

TEACHER'S GUIDE FOR  
**WORLD HISTORY**  
SOCIETIES OF THE PAST

Linda McDowell

Marilyn Mackay

**SAMPLE**



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# To the Teacher

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The Teacher's Guide for *World History: Societies of the Past* is full of ideas you can use to help your students learn about interesting people, places, and events.

## Important Elements of the Teacher's Guide

Research and experience tell us that social studies students in grade eight like the following:

- ◆ hands-on activities
- ◆ role-play, simulations, decision-making activities
- ◆ group discussions of text and other materials
- ◆ videos and/or films of historical people and events
- ◆ games they can play with other students to review recently acquired knowledge
- ◆ projects that allow the flow of creativity and result in the creation of products
- ◆ history when it is made especially interesting
- ◆ history that connects to current events and/or students' interests
- ◆ interesting, funny stories from history
- ◆ thinking on their own

Research and experience also tell us that it can be a challenge to present textbook content material to students in ways that engage them (see above). In addition, social studies textbooks at the grade-eight level can present reading problems for students for the following reasons:

- ◆ too many technical words and phrases
- ◆ too many names of people and places from other languages
- ◆ too many unfamiliar topics
- ◆ much more reading than in earlier grades

A student's success in content subjects such as social studies and science depends heavily on his/her ability to read the information. Students who are not good readers, and even students who are successful readers, can get bogged down with textual material. To prevent this from happening, many experts suggest you do the following:

- ◆ Make a list of difficult vocabulary words and phrases, and work on them with students.
- ◆ Spend time on glossary and dictionary use.
- ◆ Vary the type and timing of vocabulary exercises so students are not doing "boring old vocabulary" activities at the same time for each chapter.
- ◆ Teach students various vocabulary strategies (for example, word box, word wall, puzzles, context clues), and practice the strategies as a class. By providing strategies for all types of learners, no one is made to feel inadequate.
- ◆ Create games (for example, word stories, word puzzles) with the new or difficult vocabulary.
- ◆ Discuss various sections of text with students, or have the students work in small groups to discuss what they are reading. Students often help each other more effectively than the teacher can.

- ◆ Give students opportunities to use the vocabulary in their writings.
- ◆ Teach some reading strategies (for example, look for order in information, compare-contrast, cause-effect, problem-solution).
- ◆ Teach students to paraphrase or diagram what they read.
- ◆ Teach students how to use visuals in text to get clues and information about content.

## How the Teacher's Guide Is Organized

### Getting to Know Your Textbook

This section includes a number of activities that show students how their textbook is organized and the resources it provides. Many activities in the Teacher's Guide provide opportunities for students to locate and use the glossary, index, and illustrations.

### By Part

The textbook is divided into five parts. A map and timelines are provided for each part so that students know in advance what geographic areas and time periods they will be studying. The Teacher's Guide includes suggestions for using resources and outline maps of the various societies and civilizations being studied.

Preview and introduce the parts and each chapter so that students can begin to think about what they will study.

### By Chapter

The textbook is divided into 15 chapters. This guide includes most or all of the following for each chapter:

#### 1. Teacher Reference Notes

- (a) Skills, Strategies, and Ideas that fit into the chapter. Suggestions include general skills such as note-taking, map skills, as well as examining specific historical concepts.
- (b) Vocabulary List of words that may be unfamiliar to students, and definitions. (Words found in the textbook glossary are indicated by \*.)
- (c) List and brief explanation of the People, Places, and Events mentioned in the chapter.
- (d) Little Known Facts about topics that students will find interesting or funny.

#### 2. Vocabulary Activities

Vocabulary activities help familiarize students with the words and terms in the chapter. Students often have difficulty reading social studies because they do not know the meanings of the words and terms. (Remember to vary the timing and use of vocabulary activities.)

#### 3. Activating or Introductory Activities

Use these activities to find out what students already know, to interest them in the material they will be studying, and to get them started on the topic.

#### 4. Acquiring and Applying Activities

- ◆ Acquiring and applying activities are listed together because application usually follows the acquisition of information. The activities fit into specific sections of the textbook.
- ◆ Background information and materials lists are in the teacher section.
- ◆ Blackline Masters: Most activities have a blackline master. Instructions and information needed by students are usually on these blackline masters. You may find some blackline masters useful as overheads. There are two kinds of blackline masters:
  1. Blackline masters that are generally useful, such as graphic organizers and suggestions for assessment, are found in the appendix. They are numbered BLM G-1, BLM G-2, and so on.
  2. Blackline masters that are specific to the chapter are included at the end of the chapter information. They are numbered according to the chapter; for example, blackline masters for chapter 3 are marked BLM 3-1, BLM 3-2, and so on.
- ◆ Many activities require students to give specific answers. These answers are included at the end of each chapter in the Teacher's Guide under the heading Answers.
- ◆ Where activities are more open-ended, suggestions for assessment are usually given. Suggestions for major projects are included where appropriate. Each chapter has some suggested ways to

summarize and reflect upon what the students have learned in that chapter.

- ◆ A section called Be an Historian is found at the end of most chapters in the textbook. This guide will sometimes make particular mention of the Be an Historian section or suggest some additional activities. If no mention is made of this section it is because the section in the textbook is self-explanatory.
- ◆ Check with students concerning dietary prohibitions or allergies before using any of the recipes or food ideas in the guide.
- ◆ Always check websites before assigning them to students. Websites change and disappear.
- ◆ There are many blackline masters, but there is no need to reproduce all of them for students. Some are useful as overhead transparencies to help explanations and discussions. Some of the blackline masters are useful as possible patterns for graphic organizers. Often, you and your students can draw your own versions.
- ◆ See page 442 for information on how to obtain resources mentioned in this guide.
- ◆ Two icons are used throughout the Teacher's Guide.
  - ❗ is used to indicate important information.
  - ✳ indicates an activity that can be used as a major project.

