

\Chapter 1: Africa

MULTIPLE CHOICE

1) Which desert covers the northern third of the African continent?

- A) Sonora
- B) Sahara
- C) Mojave
- D) Kalahari

Answer: B

Learning Objective: LO: 1.1

Page Ref: 3

A-head: A Huge and Diverse Land

Skill Level: Remember the Facts

2) The origins of humanity lie in which of the following continents?

- A) Asia
- B) North America
- C) Africa
- D) Australia

Answer: C

Learning Objective: LO: 1.2

Page Ref: 3

A-head: The Birthplace of Humanity

Skill Level: Remember the Facts

3) The concept or term *habilis* in anthropology refers to _____.

- A) wearing a habit
- B) forming habits
- C) using tools
- D) living in a home

Answer: C

Learning Objective: LO: 1.2

Page Ref: 3

A-head: The Birthplace of Humanity

Skill Level: Understand the Concepts

4) The term *homo sapiens* refers to _____.

- A) modern humans
- B) modern chimpanzees
- C) modern swine
- D) modern fish

Answer: A

Learning Objective: LO: 1.2

Page Ref: 3

A-head: The Birthplace of Humanity

Skill Level: Understand the Concepts

- 5) Based on the image in 1-1, which aspects of the drawing suggest it is a *hominid* with similarities to modern humans?
- A) diet and health
 - B) clothing and shoes
 - C) food and housing
 - D) skeletal structures

Answer: D

Learning Objective: LO: 1.2

Page Ref: 5

A-head: The Birthplace of Humanity

Skill Level: Analyze It

- 6) The kingdom of Kush was driven out of power by the _____.
- A) Greeks
 - B) French
 - C) Persians
 - D) Assyrians

Answer: D

Learning Objective: LO: 1.3

Page Ref: 7

A-head: Ancient Civilizations and Old Arguments

Skill Level: Remember the Facts

- 7) Which empire conquered Egypt in 30 BCE?
- A) Rome
 - B) Great Britain
 - C) Russia
 - D) Ottoman

Answer: A

Learning Objective: LO: 1.3

Page Ref: 6

A-head: Ancient Civilizations and Old Arguments

Skill Level: Remember the Facts

- 8) Which of the following transitions did ancient peoples make that first ushered in “civilization?”
- A) fishing to hunting

- B) the destruction of cities
- C) hunting and gathering to agriculture
- D) immigration to other countries

Answer: C

Learning Objective: LO: 1.3

Page Ref: 5

A-head: Ancient Civilizations and Old Arguments

Skill Level: Understand the Concepts

9) In which era did Egyptian leaders start using the title *pharaoh*?

- A) unification
- B) cultural decline
- C) expansion
- D) origin

Answer: C

Learning Objective: LO: 1.3

Page Ref: 6

A-head: Ancient Civilizations and Old Arguments

Skill Level: Understand the Concepts

10) Egyptian culture was strongly defined by which of the following attributes?

- A) monotheism
- B) matriarchy
- C) patriarchy
- D) class equality

Answer: C

Learning Objective: LO: 1.3

Page Ref: 6

A-head: Ancient Civilizations and Old Arguments

Skill Level: Understand the Concepts

11) Which statement best characterizes the power and status of women in ancient Egypt?

- A) Women served as the rulers of Egypt because it was a matriarchal society.
- B) Women were treated as property and were allowed no legal rights once married.
- C) Women held a relatively high status, could own property, and be public officials.
- D) Women lived in a separate society from men, rarely interacting with Egyptian society.

Answer: C

Learning Objective: LO: 1.3

Page Ref: 6

A-head: Ancient Civilizations and Old Arguments

Skill Level: Understand the Concepts

12) Egyptian religion was characterized by _____.

