

# World History Unit 4 – Worlds Collide

**SSWH6** The student will describe the diverse characteristics of early African societies before 1800 CE.

- a. Identify the Bantu migration patterns and contribution to settled agriculture.
- b. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.
- c. Describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.
- d. Analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity.
- e. Analyze the role of geography and the distribution of resources played in the development of trans-Saharan trading networks.

**SSWH8** The student will demonstrate an understanding of the development of societies in Central and South America.

- a. Explain the rise and fall of the Olmec, Mayan, Aztec, and Inca empires.
- b. Compare the culture of the Americas; include government, economy, religion, and the arts of the Mayans, Aztecs, and Incas.

**SSWH10** The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia.

- a. Explain the roles of explorers and conquistadors; include Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain.
- b. Define the Columbian Exchange and its global economic and cultural impact.
- c. Explain the role of improved technology in European exploration; include the astrolabe.

World Wall:

***Due Dates: Essay 12/3; Project: 12/10; Packet 12/12, Make-up work: 12/10***

1. Bantu		
2. Trans-Sahara		
3. Sudanic		
4. Swahili Coast		
5. syncretism		
6. Mesoamerica		
7. Columbian Exchange		
8. conquistador		
9. astrolabe		
10. maritime		

PEOPLE TO KNOW:

1. Mansa Musa
2. Sundiata
3. Ibn Battuta
4. Cortez
5. Pizarro
6. Columbus
7. Magellan
8. Vasco da Gama
9. Samuel de Champlain
10. James Cook
11. Zheng He

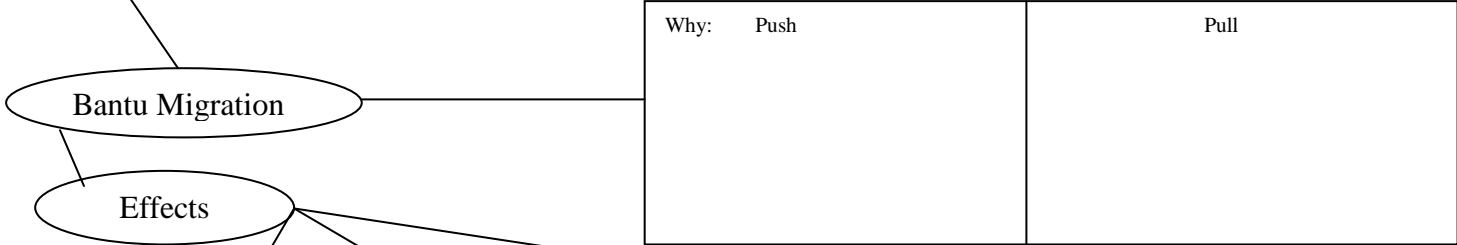
**Geography:** Label the following countries: Mexico, Peru, Dominican Republic, Mali, Ghana, Somalia, Kenya, Brazil, and Argentina



**Lesson 1**    **Date:** 11/14    **Homework:** read pages 220-224

Essential Question: What was the impact of the Bantu Migration?