## Resources

- ◆ A resource list is not included because Manitoba Education, Citizenship and Youth has compiled an extensive list of current resources. Check their

website at <<http://www.edu.gov.mb.ca/ks4/cur/learnres/bibliographies.html>>. Updates are posted from time to time. The document is large, so you may wish to order it from the Manitoba Text Book Bureau. (Stock #80467) Cost is about \$8.00.

- ◆ This Teacher's Guide lists resources – print or electronic – when they are useful for a particular activity.
- ◆ The following are three general teacher resources useful for this course:
  - (a) *Success for All Learners* is available at most schools, and the Teacher's Guide will often refer to it by the initials SFAL. If your school does not have copies, you can order your own copy from the Manitoba Text Book Bureau for about \$15.00 a copy. (Stock #80320)
  - (b) *Tools for Learning* is a book of teaching strategies, graphic organizers, and other ideas specifically for social studies. It is available from the Manitoba Text Book Bureau for about \$35.00. (Stock #2484)
  - (c) *Teaching Reading in Social Studies* is available for about CDN \$30.00 (#303357) from:

Association of Supervision and Curriculum Development  
1703 N. Beauregard Street  
Alexandria, Virginia  
USA 223-11-1714

Phone: 1-800-933-2723 or 1-703-578-9600  
Fax: 1-703-575-5400.

Enjoy reading the textbook and using the Teacher's Guide. History is fascinating, and *World History* is a very interesting course. Both you and your students will learn useful information about the past and will have some fun at the same time!

Marilyn Mackay  
Linda McDowell

## 9

# Ancient Ghana and Mali

(textbook pages 178-193)

## 1. Teacher Reference Notes for Using Chapter 9

**!** In February, most parts of Canada and the United States celebrate Black History Month. This is a good chapter to study in February, but Black history should be taught throughout any history course.

**!** Be sure students understand that the locations and boundaries of present-day Ghana and Mali are not the same as the medieval kingdoms of Ghana and Mali.

### (a) Skills, Strategies, and Ideas

- ◆ Using Proverbs as a Way of Learning about Culture
- ◆ Value of Gold and Salt
- ◆ Kente Cloth
- ◆ Oral History: History and Memory and the Role of Griots
- ◆ Primary and Secondary Sources
- ◆ Desert Travel
- ◆ Making a Timeline
- ◆ Islam
- ◆ Trade
- ◆ Researching a Person in History
- ◆ Researching a Place in History

### (b) Vocabulary Words and Definitions

(\* word is defined in the textbook glossary)

\***acacia** Type of tree or shrub. Many varieties of acacia have thorns. Acacia trees in Africa are useful for building shelters. The trees can grow in dry climates, because their roots go so far into the ground.

\***calabash** Tree that produces large gourds; calabash also refers to the gourd.

\***caravan** Group of merchants or religious pilgrims that travels across Asian or North African deserts. People travel together for safety. By the 4th century CE, caravans used camels for transportation.

\***commodity** Something of value that can be traded, especially a food crop or a raw material such as gold, salt, or wood.

**confiscate** Seizure of an item by government for the use of the government or the public.

\***deity** God or divine being. The Romans used the Latin word *deus* to describe a god.

**ethnocentric** View of the world in which an individual judges other cultural or national groups only in terms of values and beliefs of his or her own culture.

\***griot** Oral historian, poet, and storyteller in West Africa whose main job is to keep track of the tribe or village history. The position of griot is usually inherited.

\***groundnut** Another name for peanut.

\***Hajj** Pilgrimage to the Sacred Mosque at Mecca undertaken in the 12th month of the Muslim year. It is one of the sacred religious duties of Islam.

\***Islam** Religion established through the prophet Mohammad. Followers of Islam are called Muslims. May also be referred to as the Muslim religion.

\***kola** (also spelled *cola*) Tree that grows in West Africa and produces nuts and seeds for a variety of uses. Cola drinks are flavoured with kola seeds.

**middleman** Trader who handles a commodity between the producer and the consumer – and usually adds to the price.

\***millet** Cereal grass usually grown in warm countries. Plants yield many fine grains about the size of sesame seeds.

**mochrif** Tax inspector and mayor of a town in ancient Mali.

**mosque** Muslim place of worship.

**Muslim** Follower of the religion of Islam.

**oasis** (pl. *oases*) A fertile spot in the desert where there is water.

**oral history** Record of the past that is passed on by word of mouth rather than in writing. People who have no written language keep their history alive through *oral tradition*, in which stories are recounted from generation to generation.

\***Quran** (also spelled *Koran, Qur'an*) Holy Book of Islam.

\***savannah** (also spelled *savanna*) Open, grassy plain with few or no trees in a tropical or subtropical region.

\***sorghum** Cereal grass similar to maize; grown in Africa and southern India. Guinea corn is a variety of sorghum. Often used as animal feed and is also made into syrup.

**uniqueness** Quality unlike anything or anyone else. Anything that is unique is one of a kind.

### (c) People, Places, and Events

**Abu Abdullah al-Bakri** (1014-1094) Spanish-Arab geographer and historian. He spent his entire life in Cordova, Spain, and never travelled to the places

about which he wrote – Europe, North Africa, and the Saudi peninsula. His writings are based on literature and the reports of merchants and travellers, including Yusuf al-Warraq. His work is very well-organized and fairly objective. The Al-Bakri crater on the moon was named for him.

**Berber** Term used to describe several culturally separate North African tribes who all speak the Hamitic Berber language or one of its dialects. Almost all of the tribes are Muslim, and they live mainly in Algeria, Tunisia, Morocco, and Libya. Berbers are farmers, nomadic herders, or oasis dwellers. They include such groups as Jerbans, Tuaregs, Shawia, and Beraber.

**Jenne** (also spelled *Djenné*) Oldest known city in sub-Saharan Africa. Jenne is situated 334 km from Timbuktu and has long been a meeting place for desert traders. At one time, it was also a centre for Islamic learning and pilgrimage. The Great Mosque dominates the landscape. It was founded around 800 CE on the site of an older city, which dated from 250 BCE.

**Kumbi-Saleh** Capital of ancient Ghana. Located in what is now southeast Mauritania. The city dates from the 3rd century CE. By the 11th century, it had a population of about 30 000, making it one of the largest cities on the continent.