- A) monotheism
- B) no connections to the state
- C) matriarchal priesthood
- D) elites buried in royal tombs

Answer: D

Learning Objective: LO: 1.3

Page Ref: 6

A-head: Ancient Civilizations and Old Arguments

Skill Level: Understand the Concepts

- 13) Ancient Egypt received which of the following influences from Nubia?
- A) grain production and the concept of monarchy
 - B) naval warfare and the institution of slavery
 - C) city and town formation and design
 - D) highway and canal construction

Answer: A

Learning Objective: LO: 1.3

Page Ref: 6

A-head: Ancient Civilizations and Old Arguments

Skill Level: Apply What You Know

- 14) Ancient Egyptians _____.
- A) regarded themselves as "white," but actually exhibited a mixture of racial features
 - B) influenced the development and culture of Greece and later Western civilizations
 - C) were dependent on the Amazon for agriculture, transportation and communications
 - D) left very few remains of their civilization in any form

Answer: B

Learning Objective: LO: 1.3

Page Ref: 5

A-head: Ancient Civilizations and Old Arguments

Skill Level: Apply What You Know

- 15) How did Egypt and Nubia interact as civilizations during the second millennium BCE?
- A) They experienced peaceful coexistence and pacifism.
 - B) Egypt colonized Nubia.
 - C) They were allies in warfare.
 - D) The nations were unknown to each other.

Answer: B

Learning Objective: LO: 1.3

Page Ref: 6

A-head: Ancient Civilizations and Old Arguments

Skill Level: Apply What You Know

- 16) In a situation similar to Egypt's, ancient Mesopotamian civilization arose from which of the following natural forces?
- A) lightning strikes
 - B) melting of the polar ice cap
 - C) earthquakes
 - D) river valley formation

Answer: D

Learning Objective: LO: 1.3

Page Ref: 5

A-head: Ancient Civilizations and Old Arguments

Skill Level: Apply What You Know

- 17) The nation of Axum is significant because its people _____.
- A) overtook the Egyptians while the Great Pyramids were being built
 - B) were Semitic and it became the first Christian state in sub-Saharan Africa
 - C) became extremely wealthy through exploiting nearby iron resources
 - D) enjoyed a success that rested entirely upon trade fell with the decline of Rome

Answer: B

Learning Objective: LO: 1.3

Page Ref: 7-8

A-head: Ancient Civilizations and Old Arguments

Skill Level: Analyze It

- 18) According to Map 1-2, in what ways did the Egyptians use the Nile River Valley for settlement?
- A) They settled along the river and at its mouth.
 - B) They settled away from the river.
 - C) They settled at the headwaters of the river.
 - D) They settled on the river in floating cities.

Answer: A

Learning Objective: LO: 1.3

Page Ref: 6

A-head: Ancient Civilizations and Old Arguments

Skill Level: Analyze It

- 19) What aspects of the image in 1-3 suggest Egyptian influence on the city of Meroe?
- A) reddish sands
 - B) pyramids and hieroglyphics
 - C) hot temperatures and direct sunlight
 - D) the mountains in the background

Answer: B

Learning Objective: LO: 1.3

Page Ref: 7

A-head: Ancient Civilizations and Old Arguments

Skill Level: Analyze It

20) The nation of Ghana imported a variety of items from North Africa, particularly _____.

- A) pepper
- B) gold
- C) slaves
- D) salt

Answer: D

Learning Objective: LO: 1.4

Page Ref: 9

A-head: West Africa

Skill Level: Remember the Facts

21) Who were West Africa's chief trading partners in the trans-Saharan trade before the fifth century CE?

- A) the Greeks
- B) the Spanish and the French
- C) Roman merchants and the Berbers
- D) the Egyptians

Answer: C

Learning Objective: LO: 1.4

Page Ref: 9

A-head: West Africa

Skill Level: Remember the Facts

22) Ghana's capital, Kumbi Saleh, included _____.

- A) Islamic mosques, stone houses, and 20,000 people
- B) Jewish temples, straw buildings, and 50,000 people
- C) Christian churches, wood houses, and 100,000 people
- D) pagan prayer rooms, iron barracks, and 200,000 people

Answer: A

Learning Objective: LO: 1.4

Page Ref: 10

A-head: West Africa

Skill Level: Remember the Facts

23) Mansa Musa, a ruler of the Mali Empire in the fourteenth century, _____.

