

# Kush and Other African Kingdoms

## Before You Read: Knowledge Rating

Recognizing what you already know about each of these terms can help you understand the chapter:

Kush	Meroë	Aksum
Ezana	griot	Bantu

In your notebook, rate how well you know each term:

- 3 = I know what this word means.
- 2 = I've seen this word, but I don't know what it means.
- 1 = I've never seen this word before.

Define each term in your notebook as you read.

## Big Ideas About the Kush Civilization

**Culture** Ways of living change as humans interact with each other.

Kush civilization was influenced by Egyptian culture. Kush was under the rule of Egypt for hundreds of years. Kush adopted Egyptian customs, religion, hieroglyphs, and architecture. Later, Kush conquered Egypt. The two cultures influenced each other.

### Integrated Technology

#### eEdition

- Interactive Maps
- Interactive Visuals
- Starting with a Story

#### INTERNET RESOURCES

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- WebQuest
- Homework Helper
- Research Links
- Internet Activities
- Quizzes
- Maps
- Test Practice
- Current Events



## AFRICA

## WORLD

800 B.C.

751 B.C.

Piankhi, a Kushite king, conquers Memphis in Egypt.

650 B.C.

500 B.C.

Nok people make iron tools. (Nok head) ▶



500 B.C.

461 B.C.

Age of Pericles begins in Greece. ◀ (marble bust of Pericles)



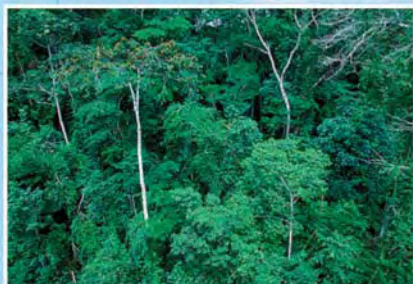


# Vegetation Regions of Africa

INTERACTIVE



Desert



Rain forest



Savannah



**146 B.C.**  
African city of Carthage destroyed by Rome.

**A.D. 100**  
Bantu migrations under way.

**A.D. 325**  
King Ezana rules Aksum.

**200 B.C.**

**50 B.C.**

**A.D. 100**

**A.D. 250**

**A.D. 400**

**27 B.C.**  
Pax Romana begins.

**A.D. 105**  
Chinese invent paper. (illuminated manuscript, Tang Dynasty) ▶

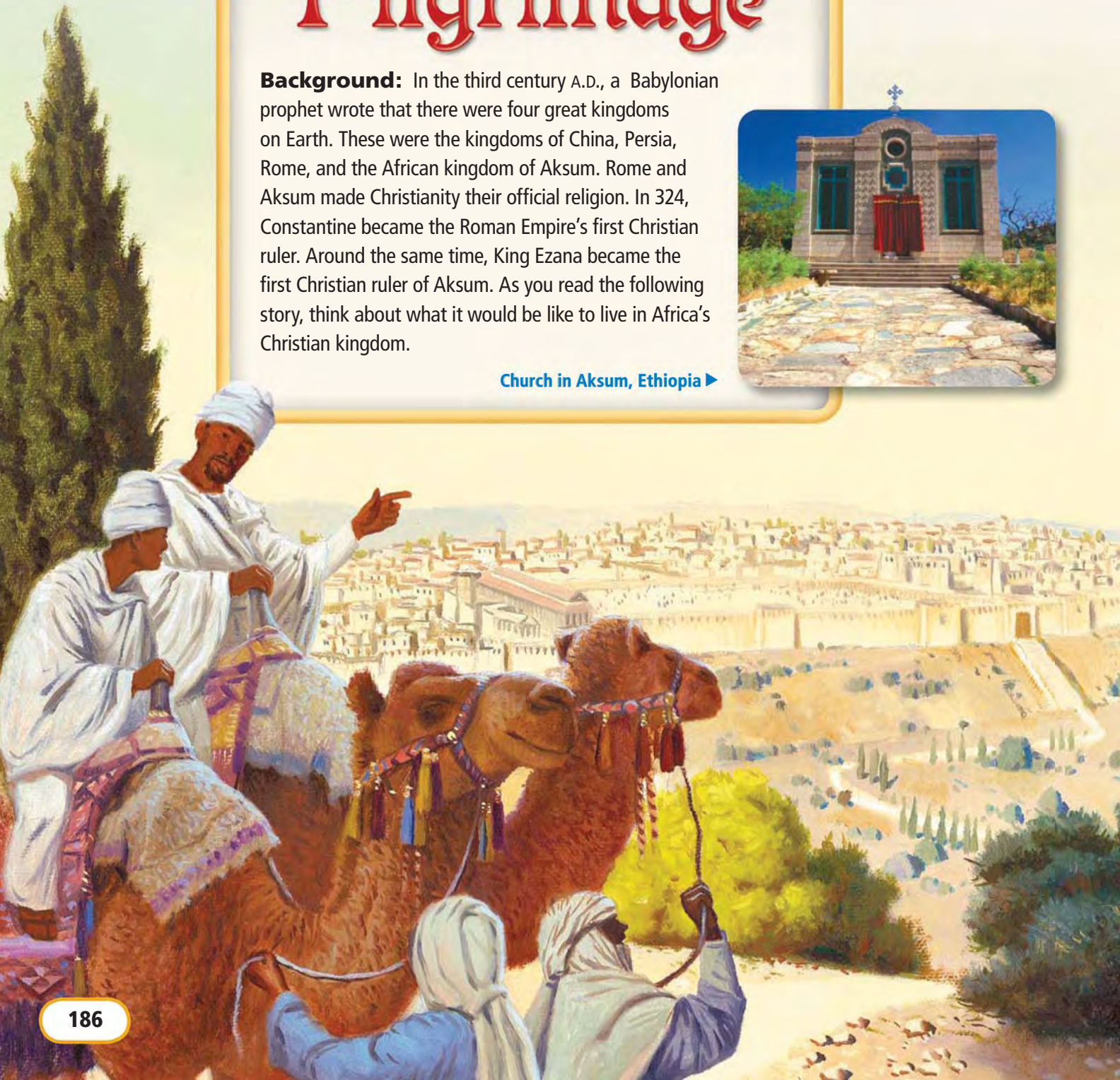
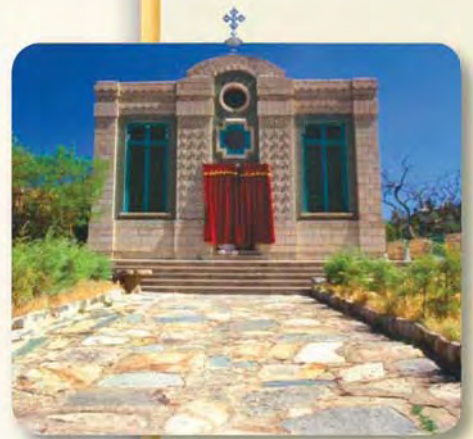




# An African's Pilgrimage

**Background:** In the third century A.D., a Babylonian prophet wrote that there were four great kingdoms on Earth. These were the kingdoms of China, Persia, Rome, and the African kingdom of Aksum. Rome and Aksum made Christianity their official religion. In 324, Constantine became the Roman Empire's first Christian ruler. Around the same time, King Ezana became the first Christian ruler of Aksum. As you read the following story, think about what it would be like to live in Africa's Christian kingdom.

Church in Aksum, Ethiopia ▶





**T**here was a young boy in Aksum. His father was an important official in the court of King Ezana. The father was a devoted servant of the king, and he adopted Christianity after the king made it Aksum's official religion. After his conversion, the father worked hard to raise his son as a Christian. He spent many hours helping him to read the Bible, and the boy grew to love the sacred book's stories and lessons. Even so, it was not until his father took him on a pilgrimage to the Christian holy places that he became truly dedicated to the new faith.

The boy still recalled with great pleasure the day they sailed from the port city of Adulis. King Ezana and Bishop Frumentius had provided resources and guides to take them to Jerusalem. With such preparation, they departed with few cares. On the way to the holy city, the guides ordered stops at many sites familiar from the Bible. One of the most meaningful was Sinai, the mountain where God gave Moses the Ten Commandments. The boy would never forget standing on Sinai's sacred summit and gazing over the surrounding scene. On the way to Jerusalem, they also stopped in Bethlehem, the birthplace of Jesus.

Jerusalem, however, was the spiritual peak of the journey. The boy walked with pilgrims from all over the Christian world as they visited the most important sites. The boy took careful notes because he was expected to report to the king about what he had seen. He met another boy his age and the boy's father, who had traveled to Jerusalem from Constantinople. The young Aksumite traveler was able to speak some Greek and make himself understood to the travelers from Constantinople. He acquired a rich supply of experiences and information to report to his king.