**Niani** Former capital of Mali. A modern centre for griots, especially griot music.

**Niger River** About 4000 km long, it is the third longest river in Africa. The Niger rises in southwest New Guinea, curves northeast and then southeast into modern Nigeria, and finally turns south to the Gulf of Guinea, where it forms a 37 000 sq. km delta.

**Mandinke** Name given to a group of people living in ancient Ghana. The Mandinke were the first group in their area to be converted to Islam. By 900 CE, they had established trading companies that did business in many areas of Africa, which helped spread their religion.

**Mansa Musa** (1312-1337) Ruler of Mali whose extravagant Hajj to Mecca made the Muslim world aware of Mali's wealth. Mansa Musa's trip literally put Mali on the map. His reign accomplished many other things: strengthened Islam, promoted education and

trade in Mali, and established diplomatic relations with other African and Middle Eastern countries.

**Sahara Desert** World's largest desert, covering over 9 000 000 sq. km. The Sahara stretches across North Africa from the Atlantic to the Red Sea. It includes sand hills, rocky outcrops, areas of gravel, and oases. Temperatures get as high as 48°C during the day and fall to under 10°C at night. The Sahara is important for oil, gas, and iron ore deposits.

**Soninke** (also called *Sarakulle*) Name given to group of people living in ancient Mali. By 1087 CE, the Soninke had gained control of ancient Ghana.

**Taghaza** Town in the Sahara where salt mining took place. Buildings were made of blocks of salt, which was the only material available. If caravans were unable to come to Taghaza, the people had nothing to eat.

**Timbuktu** Home of the Koranic Sankore University. It has been an intellectual and spiritual capital for Islam since the 15th century. Three great mosques are located here, as well. Timbuktu was founded around 100 CE, and became the centre for the trans-Saharan trade routes. Today, the Sahara Desert is threatening Timbuktu as more and more sand blows in every year.

#### (d) Little Known Facts

- ◆ According to the salt industry, there are 14 000 uses for salt.
- ◆ In 1352 CE, Ibn Batuta reported that the city of Taghaza was built entirely of salt.
- ◆ Pliny the Elder mentioned houses built of salt in the Egyptian salt-mining communities.
- ◆ In the late medieval period, West Africa was probably producing 1/3 of the world's gold.
- ◆ The development of iron probably made it possible for the early people of West Africa to band together to defend themselves.
- ◆ The camel revolutionized the amount of trade that could be carried on in desert areas and the size of the trade area.
- ◆ A fully laden camel, carrying 130 kg, can maintain a steady pace of 25-30 km per day.
- ◆ A camel stores fat in its hump and water in its gut, allowing it to go as long as 10 days without fresh water.
- ◆ The name of the African country *Sudan* is from the Arabic word *al-Sudan*, which means “the black peoples.”
- ◆ The first mention of Ghana appears in the 8th century in the writings of an Arabic geographer called al-Azeri. He called it “the territory of Ghana, the land of gold.”
- ◆ The Ghanaian capital of Kumbi-Saleh was originally described as two separate towns, a short distance from each other.
- ◆ The town of Walata became a desert “port” during the Mali kingdom.
- ◆ The mansa was both a religious and a secular leader of the people and the guardian of the ancestors.


## 2. Vocabulary Activities

### Activity 1: Sort and Predict (BLM 9-1)

Have small groups of students sort the words into four categories: Trees and Plants/ People/ Religion/Other. Then, as a class, discuss the words and put them together into a prediction of the historical story students are going to study.

## 3. Activating/Introductory Activities

### Activity 1: Gold and Salt

 Here are some sayings or proverbs about gold or words related to gold: “good as gold,” “worth his/her weight in gold,” “the gold standard,” and “gold medals.” Here are some sayings or proverbs about salt: “take that with a grain of salt,” “he’s not worth his salt,” and “salt of the earth.”

Divide the class into two groups (gold and salt), and give each group chart paper and felt pens. Have students in group gold write as many sayings about gold as they can think of. Give students a couple to get them started. Have students in group salt write as many sayings about salt as they can. Give students a couple to get them started.



Have each group present a report and post their sayings on chart paper. Ask: Why are there are so many sayings about these two items? Why were gold and salt so important?

**!** Gold is the basis for world currencies and is used as precious metal for jewellery; traditionally, gold has been regarded as portable and saleable wealth. Salt is necessary for the function and survival of humans and animals. It is estimated that an adult human has about 250 grams of salt in the body. Humans constantly lose salt through perspiration and other bodily functions, and the salt must be constantly replenished. Salt is also used as a food preservative.

Have students add to their lists of sayings throughout this chapter. Encourage them to also check quotation dictionaries for sayings.

### Activity 2: The Importance of Salt

Give students a treat of something such as popcorn but without salt. Ask students what is missing from the popcorn. Ask: Why is salt so important? What happens if people and animals do not have salt?

**!** Explain that the histories of ancient Ghana and Mali revolve around the importance of salt and gold.

## 4. Acquiring/Applying Activities

**!** Activities marked with ✨ can be done with the topic or included in major projects.

### Introduction to the Kingdoms of Ghana and Mali (textbook pages 178-182)

#### Activity 1: Map Skills (BLM 9-2)

Have students use atlases and wall maps to locate major places on the map.

#### ✨ Activity 2: Islam

**!** There are a number of easy-to-read booklets available about Islam. In addition, you may want to contact the following addresses for information and possible speakers on Islam:

Islamic Centre Manitoba  
247 Hazelwood Ave.  
Winnipeg, MB  
R2M 4W1  
Tel: 204-256-1347

Islamic Education Foundation of Manitoba  
731 Wellington Ave.  
Winnipeg, MB  
R3E 0H9  
Tel: 204-774-8459

### Trade (textbook pages 183-185)

#### Activity 1: Caravan Game (BLM 9-3)

Divide the class into groups of four students, and have each group play Caravan Game.

#### Activity 2: Trade Goods (BLM 9-4)

Have students go through the list of trade goods and figure out who sold the goods and who bought the goods.

