

Ancient Africa Before The Trans-Atlantic Slave Trade



Teacher Resources

[Africa Before the Transatlantic Slave Trade](#) : Overview of the Africa before the Transatlantic Slave Trade

[Africa Before Transatlantic Enslavement](#) : Background information about ancient Africa before Transatlantic Enslavement

[Africans Before The Slave Trade](#) : Includes information on Mali, Ghana, Songhai, and West Africa.

[Kingdom Of Ghana](#) : Background information on Ghana.

[Ghana Teacher Resource](#) : Background information on Ghana.

[Kush Kingdom](#) : Background information on the Kush Kingdom.

[Benin Kingdom](#): National Geographic Passage about Benin. May be suitable for student research.

[Kanem-Bornu](#) : Background on Kanem-Bornu.

[Ghana Readworks](#)

[Early African Civilizations Readworks](#)

[Kush Kingdom Readworks](#)

[Mali Readworks](#)

[African Empires and Maps](#)

Student Resources

[Ancient Africa For Students](#) : Written for students. Covers Ghana, Mali, Songhai, and Kush.

[All About Ancient Africa](#) : Written at a lower reading level. Excellent resource for struggling students. Includes information on kingdoms, daily life, and the arts.

[Textbook Passage On Kush](#) : Textbook passage on ancient Kush.

[West African Empires Textbook Passage](#) : Textbook passage on West African Empires.

[West African Empires Textbook Passage](#) : Textbook passage on West African Empires.

[Early African Civilizations Textbook Passage](#): Textbook passage on early African Civilizations.

[Social Studies Weekly On Ancient Africa](#) : PDF from Social Studies Weekly on ancient Africa. Includes a crossword puzzle and worksheet.

Videos

[Video](#) : Overview of African Kingdoms by Social Studies Weekly (4:19)

[Video](#): Kanem-Bornu (5:47)

[Video](#): Kush Kingdom by National Geographic (2:24)

[Video](#): Bantu (4:27)

[Video](#): Great City Of Zimbabwe by TED-ED (5:06)

[Video](#): Live footage of the Great City Of Zimbabwe ruins (2:45)

[Video](#): Ghana Empire (4:32)

[Video](#): Mansa Musa, Leader of Mali by TEDED (3:55) Includes a quiz, resources, activities

[Video](#): Salt trade by Social Studies Weekly (1:45)

[Video](#): Songhai Achievements (6:33)

[Video](#): Songhai (5:11)

[Video](#): Kenam Empire (5:47)

Lessons

Objective	Activity
Improve content vocabulary (RI.4)	<ul style="list-style-type: none"> <input type="checkbox"/> Teach vocabulary <input type="checkbox"/> Quiz, Quiz, Trade Activity
Show mastery of content vocabulary (RI.4)	<ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary assessment
Learn about ancient Africa (RI.1)	<ul style="list-style-type: none"> <input type="checkbox"/> Read overview passage <input type="checkbox"/> Read additional text passages (see resource page)
Identify key information about kingdoms and empires (RI.1, RI.2)	<ul style="list-style-type: none"> <input type="checkbox"/> Graphic organizers: have students write down key information after they have read content
Compare and contrast 2 kingdoms/empires (RI.9, W.2)	<ul style="list-style-type: none"> <input type="checkbox"/> Venn diagram <input type="checkbox"/> Option: Write compare/contrast paragraph
Compare and contrast 2 passages on the same subject (RI.9, W.2)	<ul style="list-style-type: none"> <input type="checkbox"/> Venn diagram <input type="checkbox"/> Option: Write compare/contrast paragraph
Explain the importance of salt to ancient Africa (SL.1, W.2)	<ul style="list-style-type: none"> <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Discussion <input type="checkbox"/> Writing prompt: Explain why salt was important to ancient Africa <input type="checkbox"/> Writing prompt: What item or resource in today's society is as important as salt was to ancient Africa?
Write an informational paragraph about a part of ancient Africa (W.2W.4, W.6, W.7, W.8)	<ul style="list-style-type: none"> <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Modeled Writing <input type="checkbox"/> Informational paragraph
Research to create a fact sheet about an ancient kingdom or empire (W.2, W.4, W.6, W.7, W.8)	<ul style="list-style-type: none"> <input type="checkbox"/> Notes <input type="checkbox"/> Fact sheet
Show understanding of ancient Africa (RI.1)	<ul style="list-style-type: none"> <input type="checkbox"/> Reading Assessment
Learn about African storytelling (RL.1, RL.6)	<ul style="list-style-type: none"> <input type="checkbox"/> Read: Why Mosquitoes Buzz In People's Ears By Verna Aardema <input type="checkbox"/> Read: The Cow-Tail Switch: And Other Stories By Harold Courlander <input type="checkbox"/> Summarize stories <input type="checkbox"/> Create own African stories

Vocabulary

Use the cards on the following page for vocabulary practice. Run on card stock. Make enough copies so that each student gets one card.

