

Ancient Egypt

ASK THE STUDENTS . . .

to look up and learn the following vocabulary terms:

dynasty, pharaohs, pyramids, sphinxes, hieroglyphics, papyrus, Rosetta Stone, mummification

I. The Nile Valley (Objective 1, pp. 177–178)

- A. Early Egyptians—lived along Nile River, world's longest river
 - 1. Annual floods—supported plentiful crops; created fertile area through Sahara
 - 2. Early transportation and trade route
- B. 3200 B.C.—King Menes united two kingdoms; founded **dynasty**, or a family line of rulers that passes power from one generation to the next
- C. **Pharaohs**, or rulers—controlled government; served as judges, priests, generals
- D. Egyptian society—two classes
 - 1. Upper class—priests, scribes, government officials
 - 2. Lower class—peasants, farmers
- E. 1085 B.C.—had expanded into what is now Syria, Israel, and Libya
- F. 1200s B.C.—Ramses II, or Ramses the Great; Egypt's last strong leader
- G. Weakened by foreign invasions; 500s B.C.—Egypt no longer ruled by Egyptians

ASK THE STUDENTS

Why was the Nile River important to the ancient Egyptians?

annual flooding supported plentiful crops; created fertile area; transportation

II. Egyptian Achievements (Objective 2, pp. 179–180)

- A. **Pyramids**—huge square stone monuments—tombs for pharaohs
- B. **Sphinxes**—sculptures of monsters that have lion's body and human head; Great Sphinx—near pyramids at Giza
- C. Temples—guarded by sphinxes; place of prayer by kings and some priests
- D. Writing system—used pictures and **hieroglyphics**, or symbols
 - 1. Wrote on stone or **papyrus**, a paper-like material made from inner stalk of papyrus plant
 - 2. **Rosetta Stone**—stone that helped scholars translate hieroglyphic texts

- E. Calendar—accurate 365-day calendar; 12 months of 30 days each, five holidays
- F. Used number system based on 10; understood fractions and geometry

ASK THE STUDENTS

What are some of the important achievements of the ancient Egyptians?
pyramids; sphinxes; temples; writing system; calendar; math

III. Egyptian Religion (Objective 3, p. 182)

- A. Based on belief in afterlife; death—beginning of new life in next world
- B. Osiris—god of underworld; judged if dead person worthy of afterlife
- C. Body needed for afterlife; practiced **mummification**—process of preserving body
- D. Placed items in tomb that might be needed in afterlife

ASK THE STUDENTS

What was the basis of Egyptian religion? Why did Egyptians mummify the dead?
belief in afterlife; believed that body was needed in afterlife

IV. Kush and Aksum (Objective 4, pp. 183–184)

- A. Developed along Nile south of Egypt; Kush eventually conquered by Aksum
- B. Kush—probably founded around 2000 B.C.
 - 1. Conquered by and conquered Egypt at various times
 - 2. 600s B.C.—weakened by invasions of Southwest Asian groups; survived
 - 3. Rich trading center
 - 4. Built pyramids and temples; made pottery and jewelry; developed writing system
- C. Aksum—located in hilly area called Ethiopian Highlands
 - 1. Major trading kingdom; strong military power
 - 2. A.D. 350—conquered Kush
 - 3. King 'Ezana—led other area rulers; made Christianity Aksum's official religion
 - 4. A.D. 300s to 600s—controlled nearly all trade on western shore of Red Sea
 - 5. Late A.D. 500s—began decline; soil exhaustion, increased competition for trade

ASK THE STUDENTS

What were some of the achievements of the kingdom of Kush?
built pyramids and temples; made pottery and jewelry; developed writing system

Early Sub-Saharan Africa

ASK THE STUDENTS . . .

to look up and learn the following vocabulary term:
oral history

- I. **Ancient Sub-Saharan Africa (Objective 1, pp. 185–186)**
 - A. Difficult to study; no written records
 1. Historians—use **oral history**, or spoken information passed from one generation to the next; often contained in stories or songs
 2. Modern African languages—used to determine which languages are related
 - B. Small villages—center of African life
 1. All people in village related to each other
 2. Leaders—older members of community
 - C. Women—played many roles; responsible for all farming
 - D. People in some societies traced family lines through mothers
 - E. Mostly farming, herding, or fishing
 - F. Generally same agricultural practices from place to place
 - G. Similar religious practices
 1. Spirits, including spirits of ancestors, are everywhere
 2. Many gods who control nature and human activities