### Ghana (textbook pages 184-186)

#### Activity 1: Characteristics of a Culture (BLM G-3)

Have students read the section on Ghana and use the blackline master to make notes on Ghana.

#### Activity 2: Be an Eyewitness

Griots are an important part of Ghana's history. They kept the history of the people in their memories and told it from generation to generation. (See also chapter 1, pages 9-10 of the textbook.) To show students how difficult it is to remember all of the events of the past, use one of the Eyewitness Games in chapter 1 of this guide.

#### Activity 3: Remembering

Students can tell a story from their own earlier lives and discuss how hard it is to remember all of the details. Ask them: Do the details change when people tell the same story many times? Do the details change when other people tell the same story? You can also reintroduce the memory games (see page 19).

#### Activity 4: Genealogy

Griots were genealogists, as well as oral historians. As a class, discuss what a genealogist is. Ask students to find out who in their families keeps track of the family history.

**!** The following address is a good source of information about genealogy for students who are curious about ways that are used to write family histories:

The Manitoba Genealogical Society  
E-1045 St. James Street  
Winnipeg, MB  
R3H 1B1  
Fax: 204-783-0190  
Tel: 204-783-9139

**Mali** (textbook pages 187-190)

**Activity 1: Timeline (BLM 9-5)**

Have students make a timeline, then they can answer the questions.

**Activity 2: Characteristics of a Culture (BLM G-3)**

Have students use the blackline master to summarize what they have learned about Mali.

**Activity 3: Where Do We Get Our Information? (BLM 9-6)**

Historical information comes from both primary and secondary sources. Have students use the blackline master to do activities on primary and secondary sources.

**Activity 4: Camels**

Have students use the information from Ibn Battuta and from page 184 of the textbook to do one of the following:

- (a) Write a paragraph explaining why the camel was so important to West Africa.
- (b) Do a RAFT.

Role = camel

Audience = the people of West Africa

Format = a letter to the editor

Topic = camel complaints

Suggested opener, “Everyone says I’m grouchy...”

## Major Projects

**Project 1: Cloth as a Visual Metaphor (BLM 9-7)**

Have students study the information on the blackline master and make their own Kente cloth.

## Project 2: Internet Research

Have students select a topic (below) and research the Internet for information. Students can then write a one- or two-page explanation with pictures, maps, or charts. Completed projects can be either presented to the class or be included in a Gallery Walk. Suggested topics are:

Mansa Musa	Sundiata Keita
Leo Africanus	Ibn Batuta
al Bakri	Timbuktu
Djenne	Kumbi-Saleh
Songhay	Niani
griots	Taghaza
Niger River	Sahara Desert
Islam	Walata
acacia tree	Grand Mosque



Islam


Some suggested research sources for this project are:

(a) Internet websites:

- ◆ The BBC World Service site on Religions of the World is useful for middle years students:  
<[http://www.bbc.co.uk/worldservice/people/features/world\\_religions/islam.shtml](http://www.bbc.co.uk/worldservice/people/features/world_religions/islam.shtml)>
- ◆ The History Channel has good material on a number of these topics. This site also leads to other material on Mali, Mansa Musa, and others:  
<<http://www.historychannel.com/classroom/unesco/timbuktu.html>>
- ◆ Jenne (Djenne):  
<<http://www.sacredsites.com/agric/mali/dejenne.html>>
- ◆ BBC World Service site has useful information on Timbuktu (also check UNESCO heritage site), West African kingdoms, Mali, Ghana, and Mansa Musa:  
<<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/4chapter3.shtml>>

(b) Books:

Diouf, Sylviane Anna. *Kings and Queens of West Africa*. Watts Library series. Toronto, ON: Scholastic Canada, 2000. (ISBN 0-531-16536-1)

 Research charts that may help are Researching a Person in History, BLM G-8 and Researching a Place in History, BLM G-9.

## 5. Summary Activities

### Activity 1: Comparing Cultures (BLM G-4)

Have students use the blackline master to summarize and compare both the kingdoms of Ghana and Mali.

### Activity 2: Proverbs

Have students go back to the list of proverbs about salt and gold. How many do they have of each?

### Activity 3: Discussion

Students can discuss or write responses to the following questions: Why are salt and gold such valuable commodities? If you could have only one of them, which would you take? What are your reasons for choosing what you did?

### Activity 4: Reflections

Have students write a reflection on what they have learned about Ghana and Mali that has surprised them.

## Sort and Predict

<b>acadia</b>	<b>calabash</b>
<b>caravan</b>	<b>commodity</b>
<b>confiscate</b>	<b>deities</b>
<b>ethnocentric</b>	<b>griot</b>
<b>groundnut</b>	<b>Hajj</b>
<b>Islam</b>	<b>kola</b>
<b>middleman</b>	<b>millet</b>

<b>mochrif</b>	<b>mosque</b>
<b>Muslim</b>	<b>oasis</b>
<b>oral history</b>	<b>Qur'an</b>
<b>savannah</b>	<b>sorghum</b>
<b>uniqueness</b>	<b>Ghana</b>
<b>Mali</b>	<b>Africa</b>
<b>Niger River</b>	<b>Timbuktu</b>

# Map Skills: Ghana and Mali

Students require outline map, an atlas, the textbook, pencil and eraser, pencil crayons.

1. Shade in the old civilizations of Ghana and Mali. Include these additions in the legend at the bottom of the map.
2. Shade in the area of the Sahara Desert. Include this addition in the legend at the bottom of the map.
3. Label the following bodies of water:

Congo River  
Nile River  
Indian Ocean  
Red Sea

Senegal River  
Lake Victoria  
Atlantic Ocean

Niger River  
Lake Tanganyika  
Mediterranean Sea

4. Locate and mark on your map the following cities:

Timbuktu

Taghaza

Cairo

5. (a) Mark on the map the modern countries of Nigeria and Morocco.  
(b) Look at a map showing the modern countries of Ghana and Mali.

Why do you think the people in these countries took the names of the old kingdoms?