1. Cut the words apart. Then fold the card in half making sure that the word and definition are on the outside of the paper.
2. Pass out a card to every student.
3. Students stand up.
4. Students pair up.
5. Partner 1 holds up the definition side of the card. Partner 2 responds with the word that matches the definition. If the Partner 2 does not know the word, Partner 1 can coach. Partner 1 should offer positive affirmation. Partners switch roles.
6. Once both partners have had a turn, they trade cards with each other. Next, they raise up their hands to find new partners.
7. Repeat the process as time allows.
8. Variation: Once students are able to identify the words easily, have partners show the word first and then have their partner respond with the definition.

portray	represent in a certain way, depict
colonization	when a country takes over another country
archaeologists	studies history by digging up artifacts
artifact	an object or tool that was used in the past
sorghum	type of a grain
textile	fabric
deplete	use up
fertile	land that can produce healthy crops

astronomy

study of the stars, planets, and space

decline

reduce, go down

export

send goods to another country

import

bring goods from another country

Name: _____

Period: _____

Vocabulary Assessment



Cut out apart the words and definitions. Then match each word with the correct definition. Glue the words and definitions using the attached sheet.

portray	fabric	textile	type of a grain
colonization	land that can produce healthy crops	deplete	represent in a certain way, depict
archaeologists	use up	fertile	studies history by digging up artifacts
artifact	reduce, go down	astronomy	study of the stars, planets, and space
sorghum	when a country takes over another country	decline	an object or tool that was used in the past
import	send goods to another country	export	bring goods from another country

Name: _____

Reading Assessment



1. What evidence can be used to support the statement that the Kushites admired the Egyptian culture. Mark all the correct answers.
 - The Kushites created their own language.
 - The Kushite used hieroglyphics.
 - The Kushites created their own script.
 - The Kushites mummified the dead and buried them in tombs.
 - The Kushites buried their dead in pyramids.
 - The Kushites raised cattle and sheep.

2. What were the effects of the Assyrians invading Egypt?
 - The Kushites were sent back to their own land.
 - The Kushites learned how to make iron.
 - The Kushites decreased their farming.
 - The Kushites increased their farming.
 - The Kushites increased their military strength.
 - The Kushites decreased their military strength.

3. Explain what caused the Kush Kingdom to decline.

4. Which African kingdom was started by Arabs?
 - a. Kush
 - b. Songhai
 - c. Ghana
 - d. Axum

5. Who built the city of Great Zimbabwe?
 - a. Kush
 - b. Bandu
 - c. Songhai
 - d. Ghana

6. What did the Arab traders bring to the culture of Ghana?
 - a. Anansi Stories
 - b. Writing system
 - c. Islam
 - d. Both b and c

7. What was the effect of the Almoravid invasion on Ghana?
 - a. The Almoravids cut off many of the trade routes.
 - b. The Almoravids overgrazed their herd animals with them.
 - c. The Almoravids introduced the religion of Islam.
 - d. Both a and b

8. Which of the following did the Axum **not** trade?
 - a. Ivory
 - b. Salt
 - c. Myrrh
 - d. Slaves

9. Which of the following did the Kush **not** trade?
 - a. Iron
 - b. Slaves
 - c. Salt
 - d. Ivory

10. What was Mali known for?
 - a. Center of Learning
 - b. Lost Power to Axum
 - c. Full-time army
 - d. None of the above

Name: _____KEY_____

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3. Explain what caused the Kush Kingdom to decline.

Trees were needed to make iron. They did not replant the trees that they used. Soon there were no more trees and the iron could not be made

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 - d. Ivory
10. What was Mali known for?
- a. **Center of Learning**
 - b. Lost Power to Axum
 - c. Full-time army
 - d. None of the above

Writing Assignment

Students will write an informative paragraph. They will pick one of the following subjects to write about:

art	pottery	painting	poetry	sculpture	vases
writing	literature	structures	farming	clothing	daily life
education	family	homes	inventions	sports	math

Information about these subjects can be found at:

<https://www.coolaboo.com/world-history/ancient-africa/>

Students will read and fill out the provided graphic organizer.

They will then write an informative paragraph.

Students will be graded using a rubric.

Prior to writing the informative paragraph the following should be done:

- Review the rubric
- Model how to fill out graphic organizer
- Model how to write the paragraph

Writing Script

Today we are going to learn more about ancient Africa. Our goal is to gather information using a website and put the information into a graphic organizer. Then we will take the information and put it into an informative paragraph.

I am going to model how to do this. I have chosen my topic. It is African pottery. So the first thing that I do is put this in the box marked topic. The next thing that I will do is go to the website to read about pottery. I will read the content two times. The first time I am just reading to learn about pottery. The second time I

am reading, I am going to be choosing which details I want to include in my paragraph.

