Europe and the Islamic world. Along with gold and salt, traders carried cloth, copper, silver, and other items. They also bought and sold human beings as slaves.

Some of the places where people gathered to trade grew into towns. Timbuktu (tim-buk-TOO), for example, began as a camp for traders in about 1100. Within

two centuries, it would become a bustling city and a center of culture and learning. It would lie at the center of great empires that rose to power through the riches of the trans-Saharan trade.

READING CHECK Generalizing What trade goods were a source of West Africa's wealth?

SUMMARY AND PREVIEW Families and religion were central to early West African cultures. When West Africans developed iron technology, communities grew. Trade in gold and salt expanded into a wider area. In the next chapter, you will read about the West African empires based on this trade.

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Online Quiz

KEYWORD: SQ7 HP5

Section 2 Assessment

Reviewing Ideas, Terms, and People **HSS** 7.4.2

- a. Identify** What are two groups to which a person in early West Africa may have owed loyalty?

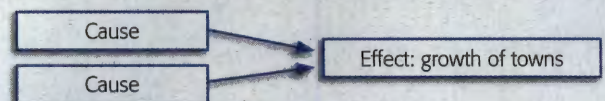
b. Analyze How did animism reflect what was important to early West African peoples?
- a. Describe** How did the use of iron change farming?

b. Make Inferences What evidence do you think historians have for how the Nok people lived?
- a. Identify** What animal made trade across the Sahara easier?

b. Summarize In what directions did the main trade items of West Africa move?

Critical Thinking

- Identifying Cause and Effect** Draw a diagram like the one below. Use it to identify two reasons towns grew.



FOCUS ON WRITING

- Taking Notes on West Africa's Early Culture** Review this section and take notes on the early West Africans' way of life. This section covers more than one time period and location, so be sure to note when and where particular activities took place.

Crossing the Sahara

Crossing the Sahara has never been easy. Bigger than the entire continent of Australia, the Sahara is one of the hottest, driest, and most barren places on earth. Yet for centuries, people have crossed the Sahara's gravel-covered plains and vast seas of sand. Long ago, West Africans crossed the desert regularly to carry on a rich trade.

Salt, used to preserve and flavor food, was available in the Sahara. Traders from the north took salt south. Camel caravans carried huge slabs of salt weighing hundreds of pounds.



In exchange for salt, people in West Africa offered other valuable trade goods, especially gold. Gold dust was measured with special spoons and stored in boxes. Ivory, from the tusks of elephants, was carved into jewelry.



ATLANTIC OCEAN



EUROPE

Some goods that were traded across the Sahara, like silk and spices, came all the way from Asia along the Silk Road. These luxury items were traded for West African goods like gold and ivory.

MEDITERRANEAN SEA

A Difficult Journey

Temperature Temperatures soared to well over 100°F during the day and below freezing at night. Dying of heat or cold was a real danger.

Water Most areas of the Sahara get less than one inch of rain per year. Travelers had to bring lots of water or they could die of thirst.

Distance The Sahara is huge, and the trade routes were not well marked. Travelers could easily get lost.

Bandits Valuable trade goods were a tempting target for bandits. For protection, merchants traveled in caravans.

SAHARA

Daima

Bilma

Zawilah

Ghat

Ghadames

— Trade route
● Settlement
Scale varies on this map.

SKILLS INTERPRETING MAPS

- 1. Movement** What were some goods traded across the Sahara?
- 2. Human-Environment Interaction** Why was salt a valued trade good?



Analysis

Critical Thinking

Participation

Study

Making Group Decisions

Understand the Skill

Making decisions as a group is a complicated and difficult skill to learn. However, it is an important skill at all levels of society—from governing a nation to choosing a movie to see with friends. At every level, success is based on the ability of group members to work together in effective and cooperative ways.

Learn the Skill

In Chapter 5 you learned about the cultures of the early peoples of West Africa. In some of these cultures, group decision making was central to the government. For example, the Yoruba of present-day Nigeria, Benin, and Togo lived in independent towns in which all decisions were made by a town council. The council met daily, and each of the town's families had one member on it.

This system of government worked well, largely because it forced council members to overcome their differences, compromise on goals and actions, and accept group decisions they might not have agreed with personally. Like the members of those Yoruba town councils, being part of an effective group requires certain behaviors.

- 1 Be an active member. Take part in setting the group's goals and in making its decisions.
- 2 Take a position. State your views and work to persuade other members to accept them. However, also be open to negotiating and compromising to settle differences within the group.
- 3 Be willing to take charge if leadership is needed. But also be willing to follow the leadership of other members.

Practice and Apply the Skill

Imagine you are a part of a Yoruba town council. An invader is threatening the area. You are representing your town at a meeting of representatives of nearby towns—your classmates. Together, you must decide what to do about the threat. Remember that your town is very independent. If you agree to something that upsets the people, they may not support it. When your group has finished, answer the following questions.

1. Did your group create a plan for completing its task? Did it discuss what to do about the problem? What did you contribute toward the plan?
2. How well did your group work together? What role did you play in that?
3. Was your group able to make a decision? If not, why? If so, was compromise involved? Do you support the decision? Explain why or why not.



Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK FACTS



Africa's geography influenced people's way of life.



The family was the basic unit of society in West Africa.

Reviewing Vocabulary, Terms, and People

Choose the letter of the answer that best completes each statement below.