- A) was known for his extreme cruelty to his slaves
- B) introduced Christianity to the West Sudan region

- C) was one of the wealthiest rulers the world has known
- D) was massacred by European armies after trying to stop the slave trade

Answer: C

Learning Objective: LO: 1.4

Page Ref: 11

A-head: West Africa

Skill Level: Remember the Facts

- 24) Which Songhai leader spread Islam in Africa and established the Sankore Mosque at Timbuktu?
- A) Sunni Ali
 - B) Mansa Musa
 - C) Sundiata Mali
 - D) Askia Muhammad Toure

Answer: D

Learning Objective: LO: 1.4

Page Ref: 12

A-head: West Africa

Skill Level: Remember the Facts

- 25) African Americans come primarily from which region in Africa?
- A) north
 - B) south
 - C) east
 - D) west

Answer: D

Learning Objective: LO: 1.4

Page Ref: 8

A-head: West Africa

Skill Level: Understand the Concepts

- 26) The peoples of the forest regions of West Africa are important in the study of African-American history because they _____.
- A) were the first region to trade with Egypt and other Mediterranean areas
 - B) converted to Christianity in significant numbers
 - C) played an important role in the slave trade as traders and victims
 - D) were the first areas to receive colonists from the United States in the early 1800s

Answer: C

Learning Objective: LO: 1.4

Page Ref: 13

A-head: West Africa

Skill Level: Understand the Concepts

- 27) What is the connection between camels and African trade in the first century CE?
- A) Camels had no role in shaping trade relations in the first century CE.
 - B) Camels helped to end trade in the region in the first century CE.
 - C) Camels facilitated long-distance trade in the first century CE.
 - D) Camels died out in the desert in the first century CE.

Answer: C

Learning Objective: LO: 1.4

Page Ref: 9

A-head: West Africa

Skill Level: Apply What You Know

- 28) How did extensive trade in West Africa shape political history in the region over time?
- A) Arab merchants and the religion of Islam entered the region.
 - B) Sudanese empires ignored trade opportunities and embraced European Christianity.
 - C) The growth of cities declined in the region, leading to civilization collapse.
 - D) Trade led to greater isolation of the region.

Answer: A

Learning Objective: LO: 1.4

Page Ref: 11

A-head: West Africa

Skill Level: Apply What You Know

- 29) How did the Oyo people impose political unity over the Yoruba during the seventeenth century?
- A) through free university education
 - B) through the religion of Christianity
 - C) with a well-trained cavalry
 - D) through immigration bans

Answer: C

Learning Objective: LO: 1.4

Page Ref: 14

A-head: West Africa

Skill Level: Apply What You Know

- 30) What role did European firearms play in African history?
- A) Guns became a trade item that allowed the Akan states to expand.
 - B) Guns played no role in African politics.
 - C) Guns were used by Africans to take over the slave trade from Europeans.
 - D) Guns were used by Africans to sell to Asian civilizations for help against Europeans.

Answer: A

Learning Objective: LO: 1.4

Page Ref: 14

A-head: West Africa

Skill Level: Apply What You Know

- 31) Examine the two images in Map 1-3. What major differences existed between the two empires over time?
- A) Mali expanded to the southern coast of Africa.
 - B) Ghana expanded to the Atlantic Ocean.
 - C) Mali and Ghana remained landlocked.
 - D) Mali expanded more than did Ghana.

Answer: D

Learning Objective: LO: 1.4

Page Ref: 9

A-head: West Africa

Skill Level: Analyze It

- 32) Regarding Ghana's decline, cities in ancient Africa were frequently impacted by _____.
- A) floods
 - B) earthquakes
 - C) capture and destruction by foreign enemies
 - D) Russian invasion

Answer: C

Learning Objective: LO: 1.4

Page Ref: 10

A-head: West Africa

Skill Level: Analyze It

- 33) Why were the kings of Ghana known to Europeans as some of the richest of monarchs?
- A) They had successfully invaded Europe to take Europeans as slaves.
 - B) They controlled a vast trade network that dealt in many commodities.
 - C) They sailed to the Americas and formed colonies.
 - D) They possessed lucrative diamond mines.