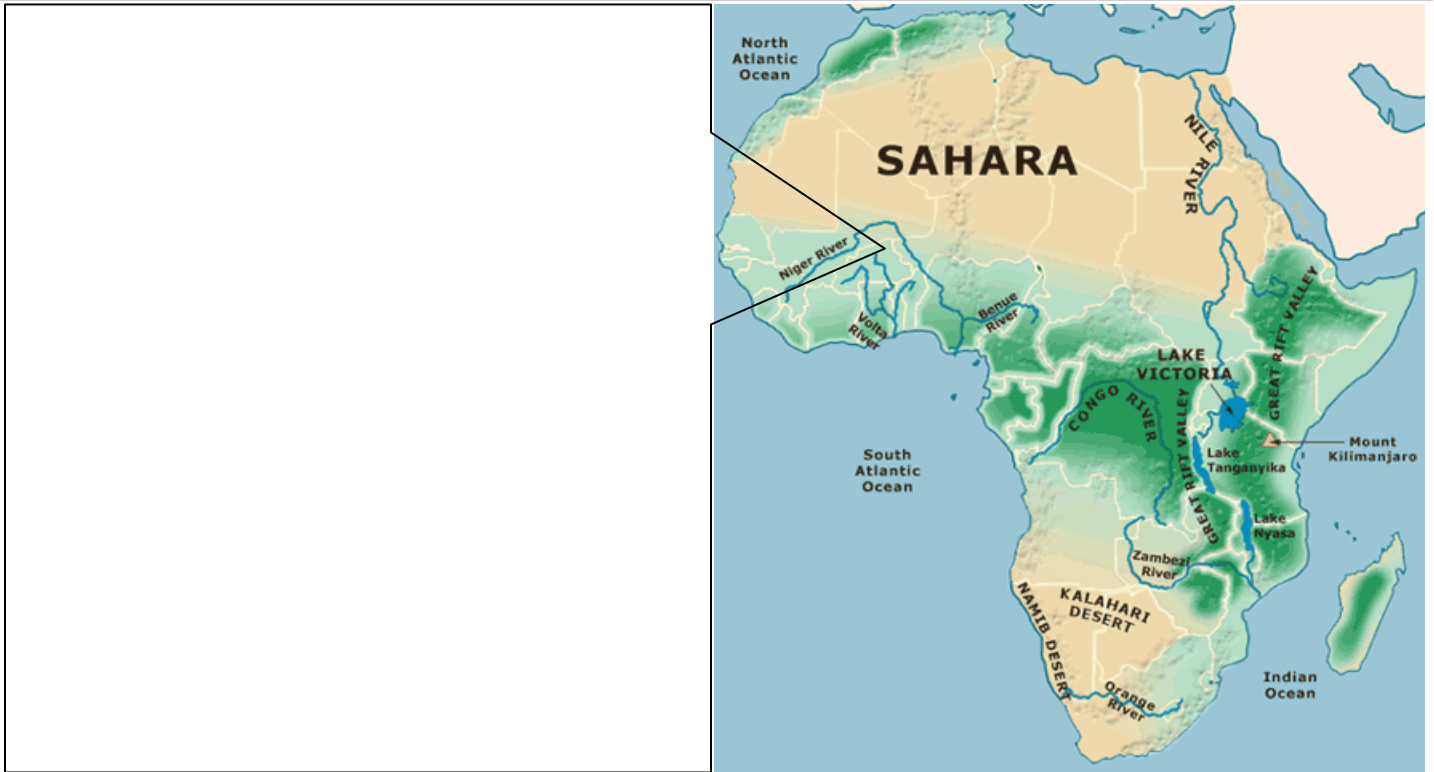
What:



--	--	--

Essential Question Answered: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Essential Question: How did trade lead to the development of a unique culture in East African Empires?



### On The Road with Ibn Buttuta

**Directions:** Write a question using all three words in the box, read the passage and answer your question

Words for question 1	<b>Camel, Salt, Trade</b>
Questions 1	<hr/> <hr/> <hr/>
Answer to question 1	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Words for question 2	<b>Lice, Desert, Danger</b>
Questions 2	<hr/> <hr/> <hr/>

Answer to question 2	

West Africa

**The saltworks at the oasis of Taghaza, by: Ibn Buttuta, 1325-1354**

After twenty-five days [from Sijilmasa] we reached Taghaza, an unattractive village, with the curious feature that its houses and mosques are built of blocks of salt, roofed with camel skins. There are no trees there, nothing but sand. 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.

No one lives at Taghaza except the slaves of the Massufa tribe, who dig for the salt; they subsist on dates imported from Dar'a and Sijilmasa, camels' flesh, and millet imported from the Negrolands. The negroes come up from their country and take away the salt from there. At Iwalatan a load of salt brings eight to ten mithqals; in the town of Malli [Mali] it sells for twenty to thirty, and sometimes as much as forty. The negroes use salt as a medium of exchange, just as gold and silver is used [elsewhere]; they cut it up into pieces and buy and sell with it. The business done at Taghaza, for all its meanness, amounts to an enormous figure in terms of hundredweights of gold-dust.

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 which 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. Truffles are plentiful in this desert and it swarms with lice, so that people wear string necklaces containing mercury, which kills them.