**What experiences might the boy take back to Aksum from his pilgrimage?**

## Reading & Writing

- 1. READING: Main Ideas** The main idea sums up the most important point of a paragraph or selection. With a partner, list one or two main ideas from the above passage.
- 2. WRITING: Comparison and Contrast** Write a two-paragraph essay in which you compare what the boy's ideas about Jerusalem might have been before his trip with what he might have learned on the journey.

## Lesson

# 1

### MAIN IDEAS

- 1 Geography** The region of Nubia had connections with Egypt.
- 2 Government** A powerful king of Kush conquered Egypt and ruled as pharaoh.
- 3 Economics** Meroë was an important economic center linking Egypt and the interior of Africa.

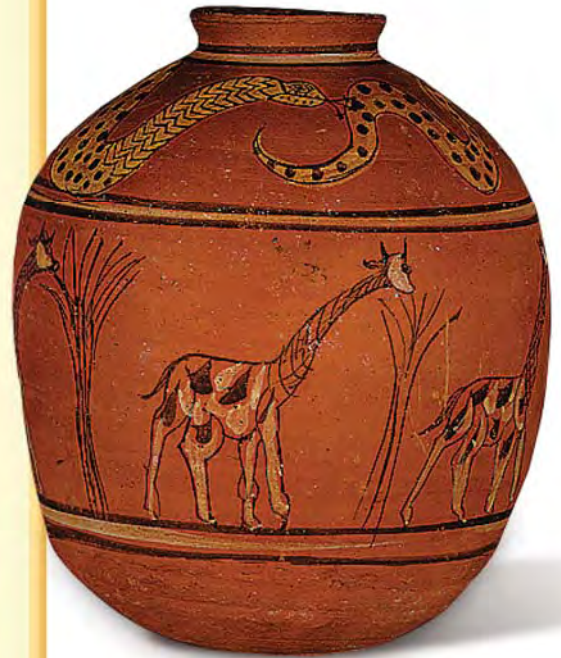
### TAKING NOTES

#### Reading Skill: Explaining Sequence

To sequence events means to put them in order based on the time they happened. As you read Lesson 1, make a note of things that happened in the Kushite kingdoms. Create a time line like the one below to put events in order.



**S** Skillbuilder Handbook, page R15



▲ Nubian Pottery This Nubian pottery vessel decorated with giraffes is an example of the goods traded in Kush.

### Words to Know

Understanding the following words will help you read this lesson:

**boundary** a border or line where something comes to an end (page 189)

*At midday, the caravan crossed the **boundary** of Nubia into Egypt.*

**official** a person who holds a position of authority (page 190)

*Even though he was Nubia's top **official**, he was still responsible to Egypt.*

**navigate** to guide the course of a ship or aircraft (page 191)

*To **navigate** the Nile River, traders had to know the locations of waterfalls.*

**mine** to gather rocks or minerals from an underground hole (page 192)

*They **mined** in order to find minerals they could use to make tools and weapons.*



Nubia

Kush

Piankhi

Meroë

smelting

# Nubia and the Land of Kush

**Build on What You Know** Have you ever traveled on a river or visited a river town? The Egyptians lived downstream on the lower, or northern, end of the Nile River. Now you will learn about another culture that developed to the south that interacted with Egypt and other parts of Africa.

## The Region of Nubia

- 1 ESSENTIAL QUESTION** In what ways were Nubia and Egypt connected?

**Nubia** (NOO•bee•uh) is the name for a geographic region of Africa. (See the map at the top of the next page.) Nubia extended from the southern boundary of Egypt southward to include present-day Sudan. Its southern boundary was south of the Nile River's sixth cataract.

**Upper and Lower Nubia** Like Egypt, Nubia was divided into upper (southern, upstream) and lower (northern, downstream) areas. Like the Egyptians, the people of Nubia lived along the Nile. However, in southern Nubia, unlike in Egypt, a climate that provided greater moisture meant farming was not limited to the Nile valley.

**REVIEW** What geographic feature connected Egypt and Nubia?

### Connect to Today

▼ **The Upper Nile** The Nile River begins in Burundi and then travels north through Uganda, Sudan (shown below), and Egypt before it empties into the Mediterranean Sea.



## The Kush Civilization

**2 ESSENTIAL QUESTION** What were some of the achievements of Piankhi?

Egypt controlled parts of Nubia between 2000 and 1000 B.C. During these centuries, Nubia was a source of goods for Egypt. But as Egypt declined, a Nubian kingdom called **Kush** became a power in the region.

### Cultural Relations Between Egypt and Kush

In ancient times, Nubia had a strong influence on Egypt. For example, some scholars believe Nubia's monarchy was the earliest in human history. Later, this monarchy was developed in the person of the Egyptian pharaoh.

Then, when Egypt ruled Nubia, the Egyptian pharaoh appointed an official to govern the region. Contact with Egypt resulted in cultural exchanges. Egypt influenced the art and architecture of the Nubian region, including the emerging kingdom of Kush. Nubians also worshiped some of the gods sacred to Egyptians.

Young Kushite nobles went to Egypt where they learned the Egyptian language. They also adopted the customs and clothing styles of the Egyptians. They brought back royal rituals and a hieroglyphic writing system to Kush. Egyptian pyramids were also adapted by builders in Kush.

**Kush Rises to Power** In the 700s B.C., the Nubian kingdom of Kush conquered all of upper and lower Egypt. In 751 B.C., **Piankhi** (PYANG•kee)—a Kushite king—attacked the Egyptian city of Memphis. By about 36 years later, Piankhi had gained control of Egypt.

From this point on, two periods make up the history of Kush. Each period is based on the location of the capital and king's tomb. The city of Napata was the capital during this first period. Meroë (MEHR•oh•EE) was the capital during the second.



### GEOGRAPHY SKILLBUILDER INTERPRETING MAPS

**Location** What three bodies of water were important to the kingdom of Kush?

### Vocabulary Strategy

Use context clues to figure out the meaning of *sacred*. The rest of the sentence tells you that the word sometimes means "worthy of religious respect or reverence."



**Political and Commercial Relations with Egypt** Piankhi united Egypt and Kush. Nubia established its own dynasty, or line of royal rulers, on the throne of Egypt. Piankhi was declared Egypt's pharaoh. His reign marked the beginning of Egypt's 25th Dynasty. Although he was the pharaoh, Piankhi did not live in Egypt. Instead, he chose to live in Napata, the capital of Kush.

Napata was located at the head of a road used to move goods around the Nile River's cataracts. Traders used the road when boats loaded with goods were unable to navigate the rough water on certain sections of the river. Nubia was rich in goods that were scarce in Egypt: ivory, animal skins, timber, and minerals. This led to a lively trade along the Nile. Napata was the center for the spread of Egyptian goods and culture to Kush's other trading partners in Africa and beyond.

**The Decline of Kush** Taharqa (tuh•HAHR•kuh) was a later Kushite ruler of Egypt. Taharqa spent much of his reign fighting the Assyrians, who had invaded and conquered Egypt in 671 B.C.

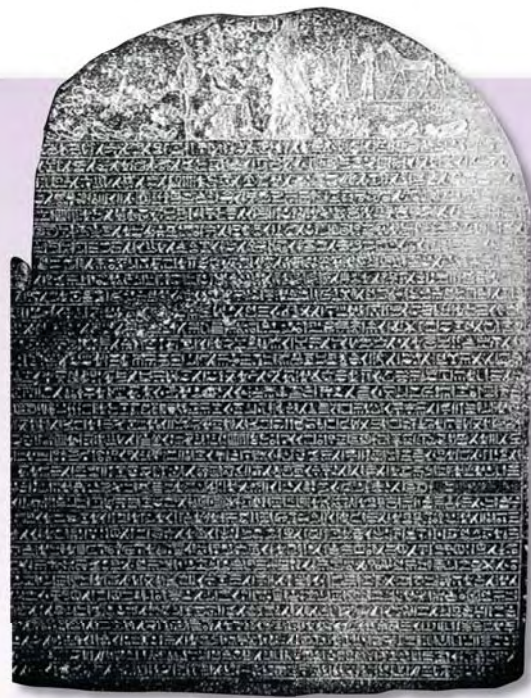
The Assyrians carried iron weapons that were more powerful than the bronze weapons of the Kushites. A large part of the Assyrian army was made up of foot soldiers, who were armed with bows and arrows.

## History Makers

### Piankhi (ruled during the 700s B.C.)

Piankhi was a Kushite king who knew when to fight and when to make peace. When a Libyan chief threatened Upper Egypt, Piankhi decided to fight. He defeated the Libyans' land army and their river fleet as well. At the time, Egypt had many weak princes who ruled small areas. They welcomed Piankhi's protection. The Egyptian priests also were eager to have Piankhi come to their defense.