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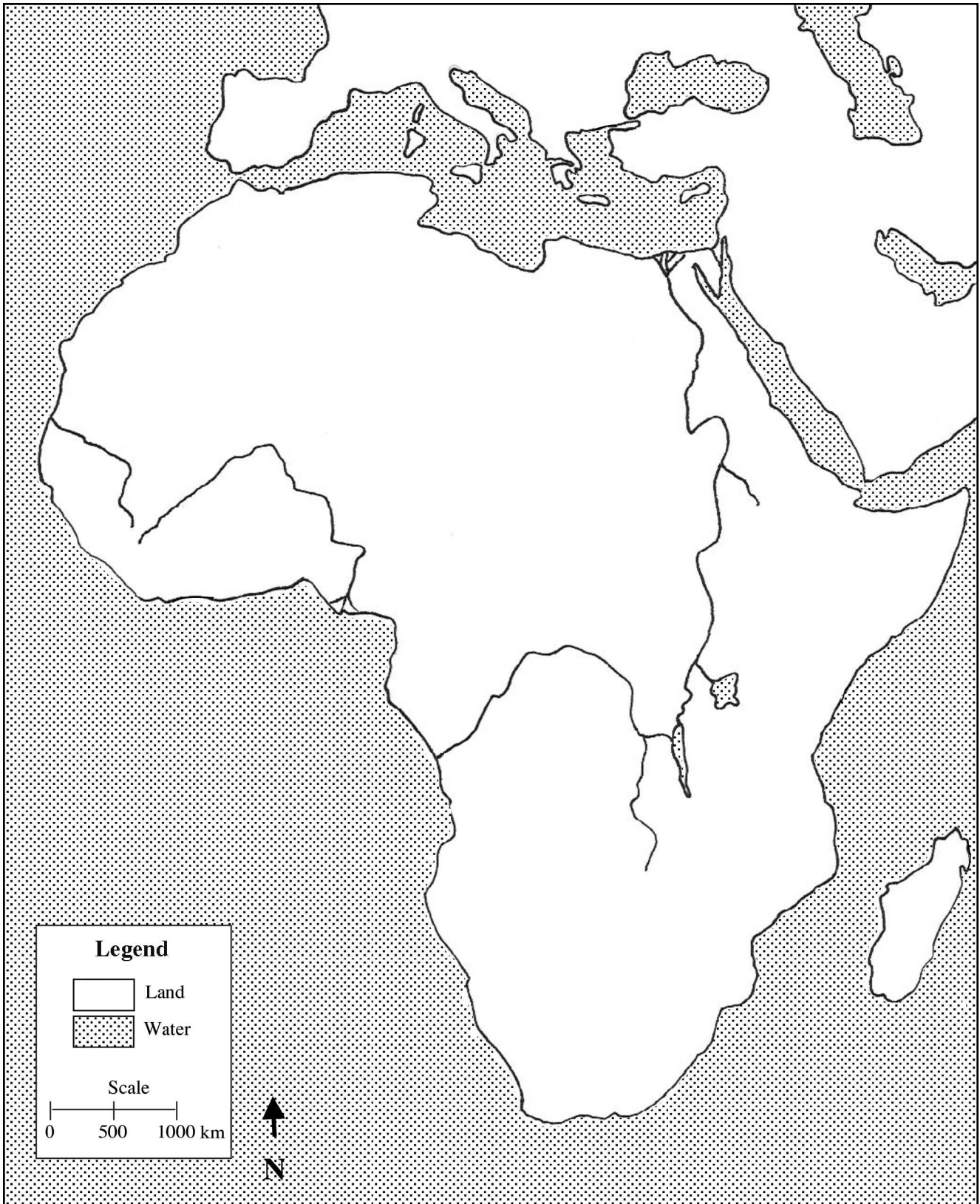
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# Africa – Ghana and Mali



# Caravan

## A Card Game

Caravan is a card game that highlights the goods that the traders bought and sold in their trek across the deserts. The game consists of two parts: a game board and 52 cards. Photocopy so that you have the following: 4 Pearl cards, 4 Bead cards, 4 Gold cards, 4 Kola Nut cards, 4 Ivory cards, 4 Leather cards, 4 Kente cloth cards, 4 Honey cards, 4 Iron cards, 4 Salt cards, 4 Copper cards, 4 Book cards, and 4 Cloth cards. We suggest you laminate both the cards and the board to protect them. You may also want to stiffen the cards so that they can be more easily handled. Another option is to apply a patterned "Mactac"-like product to the back of the cards to give them a visually more attractive appearance. In addition, each player needs a "camel" (game piece) to keep track of his/her position on the game board.