Words for question 1	<b>Women, Status, West Africa</b>
Questions 1	
Answer to question 1	
Words for question 2	<b>Veil, Jealousy, Wife</b>
Questions 2	

Answer to question 2	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
----------------------	-------------------------------------

**Life at Walata, Women in Muslim West Africa by: Ibn Buttuta, 1325-1354**

My stay at Iwalatan lasted about fifty days; and I was shown honour and entertained by its inhabitants. It is an excessively hot place, and boasts a few small date-palms, in the shade of which they sow watermelons. Its water comes from underground waterbeds at that point, and there is plenty of mutton to be had. The garments of its inhabitants, most of whom belong to the Massufa tribe, are of fine Egyptian fabrics.

Their women are of surpassing beauty, and are shown more respect than the men. The state of affairs amongst these people is indeed extraordinary. Their men show no signs of jealousy whatever; no one claims descent from his father, but on the contrary from his mother's brother. A person's heirs are his sister's sons, not his own sons. This is a thing which I have seen nowhere in the world except among the Indians of Malabar. But those are heathens; these people are Muslims, punctilious in observing the hours of prayer, studying books of law, and memorizing the Koran. Yet their women show no bashfulness before men and do not veil themselves, though they are assiduous in attending the prayers. Any man who wishes to marry one of them may do so, but they do not travel with their husbands, and even if one desired to do so her family would not allow her to go.

The women there have "friends" and "companions" amongst the men outside their own families, and the men in the same way have "companions" amongst the women of other families. A man may go into his house and find his wife entertaining her "companion" but he takes no objection to it. One day at Iwalatan I went into the qadi's house, after asking his permission to enter, and found with him a young woman of remarkable beauty. When I saw her I was shocked and turned to go out, but she laughed at me, instead of being overcome by shame, and the qadi said to me "Why are you going out? She is my companion." I was amazed at their conduct, for he was a theologian and a pilgrim [to Mecca] to boot. I was told that he had asked the sultan's permission to make the pilgrimage that year with his "companion"--whether this one or not I cannot say--but the sultan would not grant it.

Words for question 1	<b>Fear, Violence, Security</b>
Questions 1	<hr/> <hr/> <hr/>
Answer to question 1	<hr/> <hr/> <hr/> <hr/> <hr/>

**Ibn Battuta judges the character of the people of Mali, 1325-1354**

The negroes possess some admirable qualities. They are seldom unjust, and have a greater abhorrence of injustice than any other people. Their sultan shows no mercy to anyone who is guilty of the least act of it. There is complete security in their country. Neither traveller nor inhabitant in it has anything to fear from robbers or men of violence. They do not confiscate the property of any white man who dies in their country, even if it be uncounted wealth. On the contrary, they give it into the charge of some trustworthy person among the whites, until the rightful heir takes possession of it. They are careful to observe the hours of prayer, and assiduous in attending them in congregations, and in bringing up their children to them.

Use what you learned about Mali in the readings on in the map activity to complete sheet.

Economy: (list 3 facts)

Government: (list 3 facts)



Culture: (list 3 facts)

Religion: (list 3 facts)

Essential Question Answered: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Essential Question: How did trade lead to the development of a unique culture on the East Coast of Africa?

THE  
BRITISH  
MUSEUM

The wealth of Africa  
The Swahili Coast

### SHEET 3: HOW IMPORTANT WAS TRADE TO THE SWAHILI CITIES?

The Swahili city states apparently produced little themselves. They seemed to rely mostly on exchanging other people's goods. See if you can work out from these sources what they traded, and how successful they were.

#### Source 1

Kilwa's wealth came from trade, not production. Merchants were the middlemen in a network of trade. In Kilwa, grains were grown, as well as coconuts, pineapples and other fruit. Meat was bought from inland herdsmen and fish from neighbouring villages. Kilwa made money from trade and taxes. Merchants using the port of Sofala had to pay import and export taxes, and these were notoriously high. One ivory tusk in seven had to be paid to the sultan of Kilwa.