Around 750 B.C., Piankhi united Egypt and became the pharaoh. This marked the beginning of the 25th Dynasty. Having accomplished what he set out to do, Piankhi went home to Napata. There he had a stone slab built that celebrated his deeds. The slab lasted longer than his dynasty, which ended after about 100 years.



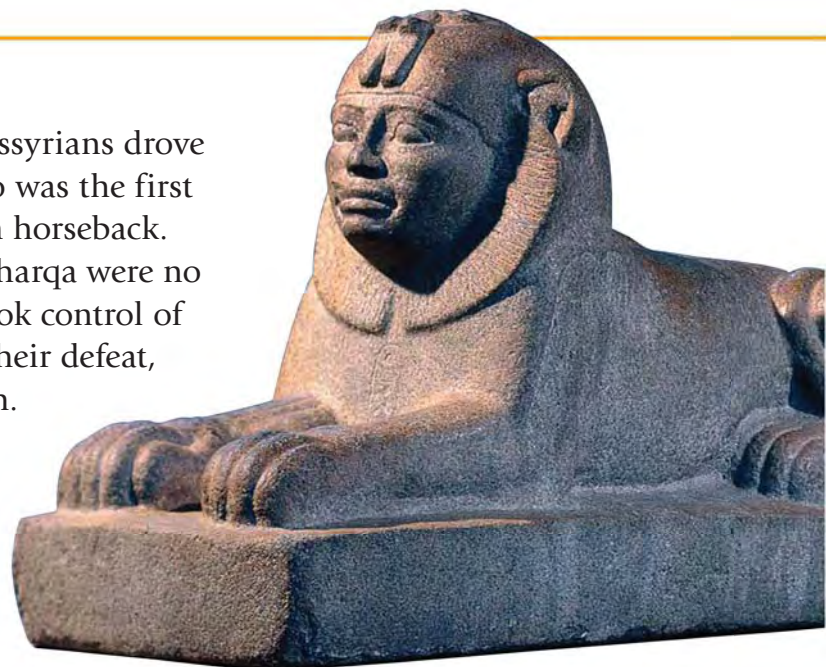
▲ Monument This black granite monument, which is six feet high, was discovered in Napata. The image of Piankhi is at the center, upper right.



**Horses and Chariots** Some Assyrians drove chariots. The Assyrian army also was the first army to have a cavalry—men on horseback.

The Kushite armies under Taharqa were no match for the Assyrians, who took control of Egypt and parts of Kush. After their defeat, the Kushite kings retreated south.

**REVIEW** How did Piankhi become the Egyptian pharaoh?



## The Kushite Capital of Meroë

- 3 ESSENTIAL QUESTION** Why was the Kushite city of Meroë an important economic center?

The Kushite kings eventually chose a new capital, **Meroë**, in about 590 B.C. Meroë was located on the Nile and on trade routes leading from the Red Sea to the interior of Africa. It had access to gold and iron.

▲ **Sphinx** This granite sphinx of King Taharqa comes from the Amon Temple at Kawa and dates from about 690 to 664 B.C.

**An Economy of Ironworking and Trade** The defeat of Kush by the Assyrians taught the Kushites that they needed iron weapons. The people of Kush learned to smelt iron. **Smelting** is the heating of material from Earth's crust to separate the elements it contains. The Kushites mined rock containing iron ore. Then they heated the rock in small earthen furnaces. The heat caused the iron to separate from other minerals.

Meroë was an ideal location for producing iron. The city was close to iron ore deposits. The Kushites set up smelting furnaces to process the deposits. Meroë traded its iron in central and east Africa, and in Arabia.

Ivory, gold, and products made from them were traded at Meroë. These items were in demand in many other parts of the world. Trade was especially active with Egypt, which was under Greek rule beginning in the fourth century B.C.

**A Rich Culture Develops** Some of the gods worshiped by the Kushites in Napata and Meroë were similar to those of Egypt. This similarity was especially true of the sun god Amon-Re and Isis, goddess of the moon. Other gods were Nubian in origin.

In Nubia, women played an important role. Amanirenas and Amanishakheto were important Nubian queens. Queen Amanitore and her husband ruled beginning around 12 B.C.

The people of Kush developed a written language. They appear to have at first used hieroglyphics similar to those used by the Egyptians. Later, their language changed to an alphabet of 23 symbols. The language has not yet been translated.

Royal tombs in Kush were built of stone. They were pyramid-shaped with steep sides. These tombs included a chapel attached to the side. Kushite kings were often mummified to preserve their bodies. These traditions continued in Nubia even after they had died out in Egypt.

**REVIEW** In what ways was Meroë economically important?

### Lesson Summary

- Nubia and Egypt interacted with each other.
- The Kushite king Piankhi conquered Egypt.
- The Kushite capital of Meroë was a trade center.



▲ Armlet This armlet dates from Meroë in the late first century B.C. It is made of gold with fused-glass inlays. On the hinge is the figure of a goddess.

### Why It Matters Now . . .

By studying the history of Nubia, we learn of the important role played by Africans in ancient history.

## 1 Lesson Review

### Terms & Names

1. Explain the importance of
- |       |         |          |
|-------|---------|----------|
| Nubia | Piankhi | smelting |
| Kush  | Meroë   |          |

### Using Your Notes

**Explaining Sequence** Use your completed time line to answer the following question:

2. What event marked the end of the Kushite kingdom based in Napata?



Homework Helper  
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### Main Ideas

3. How was the Nile important to the relationship between Nubia and Egypt?
4. What was the most significant achievement of Piankhi's rule?
5. Why did the people of Meroë learn to smelt iron?

### Critical Thinking

6. **Comparing** How did Piankhi's reign differ from that of Taharqa in the control of Egypt?
7. **Drawing Conclusions** What factors made the Kushites move their capital to Meroë?

### Activity

**Making a Map** Pull out the world outline map you began in the activity for Chapter 2, Lesson 1. Place the Nubian kingdom of Kush on the map, along with its two capitals of Napata and Meroë.



# Explaining Geographic Patterns

**Goal:** To identify the importance of minerals and trade to the economic system of the Kush Empire

Recognizing geographic patterns involves seeing the overall shape, organization, or trend of specific geographic characteristics. Look at the chart at the bottom of this page for examples of geographic patterns. Trade routes make up one type of geographic pattern. You read about the Kush Empire and trade in Lesson 1. Trade routes went in and out of Kush in every direction, by land and by sea.

 See the Skillbuilder Handbook, page R16.

## Practice the Skill

- 1 Look at the title of the map at right to get an idea of the geographic pattern—trade routes and minerals—that it shows.
- 2 Identify significant mineral deposits, such as gold and iron, on this map by using the symbols in the legend.

Look at the map to see in what areas trade routes developed. Which part of the continent, if any, was largely untouched by Kush trade routes?

Check the map to see how the location of resources contributed to the development of trade routes.

There are many different examples of geographic patterns. Some of these are given below.

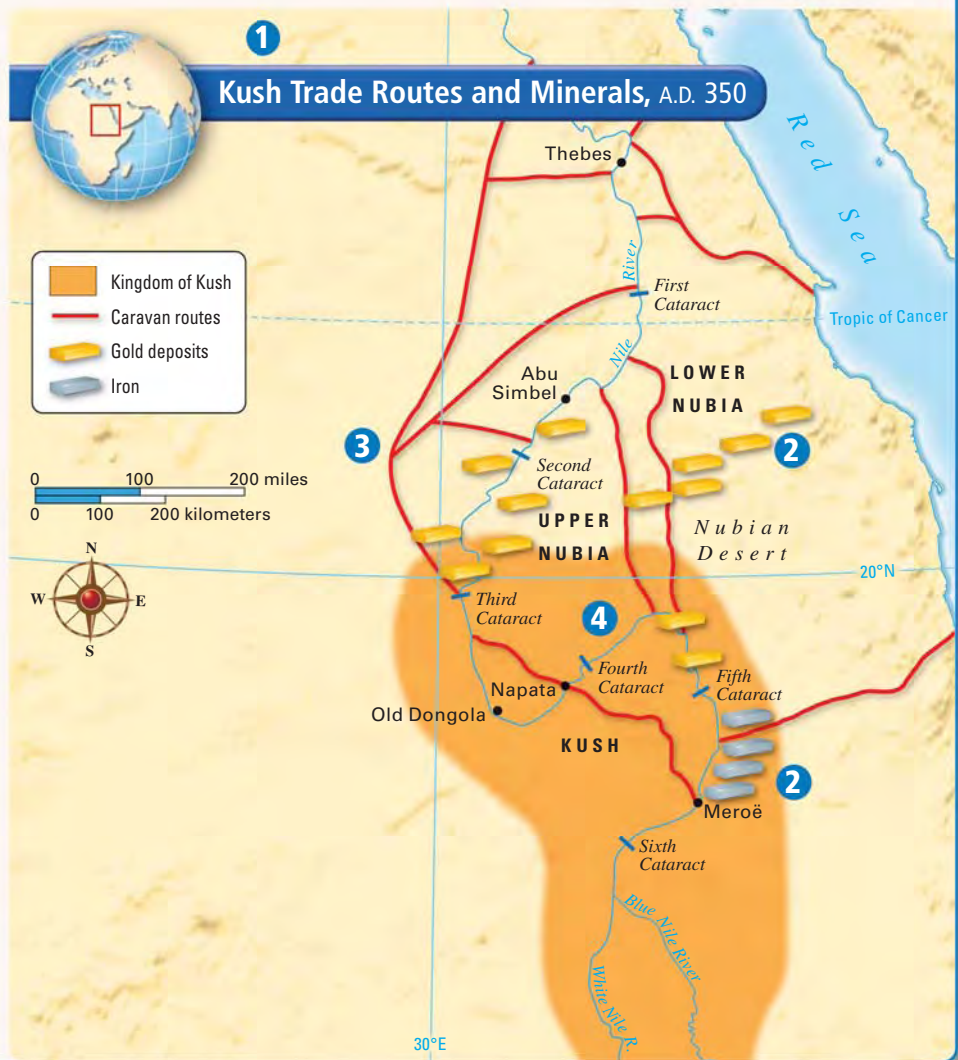
## Examples:

GEOGRAPHIC PATTERNS

Weather Cycles	Economic Changes	Languages	Trade Routes
Monsoon winds in India follow a predictable pattern: winter—from northeast; summer—from southwest.	Oil has transformed the economies of some North African countries.	Bantu languages spread across Africa as a result of Bantu migrations.	Triangular trade developed between Africa, America, and Europe; Silk Roads crossed Asia.

## Trade Map

The Kush Empire was a center of trade. As the mineral wealth of the Nile valley flowed out of Kush to Egypt (among other places), luxury goods from India and Arabia flowed in. Trade routes developed both over land and by sea to carry goods in and out of Kush.



### Apply the Skill

Look at the maps on the distribution of hunters and gatherers in Chapter 2, Lesson 1, page 52. Make notes on the geographic patterns that you see developing across the time span of the three maps on that page.



## MAIN IDEAS

- 1 **Government** A new power, Aksum, rises south of Egypt.
- 2 **Culture** Ezana expands Aksum's influence and converts to Christianity.
- 3 **Culture** Aksum's cultural and technical achievements were long lasting.

## TAKING NOTES

### Reading Skill: Finding Main Ideas

A main idea sums up the most important point of a paragraph or passage. Main ideas are supported by details and examples. Identify the main ideas and important details in Lesson 2 about Aksum's achievements. Then put them into your own words and write them in a diagram like the one below.



 Skillbuilder Handbook, page R2

## Words to Know

Understanding the following words will help you read this lesson:

**legend** a story handed down from earlier times (page 197)

*Many societies have a **legend** that explains their origins.*

**network** a pattern, such as that made by crisscrossing routes (page 198)

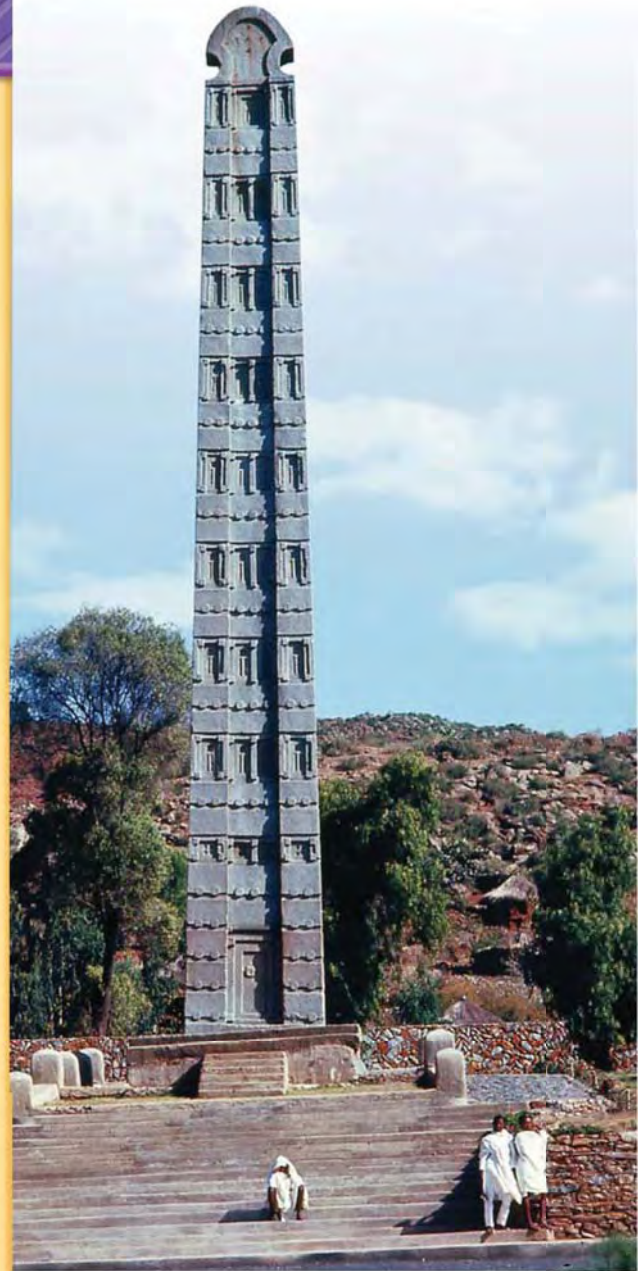
*An extensive trading **network** spanned the waters of the Red Sea.*

**infant** a child in the earliest period of life (page 198)

*If an **infant** inherits the throne, someone else must govern.*

**unique** one of a kind (page 199)

*The influence of two cultures on a region can produce a new and **unique** culture.*



▲ **Pillar** This towering stone pillar was built around A.D. 400 to celebrate Aksum's achievements.

# The Kingdom of Aksum

## TERMS & NAMES

Aksum

Horn of Africa

Adulis

Ezana

terrace

**Build on What You Know** In Lesson 1 you learned about the kingdom of Kush. South of Kush, a new African kingdom arose as a leading center of political and economic power.

## The Rise of Aksum

**1 ESSENTIAL QUESTION** Why did trade become important to Aksum?

The kingdom of Kush fell when Meroë was destroyed by a king of **Aksum** (AHK•SOOM). Kush was conquered by Aksum. Aksum was located in modern-day Ethiopia and Eritrea.

**Perfect Trade Location** Aksum arose in the **Horn of Africa**, an area shaped like a rhinoceros horn. (See map below.) This location gave Aksum access to trade to the Red Sea, Mediterranean Sea, Indian Ocean, and the Nile valley.

Arab traders built colonies and trading posts there. They found the location ideal for exchanging goods from the Indian Ocean trade, Persia, and Africa. Aksum was a meeting place for African, Arabian, and other peoples.

A legend traces the founding of the Ethiopian dynasty of Aksum to Menelik, son of King Solomon of Israel and the Queen of Sheba.

**Ethiopia** This photograph shows present-day Ethiopia (highlighted on map), where the ancient kingdom of Aksum was located. ▼





**An International Trading Hub** Like Kush, Aksum became a trading hub, or center, from which trade spread out in many directions. Traders came from Egypt, other parts of Africa, Arabia, the eastern Mediterranean, Persia, and India.

**Adulis** (ah•DOO•lihs), a city on the Red Sea, was the main trading port of Aksum. There traders exchanged salt, ivory, cloth, brass, iron, gold, glass, olive oil, and wine. Animal traders purchased animals such as giraffes and elephants.