ASK THE STUDENTS

1. Why is it difficult to study the earliest African civilizations? What do historians use?
no written records; oral histories and modern African languages
2. What was the center of early African life? What role did women play?
small villages; many roles, including responsibility for all farming
3. What were some of the religious beliefs of the earliest African societies?
spirits are everywhere; many gods control nature and human activities

- II. **The Trading States (Objective 2, pp. 187–189)**
 - A. Kush and Aksum—largest kingdoms
 - B. Most Sub-Saharan civilizations were great traders

- C.** Earliest city-states—Mogadishu (moh-guh-DEE-shoo) and Mombasa
 - 1. Eventually city-states lined most of eastern coast
 - 2. Controlled trade in the Indian Ocean
 - 3. Sold gold, ivory, hides, tortoise shells, slaves; bought weapons and porcelain
 - 4. Swahili—new language; African language that included many Arabic words
- D.** A.D. 900—gold had been discovered in interior of southeast; increased trade
- E.** Shona—gained control of region in the 1200s
 - 1. Kingdom centered around Great Zimbabwe; huge stone city
 - 2. Controlled gold trade out of southeastern Africa; great political power
 - 3. Lasted until 1400s
- F.** Ghana—first great West African trading kingdom
 - 1. Grew up around trading village in what is now Mauritania
 - 2. Gold trade—brought great riches and power
 - 3. Leaders—built armies; conquered new lands
 - 4. A.D. 1235—conquered by neighboring people
- G.** Mali—conquered Ghana; included Ghana lands and lands to the north and west
 - 1. Reached height of power in early 1300s under Mansa Musa
 - 2. Mansa Musa—supported education and the arts
 - 3. Timbuktu—important center of learning and trade
 - 4. A.D. 1468—rebels captured Timbuktu; set up new kingdom of Songhay
- H.** Songhay—powerful trading kingdom; centered on city of Gao
 - 1. Kings—encouraged growth of Islamic teachings
 - 2. Timbuktu—center of exchange of goods from Europe, India, and China
 - 3. Remained powerful until 1591; conquered by Morocco

ASK THE STUDENTS

- 1. What new language developed out of trade in East Africa? How would you describe this language?
Swahili; African language that included many words from Arabic
- 2. Around what city was the Shona kingdom centered? What did the Shona trade?
Great Zimbabwe; gold
- 3. What great kingdoms arose in West Africa? Why was Timbuktu an important city?
Ghana; Mali; Songhay; center of learning and trade

Imperialism in Africa

ASK THE STUDENTS . . .

to look up and learn the following vocabulary terms:

imperialism, nationalism

- I. **European Imperialism (Objective 1, pp. 190–192)**
 - A. Between 1870 and 1914—European countries tried to control much of Africa
 1. **Imperialism**—one country tries to control another country's government, trade, and culture
 2. Early 1800s—most European countries ended slave trade
 3. Turned to trading products such as gold, ivory, and rubber
 4. Wanted to dominate regions of Africa rich in resources
 - B. Desire to expand territory
 1. 1800s—many small European nations unified to form larger nations
 2. **Nationalism**, or sense of national pride, developed
 3. New nations fought for power and control of land and resources
 - C. Modern technology—aided imperialism—result of Industrial Revolution
 1. New weapons; advances in transportation; treatment to control malaria
 2. 1880s—steam replaced sails as source of power for warships; colonies grew around coal-resupply ports along African coast
 - D. 1884–85—conference held in Berlin to discuss competition for African land
 1. Had to be settlers living in each European colony
 2. Nation had to get approval from other nations in order to claim territory
 3. Nations had to end slave trade in their colonies
 - E. Between 1885 and 1914—almost all of Africa divided among Belgium, France, Great Britain, Germany, Spain, and Portugal
 1. Ethiopia, Liberia—remained independent; Liberia—created by former slaves
 2. Borders drawn by Europeans crossed existing political and cultural boundaries