Davidson 1968: 112

#### Source 3

Ancient navigators realised that the monsoon winds regularly blew from India towards East Africa from October to April and in the opposite direction from June to September. Taking advantage of the winds traders reached the [Swahili] coast and discovered a number of potentially valuable raw materials.

Elkiss 1973: 120

#### Source 5

There was a lucrative trade between the Swahili coast on one hand and India and China on the other. Kilwa, Malindi and Mombasa were great trading centres. Ships from India and China brought cotton cloths, silk cloths, wheat, grey, red and yellow beads, spears, axes, knives and porcelain to the Swahili ports. At the port cities... goods were transported in small vessels to the Sofala coast where they were bartered for wax, gold, and especially 'soft' ivory for the manufacture of furniture and handles in China.

Gadzekpo 1999: 112

#### Source 6

Of the many cities that rose to fame and wealth after 1200, none was more successful than Kilwa.

Davidson 1968: 106



Source 2: Chinese pottery found at Kilwa  
British Museum



Source 4: Chinese coin found at  
Mkokotoni on Zanzibar Island  
British Museum

### Questions

1. Which goods did Kilwa produce itself?
2. Which goods came from East Asia?
3. What made trade with East Asia possible?
4. Which goods came from Africa?
5. How did Kilwa make money from this trade?
6. How successful were the Swahili cities at trade?

## SHEET 5: HOW POWERFUL WERE THE SWAHILI RULERS?

There is limited information on the political history of Kilwa or other Swahili states, so historians have to make up their minds based on archaeological remains such as the palace, later Swahili chronicles, and on the occasional accounts of travellers. See if you can work out what the rulers were like.

### Source 1

This sultan is a very humble man. He sits with the poor people and eats with them, and gives respect to people of religion.

Ibn Battuta describing the Sultan of Kilwa (c. 1330),  
in Hamdun & King 1998: 24

### Source 3

All the people walked barefoot, and there were raised over his head four canopies of coloured silk and on the top of each canopy was the figure of a bird in gold. His clothes that day were a robe of green Jerusalem cloth and underneath it fine loose robes of Egypt. He was dressed with wraps of silk and turbaned with a large turban. Before him drums and trumpets and pipes were played...

Ibn Battuta describing the Sultan of Mogadishu (c. 1330),  
in Hamdun & King 1998: 19

### Source 5

The palace itself with its bathing pool, three domestic courts, and up to a hundred rooms, is the largest single building complex in sub-Saharan Africa.

Posnansky 1978: 501

### Source 6

For nothing was left for Kilwa to conquer, as it was mistress of Mombasa, Malindi, the islands of Pemba, Zanzibar, Mafia, Comoro, and many other settlements.

Moon 2005: 9

### Source 7

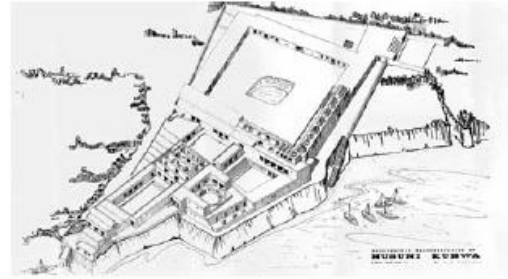
The successors of Ali varied in talents and success. Several were deposed, one beheaded, while another was thrown down a well. Though the sultan possessed much power, his authority was obviously not absolute. If he failed to perform his duties, the local people or his own relatives might dethrone him.

Elkiss 1973: 123

### Source 8

In terms of administration, a wazir (prime minister) was appointed, together with an amir (army commander), muhtasib (police chief), Qadi (Chief Justice). Beneath them was a bureaucracy of tax collectors, auditors and other minor officials. Later sultans appear to have delegated powers to these officials while they enjoyed a life of luxury.

Elkiss 1973: 126



Source 2: Sultan's palace, Kilwa, in 1400s  
Garlake 1966: fig. 69



Source 4: Kilwa coin with inscription about  
Sultan al-Hassan ibn Talut: 'May he be happy'  
British Museum

## Questions

1. What does the palace tell you about the power of Swahili rulers?
2. What impression do you get of Swahili rulers from these sources?