**REVIEW** What made Aksum's location ideal for trade?

## King Ezana Expands Aksum

**2 ESSENTIAL QUESTION** What was the effect of King Ezana on religion?

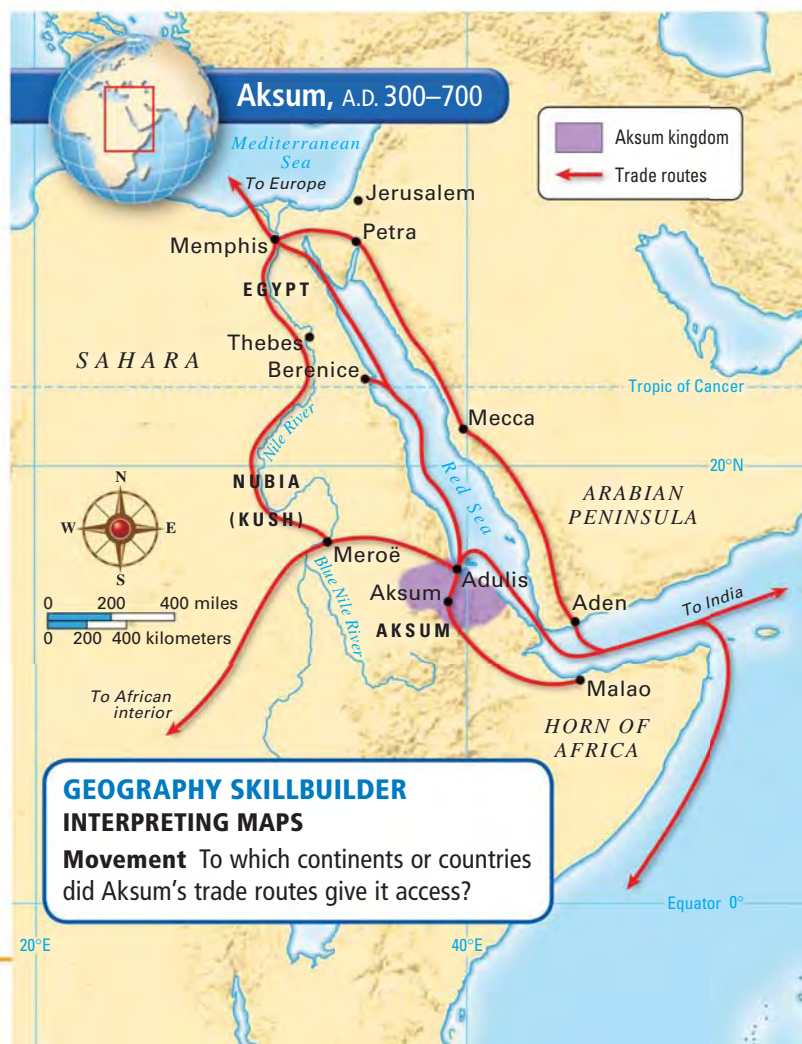
At the beginning, Aksum was small. Then, in the A.D. 300s, a bold king added territory and built a powerful nation.

**A Trading Nation Ezana** (AY•zah•nah) was a strong king who rose to power in Aksum in A.D. 325. First he took control of a trading colony on the coast of the Arabian peninsula. Then, in 350, he conquered Kush and burned Meroë to the ground.

Around this time, the empire of Aksum expanded inland and along the coast of the Red Sea. As a result, the kingdom controlled a large trading network.

Ezana had become king as an infant. While he was being educated, Ezana's mother ruled on his behalf. One of Ezana's teachers taught him about Christianity. When Ezana began to rule he converted to Christianity. He also made Christianity the official religion of Aksum. The Christian church in Aksum was linked to Alexandria, in Egypt, rather than to Rome.

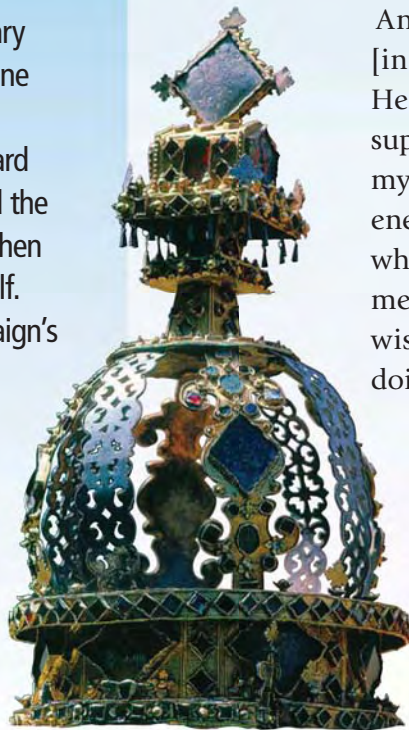
**REVIEW** How did Ezana influence the culture of Aksum?



## Primary Source

**Background:** African rulers in Egypt, Kush, and Aksum had accounts of their military campaigns carved onto stone pillars and thrones.

They followed a standard format. First they described the reasons for going to war. Then they described the war itself. Next they noted the campaign's results. Finally, they gave thanks to the gods or God for victory. The passage quoted on the right was carved onto a throne for King Ezana to celebrate his victory.



### from *Aksum: An African Civilization of Late Antiquity*

By Stuart Munro-Hay

And I set up a throne here in Shado [in Aksum] by the might of the Lord of Heaven who has helped me and given me supremacy. May the Lord of Heaven reinforce my reign. And, as he has now defeated my enemies for me, may he continue to do so wherever I go. As he has now conquered for me, and has submitted my enemies to me, I wish to reign in justice and equity, without doing any injustice to my peoples.

◀ Aksum Crown This is an early crown from the Christian kingdom of Aksum.

#### DOCUMENT-BASED QUESTION

Whom is King Ezana thanking? What are his goals for ruling?

## Aksum's Achievements

**3 ESSENTIAL QUESTION** What were some of Aksum's achievements?

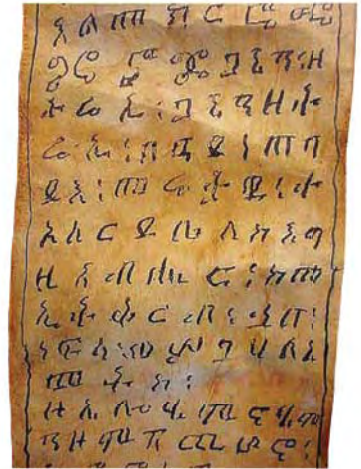
A unique culture rose in Aksum. Just as the people of Kush blended Nubian and Egyptian influences, so Aksum saw a coming together of cultural influences from the Horn of Africa and southern Arabia.

**Architecture** Among the most impressive of these achievements were the pillars of Aksum, which builders placed around the country. Some were 60 to more than 100 feet tall. Writing carved on the pillars celebrated great victories or achievements. Builders in Egypt and Kush had used pillars in a similar fashion.

Builders constructed Aksum's tall pillars without mortar. They were carved from single stone slabs. Features included false doors and windows. Builders and architects also built large temples. Later, richly decorated Christian churches replaced the temples.



**A Written Language** Aksum had a written language called Ge'ez (gee•EHZ). Arabian migrants brought the language to Aksum. Ge'ez became the basis for three languages that are used in Ethiopia and Eritrea today—Amharic, Tigrinya, and Tigre. Ge'ez is still used in the Ethiopian Church.



▲ Scroll Text written in the Ge'ez language

**Terraced Farming** The landscape of Aksum was rugged and hilly. To adapt the land for farming, farmers built terraces. A **terrace** is a leveled-off area of land. Being flat, terraces hold moisture better than hilly land does. Terraced farming increased the amount of land that could be cultivated. Aksum's farmers also built canals, dams, and holding ponds to bring mountain water to the fields.

**REVIEW** How did Aksum farmers increase productivity?

### Lesson Summary

- Aksum became a powerful trading center.
- King Ezana expanded Aksum's empire.
- Aksum's unique culture had long-lasting effects.

### Why It Matters Now . . .

Many Ethiopians today are Christians, the religion of King Ezana.

## 2 Lesson Review

### Terms & Names

1. Explain the importance of Aksum, Adulis, terrace, Horn of Africa, Ezana.

### Using Your Notes

**Finding Main Ideas** Use your completed diagram to answer the following question:

2. What were some of Aksum's major achievements?



### Main Ideas

3. What factors led to the rise of Aksum?
4. How did Ezana expand Aksum's power?
5. What kinds of structures were built in Aksum, and what purpose did they serve?

### Critical Thinking

6. **Drawing Conclusions** What did the pillars of Aksum reveal about the culture?
7. **Making Inferences** In what ways did the adoption of Christianity as the official religion affect the culture of Aksum?

### Activity

**Designing a Coin** Write a short motto for King Ezana. The motto should say something memorable about him or his reign. Draw a coin showing the motto and sketch Ezana.

## Design a Pillar

**Goal:** To understand the architecture of Kush and Aksum, and the purpose it served, by creating a pillar and decorating its sides

### Prepare

- 1 Look at the example of a pillar from Aksum on page 196 and read the caption.
- 2 Reread the information on the monument of Pianhki in Kush (page 191) and the pillars of Aksum (page 199) in this chapter.

### Do the Activity

- 1 Draw a pillar to fill up a poster board.
- 2 Design drawings to celebrate the achievements of one of the following: your school, your neighborhood, your city, your state, or your country.
- 3 Color your drawings with crayons or magic markers.
- 4 Cut out the pillar from the poster board so that it is free-standing.
- 5 Give a title to the pillar you have designed.

### Follow-Up

- 1 Why might a pillar be an effective way to celebrate achievement?
- 2 How do the images you used on your pillar celebrate achievement?

### Extension

**Making a Presentation** Display your pillar in the classroom. Explain what your pillar is meant to celebrate and how it expresses the beliefs of your community.