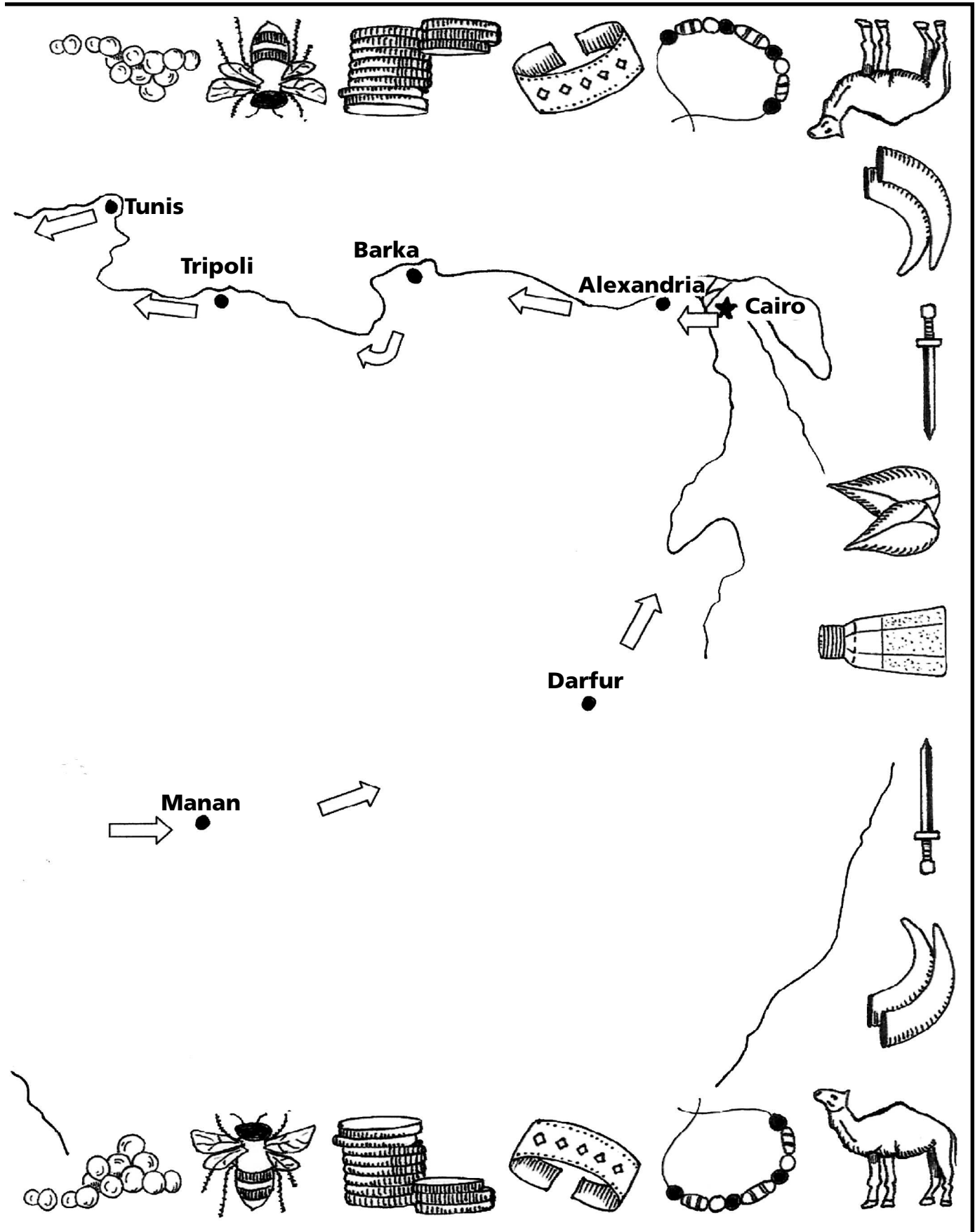
### Rules of the Game:

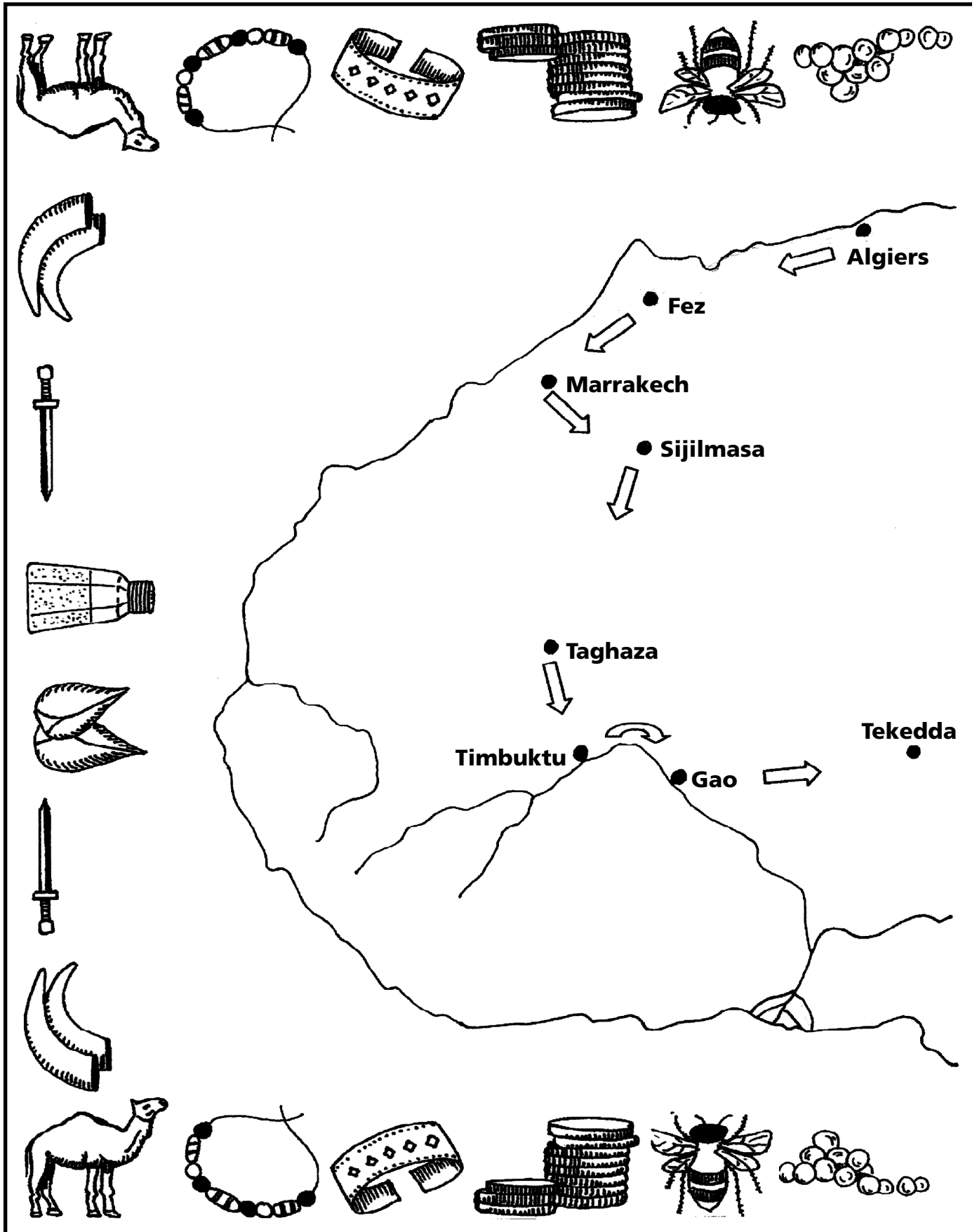
Caravan is loosely based on the game of "Go Fish." It is played with 3-4 players. The deck is made up of 4 cards each of 13 different suits. These suits represent the 13 most commonly traded goods of the ancient civilizations of Ghana and Mali: salt, iron, copper, cloth, books, and pearls from the northeast; gold, kola nuts, ivory, leather, beads, Kente cloth, and honey from the southwest. Traders cross the desert on camel, stopping along the way to sell or trade goods. The game board represents the trade routes that the caravans followed.