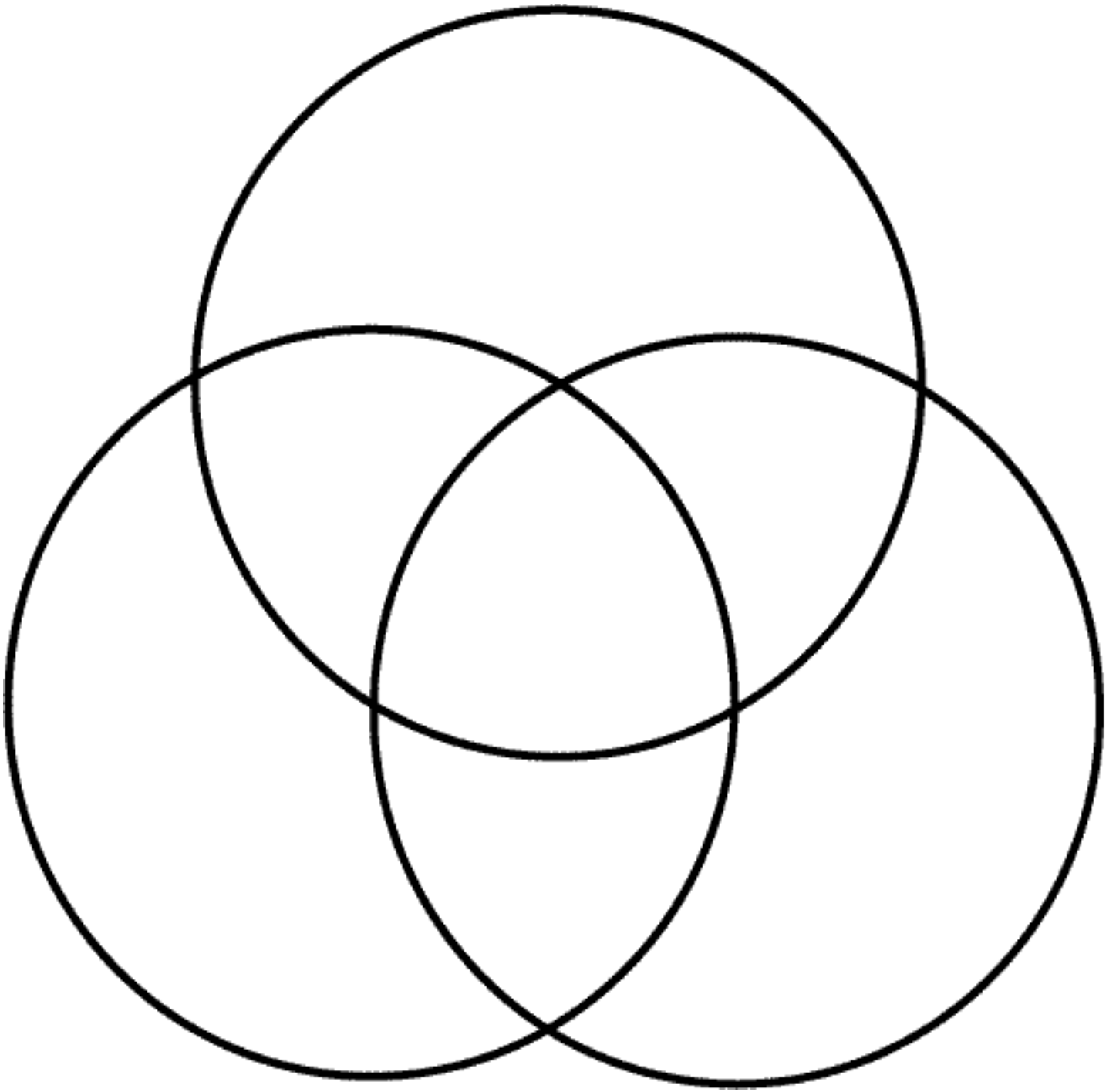


Essential Question: How did religions blend and change in Africa?

Essential Question Answered: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Essential Question: How were the cultural institutions, governments, and economies of the Mayans, Incas, and Aztecs similar and different?