I am going to write down my topic sentence in the graphic organizer. It will be "The ancient Africans made pottery."

Next I am going to write down my three ideas. As I read I thought about what I wanted to include. I thought that the time and location of pottery would be important. I also thought that I wanted to explain how the pottery was used. Finally, I wanted to include how pottery developed over time. I will write each of these ideas down on the graphic organizer.

Next, I will go back and put down details under each idea. Since this is a graphic organizer I don't have to write in complete sentences. In the first box I will write down the dates and locations. Notice that in the passage it said that pottery started in what is now Ethiopia. From our other lessons I know that this area was the Kingdom of Axum. So I am writing that down instead since our focus is on ancient Africa. Next, I will put down the dates.

For the second idea, my ideas will be that pottery was first used for everyday purposes. I will write down what they used the pottery for. Later, pottery was used for ceremonies such as burials. I am going to write this down as well.

For my third idea, my idea is about design. I will write down some key details from the website article on design.

Now that I am done with my graphic organizer, I am ready to write my informative paragraph. I will start with my title and my name. Next I will write down my topic sentence. Once I have done this, I will begin adding my details. I will start with when and where the pottery was made. I will write, "The first pottery was made between 7000 BCE and 6000 BCE in Axum. In 400 BCE, people in West Africa began making pottery." Notice that I started these sentences in different ways. This makes my writing more interesting. Next, I will write about how they used the pottery. I will write, "Africans first used pottery for every day activities. They made cups, plates, containers, and pots out of clay. Later, they would make pottery for special ceremonies such as burials." Finally, I will write about the designs. I will write, "Raised dots and zig zag lines were added to the pottery. As potters developed their skills, more details were added to the

pottery. Archaeologists have found pottery that included humans and animals in their designs.”

Now, I will read my paragraph. I am pretty happy with what I wrote. But I am thinking that I like the word “improved” better than “developed”. So I will change that.

Next, I will reread my paragraph one more time. I want to make sure that I have correct punctuation and capitalization.

The last thing I will do is look at my rubric. Have I met all the requirements? Is there anything else I need to fix?

Sample Paragraph
African Pottery
By Sally Silent

The ancient Africans made pottery. The first pottery was made between 7000 BCE and 6000 BCE in Axum. In 400 BCE, people in West Africa began making pottery. Africans first used pottery for every day activities. They made cups, plates, containers, and pots out of clay. Later, they would make pottery for special ceremonies such as burials. African women made the pottery. In the beginning the pottery was simple. Raised dots and zig zag lines were added to the pottery. As potters developed their skills, more details were added to the pottery. Archaeologists have found pottery that included humans and animals in their designs.

Rubric

	3	2	1	0
Content	I have a topic sentence and three ideas. Each of my ideas have two details.	I have a topic sentence but I am missing one of the following elements: <input type="checkbox"/> An idea <input type="checkbox"/> A detail	I have a topic sentence but I am missing two or more of the following elements: <input type="checkbox"/> Ideas <input type="checkbox"/> Details	I did not complete the assignment.
Facts	All my facts are correct.	I have 1-2 factual errors.	I have more than 3 factual errors.	I did not complete the assignment.
Writing	My paragraph is focused, organized, and easy to understand. My sentences start in different ways and vary in length. My paragraph is interesting to the reader.	My paragraph is mostly focused, organized, and easy to understand. My sentences start in different ways and vary in length. My paragraph is somewhat interesting to the reader.	My paragraph is not focused, organized, or easy to understand. It is confusing to the reader. My sentences mostly start in the same way and they are the same length. My paragraph is not interesting to the reader.	I did not complete the assignment.
Conventions	I have no errors in capitalization, punctuation, and spelling.	I have 1-5 errors in capitalization, punctuation, and spelling.	I have 6 or more errors in capitalization, punctuation, and spelling.	I did not complete the assignment

Research Project

Objective: Create a one-page fact sheet on one of the ancient African Kingdoms using Google Docs, Google Slides, or Canva.

Requirements:

Information

- Location
- Time period
- Exports
- Imports
- Religion
- Key fact

Content:

- Bolded Title
- Map with caption and source cited
- 3 graphics with captions and sources cited
- Bolded headings for time period, exports, imports, religion, key fact
- Appropriate font choice

Fact Sheet Rubric

Student Name: _____

Required Element	Points					
	0	1	2	3	4	5
Bolded Title (1pt)	0	1				
Appropriate font (1 pt)	0	1				
Map with caption and source cited (2 pts)	0	1				
Graphic 1 (3 pts)	0	1	2	3		
Graphic 2 (3 pts)	0	1	2	3		
Graphic 3 (3 pts)	0	1	2	3		
Bolded Headings (5 pts)	0	1	2	3	4	5
Required Content	0	1	2	3	4	5

Points Earned: _____