ASK THE STUDENTS

Why did European countries want to colonize Africa?

expand territory; gain control of resources

II. African Resistance (Objective 2, pp. 192–193)

A. European imperialism in Africa

1. Built new roads and railroads
2. Introduced new crops and new ways of farming
3. Used medicine to save and improve lives of Africans

B. Africans—mostly objected to European rule

1. Resisted adopting European culture
2. Wanted to keep own cultures and religions

C. Wars between Africans and Europeans

1. 1879—Zulu of southern Africa defeated British; defeated by British several months later
2. Samory Touré—military leader in Guinea—fought the French for 15 years; 1898—Touré and army defeated

D. Some African leaders cooperated with Europeans

1. 1892—king in northern Ghana signed free trade treaty with Great Britain
2. Many Africans resisted attempts to change their way of life

ASK THE STUDENTS

1. How did European imperialism benefit Africa?

new roads and railroads; new crops and new ways of farming; medicine to save and improve lives

2. How did Africans resist European imperialism?

wars; refused to change way of life

Nationalist Movements

ASK THE STUDENTS . . .

to look up and learn the following vocabulary terms:

boycotted, apartheid

- I. **Beginnings of Nationalism in Africa (Objective 1, p. 194)**
 - A. Before World War I—nearly all of Africa controlled by Europeans
 1. Better health care, more effective farming methods, improved roads and railroads
 2. Africans—few rights; played little part in running their countries; cultures usually not respected
 - B. End of World War I—people in African colonies began to resent European control
 1. Developed more pride in their own cultures and national identities
 2. Feelings of nationalism led to demand for self-rule
 - C. 1930s—many colonies in Africa called for independence

ASK THE STUDENTS

1. What was life like for Africans in European colonies prior to World War I?
few rights; played little part in running countries; cultures usually not respected
2. Why did many colonies in Africa call for independence?
developed more pride in their own cultures and national identities

- II. **African Nationalism (Objective 2, pp. 195–196)**
 - A. World War I—Africans fought in British and French armies
 1. Exposed to new ideas; learned about European political systems
 2. Brought new ideas home
 3. Began to protest against racism and political oppression
 - B. Pan-Africanism—worldwide movement of people who wanted cultural unity and equality for everyone of African heritage
 1. Wanted end to European control of Africa
 2. Wanted Africa to become a homeland for all people of African descent
 3. Took many years for most colonies to gain independence

- C.** British colonies—Gold Coast first colony to win independence
 - 1. Protestors—staged demonstrations; **boycotted**, or refused to buy, British goods
 - 2. 1957—**independence**; became independent nation of Ghana
 - 3. Kenya, Malawi, Nigeria, Zambia—**independence** by 1970; Zimbabwe—1980
- D.** France—**granted independence** to nearly all its colonies by 1962
- E.** Belgium—**gave up claim** to Congo colony after violence in 1959; Congo became Democratic Republic of the Congo
- F.** Portugal—**refused to free colonies** until after civil wars; Angola—**last colony**
- G.** South Africa—Independent Union of South Africa—**created in 1910**
 - 1. Government controlled by descendants of British and Dutch settlers
 - 2. **Apartheid**—system of laws that denied black South Africans any political rights
 - 3. Protests—**put down**; protestors—**killed, imprisoned**
 - 4. Some countries refused to trade or have dealings with South Africa
 - 5. 1990s—**apartheid banned**; 1994—Nelson Mandela elected president

ASK THE STUDENTS

- 1. How did the Africans of the Gold Coast fight for independence? Which was the last Portuguese colony to win independence?
staged demonstrations and boycotted British goods; Angola
- 2. What made South Africa different from other African countries?
had apartheid, system of laws that denied black South Africans any political rights

III. Life in Independent Africa (Objective 3, p. 197)

- A.** Challenges
 - 1. Inexperienced political leaders; military dictatorships
 - 2. Civil wars between ethnic groups
 - 3. Debt; crop failures
 - 4. Diseases such as malaria and AIDS
- B.** Cultural revival—writing, art, music, film-making

ASK THE STUDENTS

- What challenges did the newly independent African countries face?
inexperienced political leaders and military dictatorships; civil wars; debt; crop failures; diseases such as malaria and AIDS