Maya	
Aztec	
Inca	



Essential Question Answered: \_\_\_\_\_

---

---

---

---

---

---

---

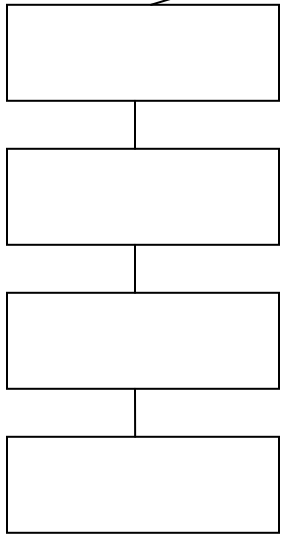
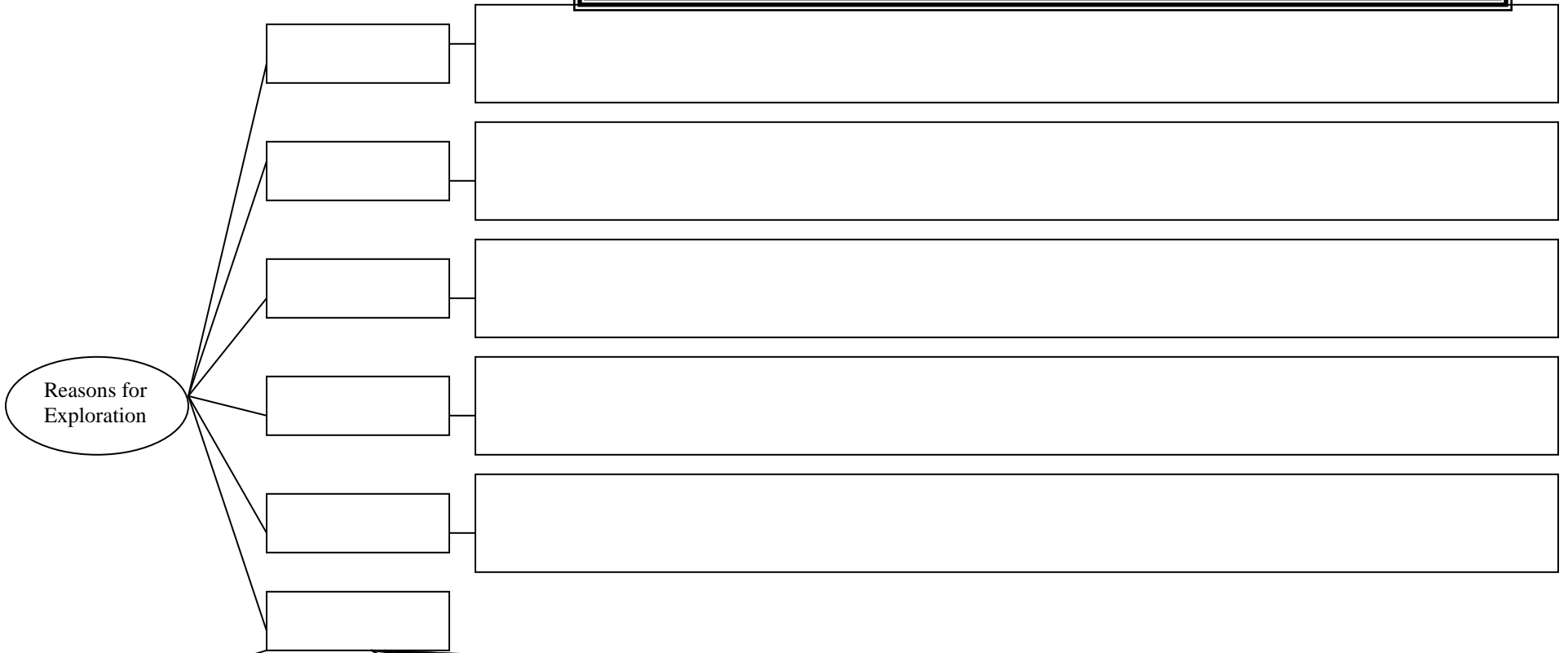
---

---

---

---

Essential Question: Why did the Europeans sail out into the unknown?