### Materials & Supplies

- poster board
- pens, pencils, or markers
- scissors





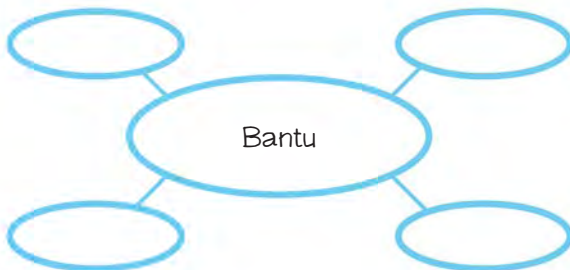
## MAIN IDEAS

- 1 **Geography** The people of west, central, and southern Africa adapted to life in a variety of environments.
- 2 **Economics** The Nok people were the first ironworkers of West Africa.
- 3 **Geography** Migration by the Bantu people from West Africa populated central and southern Africa.

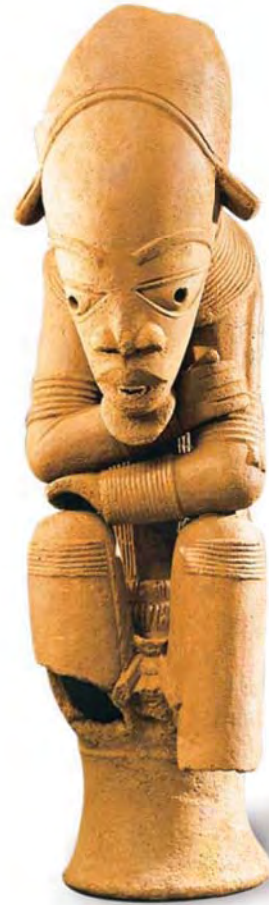
## TAKING NOTES

### Reading Skill: Explaining Geographic Patterns

Recognizing geographic patterns means seeing the overall shape or trend of geographic characteristics. In Lesson 3, look for details about the nomadic migrations of the Bantu people of Africa. Record the information on a web diagram.



 Skillbuilder Handbook, page R16



▲ Sculpture This Nok terra cotta (ceramic clay) sculpture depicts a seated dignitary, a person of high status.

## Words to Know

Understanding the following words will help you read this lesson:

**alternate** to happen in turns, first one and then the other (page 203)

*The rainy and dry seasons alternate, giving the sense of an unending cycle.*

**ironsmith** a person who works with iron (page 205)

*The farmer visited several ironsmiths to see which one would repair his tools for the lowest cost.*

**herd** to tend to or watch over sheep, cattle, or other animals (page 206)

*Some groups of Africa's Bantu people were renowned for their herding skills.*

**intermarry** to marry a member of another group (page 207)

*Individuals from the two cultures intermarried.*

animism

griot

Nok

Bantu

migration

# West, Central, and Southern Africa

**Build on What You Know** You have been learning about some of the people living in eastern Africa. You will now learn about the people of west, central, and southern Africa.

## Early Life in Africa

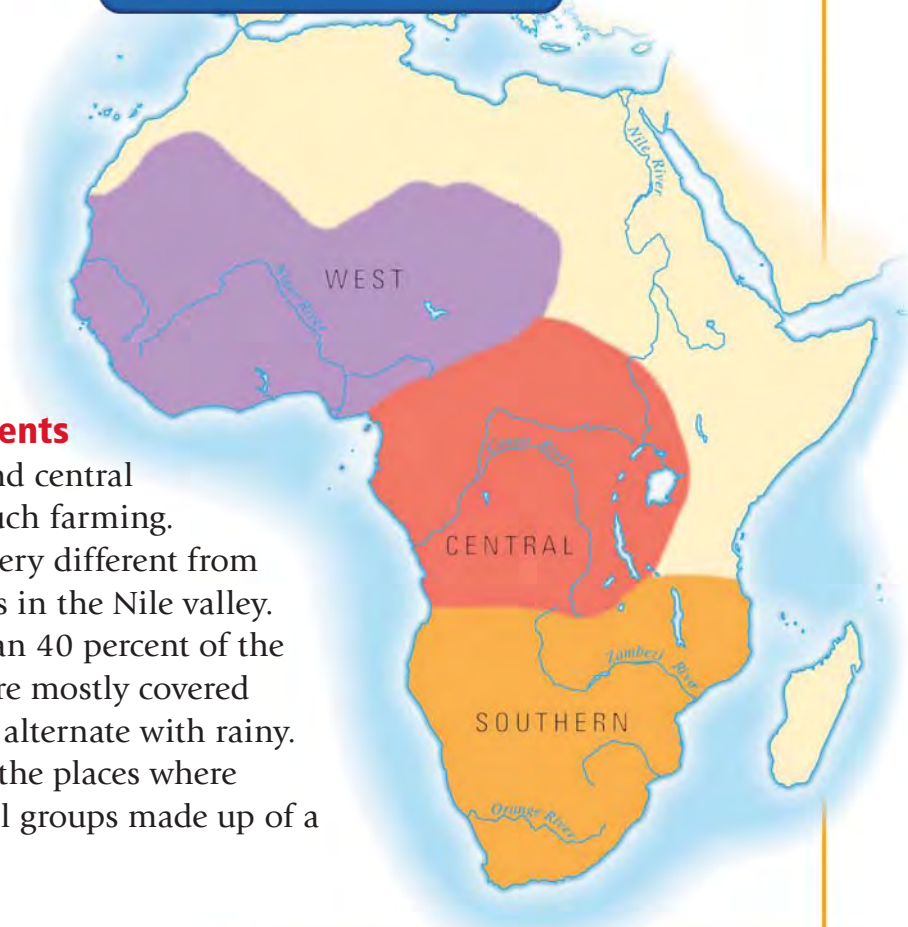
- 1 ESSENTIAL QUESTION** What were some of the environments that the people of west, central, and southern Africa had to adapt to?

As the Sahara dried up, about 4000 B.C., people moved south into West Africa around the Niger River, just as they had moved eastward into the Nile valley. West, central, and southern Africa included savannahs (flat, grassy, mostly treeless plains) and rain forests.

### A Variety of Environments

The rain forests in west and central Africa did not support much farming. People's lives there were very different from the settled lives of farmers in the Nile valley. Savannahs cover more than 40 percent of the African continent. They are mostly covered with grasses. Dry seasons alternate with rainy. These savannahs became the places where most people lived in small groups made up of a number of families.

Regions of Africa: West, Central, and Southern Africa

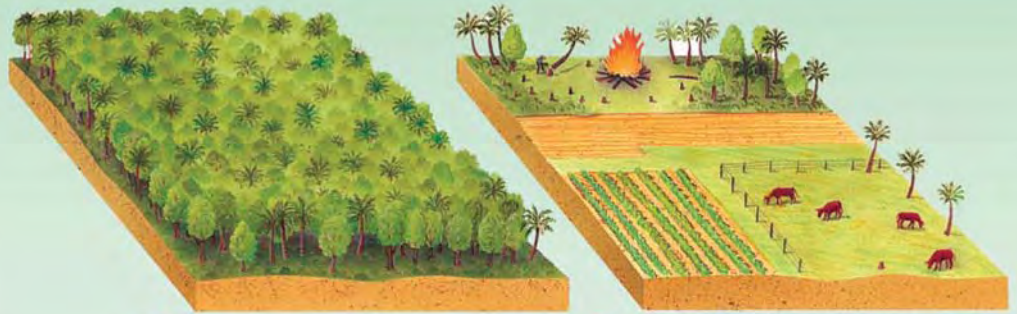




## Desertification

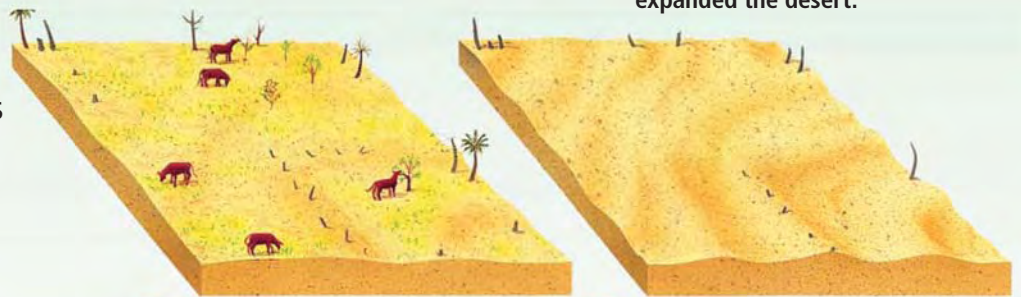
The Sahara has been expanding for thousands of years. This expansion of dry, desertlike conditions into fertile areas is called desertification.

Normally, desertification results from nature's long-term climate cycles. However, as the illustrations show, human activity has sped up the process.