The object of the game is to collect pairs of cards and to advance along the trade route. Each pair of cards advances the player to the next location on the trading caravan route.

Players place their "camel" (game marker) at Cairo, the start of the caravan route on the board. Five cards are dealt to each player. The remaining cards are placed face down in the centre of the table. This is the "stockpile." The player to the right of the dealer begins by asking the player to the right for all the cards of a specific suit. For example: "Give me all your gold." The player who asks must already hold at least one card of the requested suit. If the player successfully acquires a card that enables him/her to make a pair, that pair is placed face-up on the table. The player can then advance to the next spot on the trade route. However, if the player cannot produce any pairs, that player must take the top card from the stockpile. The turn then goes to the player on the right. The game continues until (a) a player has travelled the entire trade route and returned to Cairo, or (b) the stockpile has run out. In that case, the person with the most pairs and the furthest along the trade route wins.







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**Salt**



**Copper**



**Pearls**



**Beads**



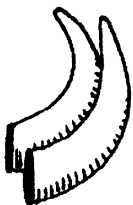
**Gold**



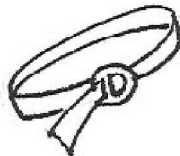
**Kola Nuts**



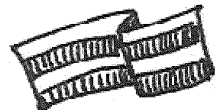
**Ivory**



**Leather**



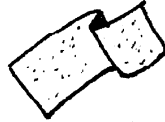
**Kente  
Cloth**



**Honey**



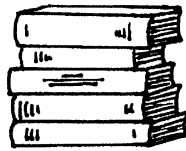
**Cloth**



**Iron**



**Books**



# Trade Goods

In the chart below there is a list of goods traded in Ghana and Mali.

Read page 183 of your textbook, then fill in the chart.

TRADE GOODS	WHO SOLD THEM	WHO BOUGHT THEM
gold		
salt		
dates		
silk		
copper		
swords		
horses		
pots		
beads		
Arabic books		
hides		
ivory		
ostrich feathers		
kola nuts		
slaves		

# Timeline Activity

Make a timeline that extends from about 600 CE to 1700 CE.  
Mark the centuries along the top of the timeline.  
To make your timeline easier to remember, illustrate it with some small drawings.

1. Mark on your timeline the following events:

- (a) Rise of Islam, late 600s
- (b) Kingdom of Ghana, 700-1100
- (c) Kingdom of Mali, 800-1550
- (d) Kingdom of Songhay, 1300-1600
- (e) Norman conquest of England, 1066
- (f) Marco Polo's travels, 1271-1292
- (g) Columbus lands in New World, 1492
- (h) Founding of Québec, 1608

2. Look at your timeline to answer the following questions:

(a) By about c. 1150, the earliest of the three kingdoms was also the richest.

Which kingdom was that? \_\_\_\_\_

(b) Which kingdom existed for the longest time? \_\_\_\_\_

(c) Why would we put Marco Polo on the timeline? Where did he travel?

\_\_\_\_\_

(d) Which kingdom was powerful when Columbus was exploring?

\_\_\_\_\_

(e) Which kingdom was most powerful in West Africa when Champlain founded Québec?

\_\_\_\_\_

(f) Which kingdom was the earliest? \_\_\_\_\_

# Where Do We Get Our Information?

A **primary document** is written or visual material, or an artifact that gives us information about the past. The written material or visual material has been made by someone who was there when the event happened. Written material may be such things as a letter, a diary or journal entry, newspaper article, minutes of a meeting, or a copy of a law that was passed. Visual material may be a drawing, painting, or photograph.

## Travelling in the Desert

“After twenty-five days we reached Taghaza, an unattractive village with the curious feature that its houses and mosques were built of blocks of salt, roofed with camel skins. In the sand is a salt mine; they dig for the salt, and find it in thick slabs, lying one on top of the other, as though they had been tool-squared and laid under the surface of the earth. A camel will carry two of these slabs...

We passed ten days of discomfort there, because the water is brackish and the place is plagued with flies. Water supplies are laid in at Taghaza for the crossing of the desert that lies beyond it, which is a ten-nights’ journey with no water on the way, except on rare occasions. We indeed had the good fortune to find water in plenty, in pools left by the rain. One day we found a pool of sweet water between two rocky prominences. We quenched our thirst at it and then washed our clothes...

At that time we used to go ahead of the caravan, and when we found a place suitable for pasturage we would graze our beasts. We went on doing this until one of our party was lost in the desert; after that I neither went ahead nor lagged behind. We passed a caravan on the way and they told us that some of their party had become separated from them. We found one of them dead under a shrub, of the sort that grows in the sand, with his clothes on and a whip in his hand. The water was only a mile away.”

Ibn Battuta – *His Journey to West Africa* (1351-1353).

(Ibn Battuta was born in Tangier and travelled to most countries of North Africa and the Middle East. Historians say that he travelled more extensively than any other medieval traveller.)

**Note:** ... means that some of his story has been left out.

1. Look at the time when this was written. How could Ibn Battuta remember and tell other people about what he saw – what choices did he have?

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2. What does he mean when he says that the water was “brackish”? Why do you think it would be like this?

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3. What is the advantage of reading the information from the writings of someone who has been there?

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A **secondary source** is a book, article, film, video, or museum that chooses and uses certain primary sources to explain and understand the past.

Turn to pages 192 and 193 in your textbook to read what Abu Abdullah al-Bakri had to say about Ghana.