--	--	--	--	--	--

Essential Question Answered: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Lesson 7 Date:** 12/5 – 12/6 **Homework:** 553-564

**Essential Question:** Where did explorers of this period go and why?



Map the routes of the following explores based on the description to the right.

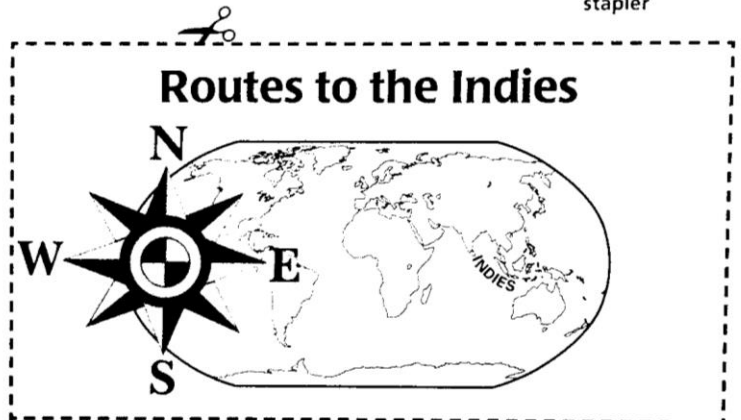
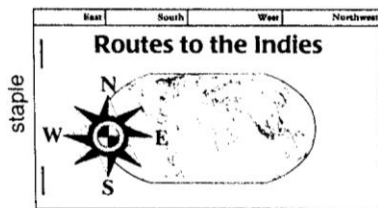
James Cook	Cook was the first to map <a href="#">Newfoundland</a> prior to making three voyages to the Pacific Ocean during which he achieved the first European contact with the eastern coastline of <a href="#">Australia</a> and the <a href="#">Hawaiian Islands</a> as well as the first recorded circle New Zealand.
Samuel Champlain	The founder of <a href="#">Quebec City</a> on July 3, 1608, and he started French colonization on the shores of the <a href="#">Saint Lawrence River</a>
Christopher Columbus	Columbus sailed west from Spain 3 times, each time landing in the Islands of the Caribbean.
Ferdinand Magellan	Magellan sailed west from Spain, reached South America. From there he sailed south around the southern tip of South America, across the Pacific to the Philippians, his ships continued to West to Africa. They sailed south around Africa and then north back to Spain.
Vasco de Gama	De Gama sailed south from Portugal along the coast of Africa, around the southern tip of Africa across the Atlantic to India

# Routes to the Indies

Use pages 43 and 68-69 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 31a-31c to make a booklet.

Atlas  
Activity Map  
Map Markers  
colored pencils  
scissors  
stapler

- On each map below, draw the route traveled.
- Then answer the questions.
- Cut along the dashed lines.
- Stack the pieces in order.
- Then staple them along the left edge to make a tab book.



### East

What is this route called?

Which countries used this route?

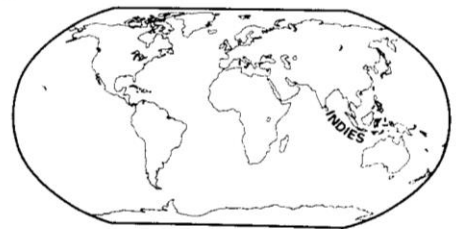


Did this route reach the Indies?  yes  no

### South

Which country tried this route?

Which explorer(s) sailed this route?



Did this route reach the Indies?  yes  no  
If not, what did it reach?

### West

Which country tried this route?

Which explorer(s) sailed this route?



Did this route reach the Indies?  yes  no  
If not, what did it reach?

### Northwest

Which country tried this route?

Which explorer(s) sailed this route?



Did this route reach the Indies?  yes  no  
If not, what did it reach?







Essential Question: How are you impacted by the Columbian Exchange?

What is it?

<b>Technological Exchange</b>	<b>Enduring Impact</b>	<b>Cultural Exchange</b>	<b>Enduring Impact</b>	<b>Economic Exchange</b>	<b>Enduring Impact</b>
<i>Guns</i>	<i>Gave Europeans an advantage over native population</i>				

Essential Question Answered: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_