**1** Even areas lush with plant life were subject to desertification.

**2** In ancient times, climate change expanded the Sahara. Today farming, overgrazing, and wood burning have expanded the desert.



**3** Due to overuse of the land for farming, grazing, and burning wood for fuel, dry grasses died and were replaced by shrubs.

**4** Because there was less plant life covering the soil, rain evaporated quickly. The wind then carried away the fertile topsoil, leaving barren wasteland.

### GEOGRAPHY SKILLBUILDER INTERPRETING VISUALS

#### Human-Environment Interaction

What impact would desertification be likely to have on people in the areas affected?

**Herding and Farming** South of the Sahara, the savannahs were filled with herds of animals. Mainly because of climate change and also desertification, shown above, the soil was thin and not ideal for farming. As a result, many people were herders. These people kept cattle, goats, and sheep.

Others practiced slash-and-burn farming. This was a very early farming technique. People cleared the land by cutting down and burning trees and the undergrowth. After a few years, the thin soil became exhausted. Then the people moved on to new areas. Experts believe such farming began in Africa sometime around 6000 B.C.

**Belief Systems and Language** Like other ancient peoples, most Africans believed in more than one god, though they usually believed in one creator god greater than the others. They also thought that there were spirits present in animals, plants,

or natural forces. This belief that everything possesses a soul is called **animism**.

These early societies did not have a written language. They preserved their history by telling stories. In some places, storytellers known as **griots** (gree•OHZ) kept the history alive. Their stories were lively retellings of past events.

**REVIEW** How did people live on the plains of Africa?

## The Nok Culture

**2 ESSENTIAL QUESTION** What role did ironworking play in Nok culture?

Many early peoples in West Africa made objects out of materials that decayed, such as plant fiber. Few artifacts survived. However, archaeologists have found evidence of one culture that made objects that have survived.

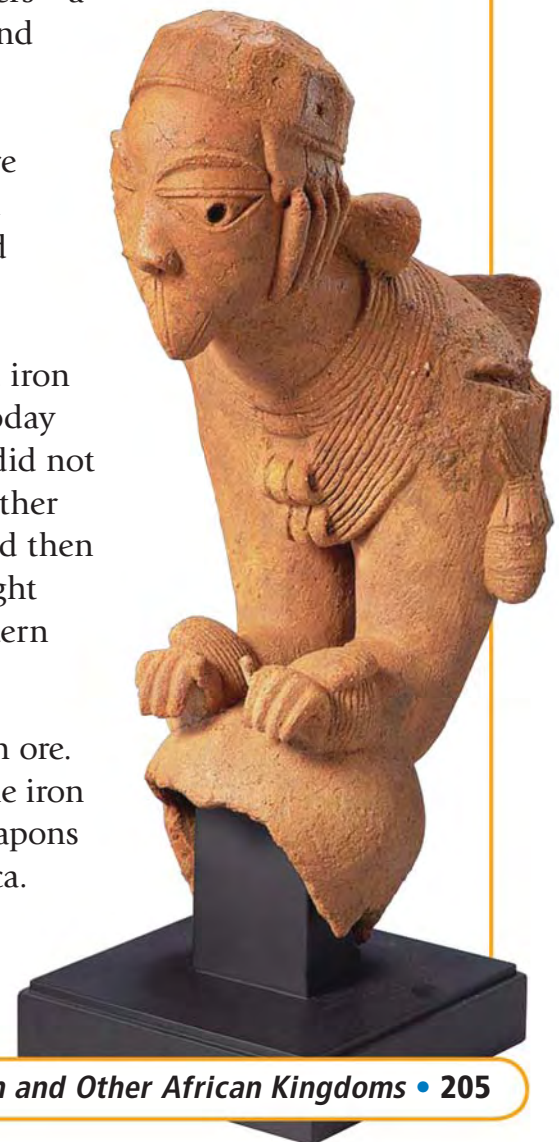
**Ironworkers** Between the Benue and Niger rivers—a distance of about 300 miles—scientists have found small clay statues. In addition, they discovered waste products from ironmaking, charcoal, and iron-smelting furnaces. Archaeologists were surprised to find that iron had been produced in this area before 500 B.C. They had thought, based on previous evidence, that ironmaking occurred only in the eastern part of Africa.

One early West African people who produced iron were called the **Nok**. They lived in an area that today is southeastern Nigeria. It appears that the Nok did not follow the pattern of some early ironmakers in other parts of the world, who first produced copper and then bronze. Instead, the Nok seem to have moved right into ironmaking. They were among the first western African people to make iron.

**Using Iron** To produce iron, the Nok mined iron ore. Then they smelted the iron. Ironsmiths worked the iron into tools and weapons. Some of the tools and weapons made their way into trade routes across West Africa.

**REVIEW** What was the pattern of some early ironworkers, and how did the Nok differ?

**Sculpture** This Nok sculpture shows a half-human, half-bird creature. ▼





## The Bantu Migrations

**3 ESSENTIAL QUESTION** Where did the Bantu peoples first live, and where did they move to?

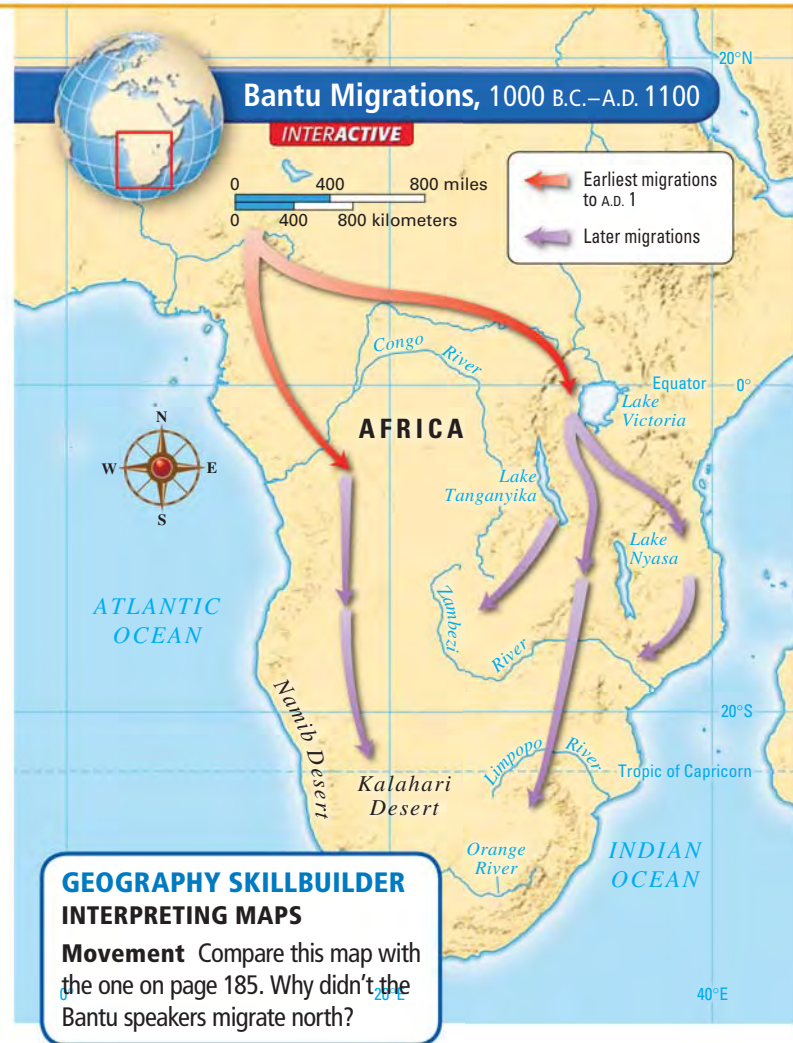
The **Bantu** people lived in the same area as the Nok. The Bantu spread across Africa in what was one of the greatest movements in history. They slowly moved south and east along a frontier, opening up new lands to farming and herding. The Bantu brought farming and iron to Africa south of an imaginary line from Nigeria in the west to Kenya in the east.

**Bantu Speakers** Some African peoples spoke similar languages based on a parent language that historians called Bantu. The word *Bantu* itself means “the people.” The Bantu-speaking peoples were not one group. They were many groups who had similar cultures. They were farmers, herders, and eventually ironworkers.

**Migration Begins** About 3,000 years ago the Bantu speakers began moving out of their lands near the Benue and Niger rivers in West Africa. They migrated south and east. A **migration** is a move from one region to another.

The migration of the Bantu was a slow process that took thousands of years. Some groups eventually settled in the rain forest along the Congo River. Some Bantu lived in small villages and farmed along the riverbanks. Later, Bantu-speaking groups moved south beyond the forest to the grasslands of southern Africa. There they began raising animals such as cattle and growing grain crops. Bantu farmers adapted the way they farmed to their new environments.