- An area near the equator that has many trees and heavy rainfall may be called a
 - tropical area.
 - rain forest.
 - savannah.
 - woodland.
- The belief that natural objects have spirits is called
 - animism.
 - vegetism.
 - animalism.
 - naturalism.
- The entire region south of a large North African desert is called
 - Drakensberg.
 - extended Africa.
 - sub-Saharan Africa.
 - the sub-savannah.
- Between the Sahara and the savannah lies the
 - rain forest.
 - inland delta.
 - Zambezi.
 - Sahel.
- Long, deep valleys formed by the movement of the earth's crust are called
 - chasms.
 - rifts.
 - volcanoes.
 - earthquake zones.
- A grassland with few trees where grazing animals may live is a
 - savannah.
 - Sahara.
 - desert.
 - meadow.
- If aunts, uncles, parents, grandparents, children, and cousins live together in the same household, these people are members of
 - a group household.
 - a kinship home.
 - an age-set.
 - an extended family.
- If a group of people has followed a certain custom for a long time, we may say that the custom is
 - timely.
 - in an age-set.
 - traditional.
 - based on animism.

Comprehension and Critical Thinking

SECTION 1 (Pages 112–115) HSS 7.4.1

- 9. **a. Identify** Along what river did great civilizations develop in early West Africa?
- b. Analyze** How does Africa's climate affect vegetation?
- c. Elaborate** Today salt is not nearly as valuable as gold. Why do you think salt was so important in West Africa?

SECTION 2 (Pages 116–119) HSS 7.4.2

- 10. **a. Describe** What effect did the growth of trade have on some West African towns?
- b. Analyze** What hard metal changed daily life in West Africa? How did this metal change farming? How did it change hunting?
- c. Evaluate** Which role in the extended family do you think was the most important? Explain your answer.

Reviewing Themes

- 11. **Geography** What are the four main geographic regions of West Africa? In which regions were West Africa's two main resources found?
- 12. **Technology** How did the development of iron technology affect life in West Africa?

Reading Skills

Understanding Structural Patterns of Text

Read the passage below and use it to answer the questions that follow.

“Because people who live mainly on plant foods must add salt to their diets, salt was a valuable mineral in West Africa. The Sahara was a source of salt. Therefore, traders crossed the Sahara to get salt. Another mineral resource was gold. Gold is beautiful but soft. As a result, people used it to make jewelry and coins but not tools or weapons.”

- 13. What structural pattern did the writer use to organize the information in the passage?
- 14. What signal words helped you determine the structural pattern of the information?

Using the Internet

go.hrw.com
KEYWORD: SQ7 WH5

- 15. **Activity: Writing Newspaper Articles** Your group of reporters is assigned to write about West Africa. Enter the activity keyword. Then research the land, people, languages, and cultures of West Africa. Write two newspaper articles to present your research.

Social Studies Skills

- 16. **Solving Problems** Imagine you are a member of an extended family of West Africa. Consider the tasks and responsibilities of each family member, and then decide what role you will play—mother, father, elder, teenager, or young child. Then imagine a challenge that your family must face, such as a dangerous wild animal, crop failure, or loss of hunting grounds. With a partner, discuss how your family will face the problem by using decision-making and planning skills. Then, on your own, write 4–5 sentences explaining the problem and how you and your partner decided to deal with it. You may want to use a chart like the one below to help you organize your thoughts.

Problem	Possible Action	Result

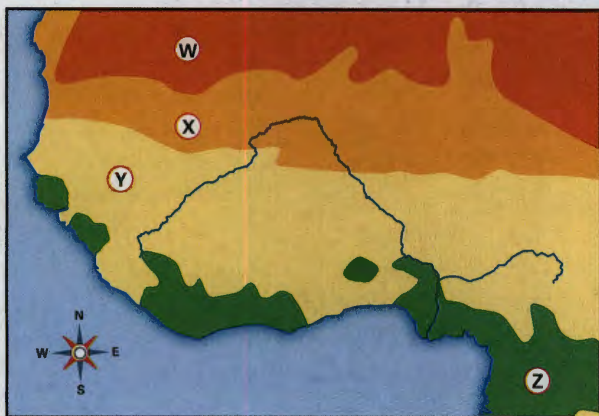
FOCUS ON WRITING

- 17. **Writing Your Journal Entry** Review your notes and choose an imaginary character. You might choose, for example, a Berber caravan leader, someone who trades goods with a nearby village, or a woman or man of the Nok culture. Then match that person with a place. Finally, write 5–6 sentences as your journal entry. Include details on what the character sees, feels, and does on a typical day.

Standards Assessment

DIRECTIONS: Read each question, and write the letter of the best response.

- 1** Use the map to answer the following question.



Which letter on the map indicates the Sahara?

- A W
 - B X
 - C Y
 - D Z
- 2** The region of open grasslands where most grazing of cattle and other livestock takes place is the
- A rain forest.
 - B Sahara.
 - C savannah.
 - D Sahel.
- 3** Life in early West Africa was changed by all of the following events *except*
- A the use of camels in trade.
 - B the discovery of how to make iron tools and weapons.
 - C the development of trade with people to the north.
 - D the damming of rivers to control flooding and allow farming.

- 4** How were social groups defined in traditional West African cultures?

- A by family and age-set
- B by religion and family
- C by age-set, family, and religion
- D by extended family only

- 5** West Africans supplied all of the following trade goods to Europe and the Islamic world *except*

- A salt.
- B gold.
- C marble.
- D copper.

Connecting with Past Learnings

- 6** In Grade 6 you learned about early civilizations that developed along the Tigris and Euphrates rivers and along the Huang He in ancient China. Such developments can be compared to changes along which river in West Africa?

- A the Congo
- B the Niger
- C the Nile
- D the Sahel

- 7** Which East African civilization that you learned about in Grade 6 was similar to the Nok in their discovery and use of iron to make tools?

- A the Kushite civilization
- B the Mesolithic civilization
- C the Paleolithic civilization
- D the Sumerian civilization