1. Where did he get his information?

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2. (a) What are the advantages of getting information from many different travellers, even though you have not visited the places yourself?

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(b) What are the disadvantages of getting all of your information from other people?

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3. Who was earlier, al-Bakri or Ibn Battuta?

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# Cloth as a Visual Metaphor

For the people of Ghana, the weaving and decorating of cloth was not done only to produce beautiful fabric, but to make a visual statement. All the images, both woven and printed, are symbolic. Most of the images are based on one of several thousand proverbs. Other themes commemorate historical occasions, weddings, renowned individuals and social commentary. This colourful cloth is an historical art form that is still made today.

There are three types of cloth produced by the people of Ghana:

**Kente** – 10 cm wide strips of woven cotton fabric, sewn together to make a larger piece of cloth

**Adinkra** – Small squares of cotton block printed with designs, sewn together to make a larger piece of cloth

**Akunintan** – Small squares of embroidered or appliqué fabric, sewn or embroidered together to form larger pieces of cloth

Not only were the images of birds, hands, snakes, and hens important in making the cloth, the colours were symbolic as well.

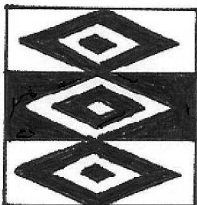
**Red** – Life and Blood

**Black** – People and Unity

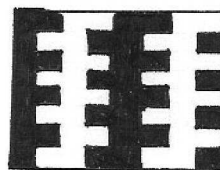
**Blue** – Innocence

**Gold** – Strength and Fortune

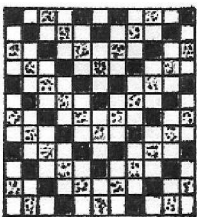
**Green** – Mother Earth



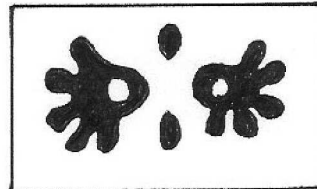
**Kente Cloth**  
**Colours:** red, yellow  
**Symbol:** Puff adder's head (snake)  
**Meaning:** Exploitation, overburdened with work



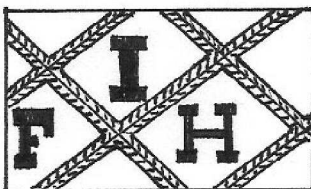
**Kente Cloth**  
**Colours:** red, yellow  
**Symbol:** Piano key  
**Meaning:** Knowledge and harmony



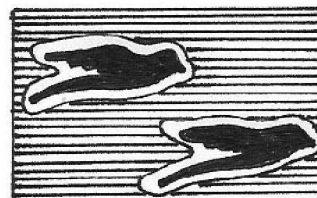
**Kente Cloth**  
**Colours:** green, black, yellow  
**Proverb:** Sooner or later one will stray into the path of another.  
**Meaning:** Be fair and tolerant



**Adinkra Cloth**  
**Colours:** red, black  
**Proverb:** The back of one's hand does not taste as good as the palm does.



**Akunintan Cloth**  
**Colours:** red, black  
**Proverb:** Attending school does not mean that one will be wise.



**Adinkra Cloth**  
**Colours:** blue, red, yellow, black  
**Proverb:** Money flies like a bird.

*For an excellent website that gives many examples of the metaphors, symbols, and colours used in the making of cloth, check out the site listed below:*

[http://www.marshall.edu/akanart/cloth\\_kente.html](http://www.marshall.edu/akanart/cloth_kente.html)

## Activities

### Activity I: Creating a design based on geometric patterns

**Materials needed:** long strips of paper approximately 10 cm wide and as long as you can make them from one piece of paper, tempera paint and paintbrushes (or pencil crayons, markers, etc.), ruler, pencil, tape or glue

**Directions:** After researching the designs, metaphors, and colours used in the geometric designs of Kente cloth, draw out your design and colour it. Colours were very important to the finished cloth, so be careful not to muddy the colours. When you have completed your strip, glue or tape the strip to a classmate's strip. Eventually all the strips can be glued together into one large piece of Kente cloth.

### Activity II: Creating a design based on common proverbs

**Materials needed:** list of proverbs, white paper, paint and paintbrushes or other colouring tools, ruler, pencil

**Directions:** Many pieces of cloth were designed based on proverbs; for example, the proverb "Money flies out of the hand like a bird." The cloth that was designed based on this proverb featured flying birds on a striped background. Listed below are some of our most common proverbs. Select one, and decide on an image or symbol that could be the main design of your piece of cloth. Once you have decided on a design, draw and colour the design on a piece of white paper. Carefully write the proverb you are illustrating at the top or bottom of the paper.

#### Proverbs:

A bird in the hand is worth two in the bush.

A chain is no stronger than its weakest link.

A fool and his money are soon parted.

A man is known by the company he keeps.

A man's home is his castle.

A rolling stone gathers no moss.

A stitch in time saves nine.

All is fair in love and war.

All roads lead to Rome.

All that glitters is not gold.

All's well that ends well.

An apple a day keeps the doctor away.

April showers bring May flowers.

As you sow, so shall you reap.

A penny saved is a penny earned.

### **Activity III:** Creating a design based on geometric patterns

**Materials needed:** potatoes or some other substance that can be carved into simple designs, carving tools, fabric paint or acrylic, paintbrushes or sponges, cotton fabric cut into 20 cm squares, embroidery floss or thin yarn, iron, pencil, paper for preliminary design work

**Instructions:** Have students research the different designs used by the fabric artists of Ghana. Create your own personal design, signature, or logo. This design should be transferred to the surface of the potato or other carving surface. Carefully cut away all the background. Practice block printing the design on scrap paper before you print the fabric square. After the fabric has been printed, allow to dry and, if using fabric paint, set it with an iron to make it permanent.

These squares can be joined together to make a wall hanging for the classroom. The squares can be joined by sewing them together or by embroidering them with a blanket stitch. An alternative to sewing would be to apply them to a second larger piece of fabric with a fusible product used in quilting. The wall hanging can then be hung on a dowel or rod.