Bantu speakers kept their ability to make iron. Ironmaking set them apart from others living in areas to which the Bantu migrated. Their iron tools helped them in their main task of farming.



**Effects of Migration** The Bantu speakers moved to areas where other people already lived. The Bantu adopted cattle herding from peoples near present-day Lake Victoria. They displaced hunting-gathering peoples. Bantu speakers exchanged ideas and customs with people in the areas they entered, and intermarried with them. They shared their knowledge of ironmaking and agriculture. As the Bantu speakers migrated, their languages spread.

**Mask** This mask was created by a Kuba craftsman. The Kuba were a Bantu-speaking people. ▼



**REVIEW** To which areas of Africa did the Bantu speakers migrate?

### Lesson Summary

- Early societies living on the savannah south of the Sahara practiced herding and farming.
- The Nok made iron tools for use and for trade.
- Migration of Bantu speakers spread the Bantu language and culture.

### Why It Matters Now . . .

Despite the great variety of languages and cultures in Bantu-speaking Africa, there are also connections based on a common heritage.

## 3 Lesson Review



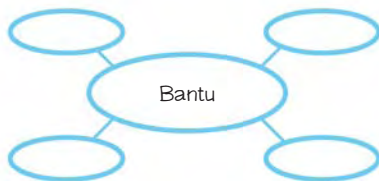
### Terms & Names

1. Explain the importance of
- |         |       |           |
|---------|-------|-----------|
| animism | Nok   | migration |
| griot   | Bantu |           |

### Using Your Notes

**Explaining Geographic Patterns** Use your completed web diagram to answer the following question:

2. In what two ways did most of the peoples of West Africa support themselves and their families?



### Main Ideas

3. Why did people living on the plains of central Africa practice herding?
4. Why were archaeologists surprised to discover that the Nok produced iron?
5. Why was the migration of Bantu speakers so slow?

### Critical Thinking

6. **Understanding Causes** Why did the Bantus overwhelm the people into whose territory they migrated?
7. **Comparing** Compare the importance of ironmaking in the Nok and Bantu cultures.

### Activity

**Internet Activity** Use the Internet to research the Bantu migrations. Then create a chart showing the causes and effects of the migrations.

**INTERNET KEYWORD:** *Bantu migrations*



## VISUAL SUMMARY

### Kush and Other African Kingdoms

#### Geography

- Nubia and Egypt interacted over the centuries.
- The people of Africa lived in different environments.
- Bantu speakers traveled from West Africa to central and southern Africa.



#### Government

- The Kush kingdoms conquered Egypt and ruled Egypt and Nubia.
- The kingdom of Aksum absorbed Kush in the region of Nubia.



#### Economics

- The Kushite kingdom of Meroë was an economic center linking Egypt and the interior of Africa.
- The Nok people were accomplished ironworkers.



#### Culture

- The kingdom of Aksum converted to Christianity.
- Aksum's achievements in architecture, language, and farming were long-lasting.



## TERMS & NAMES

Explain why the words in each set below are linked with each other.

1. **Piankhi** and **Kush**
2. **Aksum** and **Adulis**
3. **Bantu** and **migration**

## MAIN IDEAS

### **Nubia and the Land of Kush** (pages 188–195)

4. How did geography help to increase trade between Nubia and Egypt?
5. In what way did iron contribute to the economic and commercial development of Meroë?

### **The Kingdom of Aksum** (pages 196–201)

6. What official act of King Ezana led to lasting cultural change?
7. What is the cultural legacy of Ge'ez?

### **West, Central, and Southern Africa** (pages 202–207)

8. What processes did the Nok use to produce trade goods? to produce tools?
9. How did the migration of the Bantu speakers affect culture in the areas of central and southern Africa?

## CRITICAL THINKING **Big Ideas: Culture**

10. **UNDERSTANDING CAUSE AND EFFECT** How did contact with Egypt affect Nubian culture?
11. **DRAWING CONCLUSIONS** What impact might Meroë's importance as a trade center have had on the interaction of cultures?
12. **COMPARING AND CONTRASTING** What two cultural influences did Aksum blend?

## ALTERNATIVE ASSESSMENT

1. **WRITING ACTIVITY** You have read about the Bantu migrations in Lesson 3. Write a report about what the migrations might have been like. Read your report to the class.

2. **INTERDISCIPLINARY ACTIVITY—GEOGRAPHY** Work with a partner or a small group. Brainstorm places on or near the Nile that you have learned about in Chapter 6. Draw a map showing each place on your list. Draw symbols or add labels to indicate why each place was important.

### 3. STARTING WITH A STORY



Review the essay you wrote in which you compared your ideas about Jerusalem before and after your trip. Write a 60-second TV news story about your journey.

### Technology Activity

#### 4. CREATING A NEWSLETTER

Use the Internet and library to research desertification. Create a newsletter about the topic.

- Present information on desertification's rate of growth.
- Show how it has affected Africa.
- Show what is being done about desertification.

**Research Links**  
ClassZone.com

**Reading Charts** Use the chart below to answer the questions.

Interaction of Egypt and Kush	
Language	Kushites brought back hieroglyphic writing to Kush from Egypt.
Religion	Kushites worshiped many Egyptian gods, but had some distinct gods of their own.
Architecture	Kushites built pyramids similar to those of Egypt, but with steeper sides. They also sometimes built temples onto the sides of pyramids.
Art	Kushites produced wall paintings, pottery, jewelry, and sculpture.
Burial practices	Kings were buried in splendid stone-faced pyramids.
Government	The ruler was treated as a god.

### 1. What objects were important in both architecture and burial practices?

- A. sculptures
- B. pyramids
- C. jewelry
- D. hieroglyphics

### 2. How would you describe the relationship between Egypt and Kush?

- A. They influenced each other greatly.
- B. They did not have much influence on each other.
- C. They were enemies.
- D. They had no relationship at all.

**Test Practice**  
ClassZone.com

Additional Test Practice, pp. S1–S33



## Research Reports: Daily Life in Ancient Times

**Purpose:** To write a research report on an aspect of daily life in ancient times

**Audience:** Someone involved in a similar aspect of your daily life

You read many details in this unit that showed what life in ancient Egypt was like: a hog's tooth crushed in a sweet cake, priests feeding meals to statues, children playing with animal toys. How do historians know these things? They do research. By studying primary and secondary sources, they piece together an understanding of daily life. You can learn more about daily life in ancient times by writing a research report yourself. A **research report** is a composition that pulls together information from several primary sources or secondary sources or both.



▲ Egyptian mural of a hunter

### Organization & Focus

Your assignment is to write a 500- to 700-word research report about an aspect of daily life in ancient Egypt or Kush. Possible topics include education, meals, clothing, religion, or sports and games. In addition to an introduction, body, and conclusion, research reports also have a **bibliography**—a list of the sources used in preparing the report.

**Choosing a Topic** Review Chapters 5 and 6 looking for information on daily life. Think about which aspect of ancient daily life seems most connected to your daily life today. For example, if you are an athlete, you might be especially interested in sports in ancient times. Focus on your subject so that you can cover it thoroughly in your report.

**Identifying Purpose and Audience** Your purpose is to make ancient history seem meaningful and alive to a reader. Choose a reader who shares your interest in your topic. For example, if you are writing about sports, you might choose your soccer coach for your audience.

**Finding Details** Look for vivid details about your topic, such as the objects people used, the ways they behaved, and any laws, rules, or rituals they had. Take notes on a graphic organizer like the one below.

Aspect of Daily Life		
Objects	Behaviors	Laws, Rules, or Rituals



## Research & Technology

Plan on using at least four different sources for your research report.

- a primary source
- a Web site
- an encyclopedia article
- a book

As you research, take notes on note cards. On each card, record the source—the title, author, publisher, date, page number, or Web address. You will need this information for your bibliography.

**Outlining and Drafting** Group your note cards into categories and arrange the categories in a logical order. Use your categories and notes to outline your report. Follow the outline as you write your draft.



**Technology Tip** Fortunately for students of ancient civilization, translations of some documents, as well as photographs of some artifacts, are online. Start your Internet research by visiting [ClassZone.com](http://ClassZone.com), which has links to sites about life in the ancient world.



## Evaluation & Revision

Share your first draft with test readers to see what still needs work. You may need to do any of the following:

- Add more information or stronger examples.
- Take something out that doesn't belong.
- Move something to a better, more logical location.

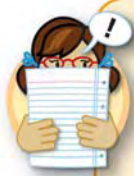
When you are satisfied with your report, prepare your bibliography. Use your language arts textbook or school handbook to find the correct format for each source.



### Self-Check

Does my report have

- a clearly focused topic?
- supporting details drawn from the sources required?
- a strong conclusion?
- a bibliography in the proper format?



## Publish & Present

Make a neat final copy of your report. Give it to your reader and explain why you chose him or her. Invite comments on your report.