Answer: B

Learning Objective: LO: 1.4

Page Ref: 9

A-head: West Africa

Skill Level: Analyze It

- 34) Map 1-4 compares Songhai, the Kongo, and the kingdoms of the West African forest region. In comparison to the other two, the Kongo _____.
- A) lies the farthest south along the Atlantic coast
 - B) lies exclusively in the interior of Africa
 - C) lies in North Africa

D) is the largest African empire

Answer: A

Learning Objective: LO: 1.4

Page Ref: 12

A-head: West Africa

Skill Level: Analyze It

35) Which of the following statements best describes the Akan states?

- A) The rulers gave land to settlers and asked nothing in return.
- B) The rulers refused to trade with Europeans.
- C) The rulers used guns to prevent the Akan states from expanding.
- D) The rulers used gold from mines to purchase slaves.

Answer: D

Learning Objective: LO: 1.4

Page Ref: 14

A-head: West Africa

Skill Level: Analyze It

36) Why did the kingdom of Benin eventually sell its own people into European slavery?

- A) Its prosperity came to depend on the slave trade.
- B) It desired access to Christianity.
- C) Europeans would not buy other African trade goods.
- D) It lacked access to European guns.

Answer: A

Learning Objective: LO: 1.4

Page Ref: 14

A-head: West Africa

Skill Level: Analyze It

37) According to Map 1-5, the routes of the trans-Saharan slave trade were characterized by _____.

- A) extension to southern Africa
- B) connections to the ocean in North Africa and the West African forest region
- C) a wide geographical expansion across Saharan and North Africa
- D) a direct terminus along the Atlantic Ocean along the West African coast

Answer: C

Learning Objective: LO: 1.4

Page Ref: 15

A-head: West Africa

Skill Level: Analyze It

38) What did Kongo and Angola have in common with West Africa?

- A) They established colonies of people in the Americas.

- B) They escaped connection to the slave trade.
- C) Their people divided labor by gender and lived in villages of extended families.
- D) They were similar in size.

Answer: C

Learning Objective: LO: 1.5

Page Ref: 15

A-head: Kongo and Angola

Skill Level: Analyze It

- 39) West Africa's indigenous religions remained strongest in the _____.
- A) Saharan desert
 - B) forest region
 - C) Nile River valley
 - D) Kongo

Answer: B

Learning Objective: LO: 1.6

Page Ref: 19

A-head: West African Society and Culture

Skill Level: Remember the Facts

- 40) West African artists excelled in the medium of _____.
- A) gold
 - B) bronze
 - C) silver
 - D) marble

Answer: B

Learning Objective: LO: 1.6

Page Ref: 19

A-head: West African Society and Culture

Skill Level: Remember the Facts

- 41) West Africans used "fetishes" or figurines for rituals related to _____.
- A) political changes in leadership
 - B) trade relationships with African governments
 - C) peace treaties with European governments
 - D) coming-of-age ceremonies

Answer: D

Learning Objective: LO: 1.6

Page Ref: 20

A-head: West African Society and Culture

Skill Level: Remember the Facts

- 42) Which musical instrument now commonly used in the U.S. has an African predecessor?

- A) trumpet
- B) saxophone
- C) banjo
- D) violin

Answer: C

Learning Objective: LO: 1.6

Page Ref: 20

A-head: West African Society and Culture

Skill Level: Remember the Facts

- 43) In West African culture, poetry became part of _____.
- A) an oral culture expressed by commoners and elites alike
 - B) the forbidden culture controlled by women
 - C) European additions to African culture
 - D) an exclusively written culture

Answer: A

Learning Objective: LO: 1.6

Page Ref: 20

A-head: West African Society and Culture

Skill Level: Remember the Facts

- 44) How were West African prose tales significant for African-American history?
- A) The tales played no role in African-American history.
 - B) The tales helped African Americans resign themselves to slavery.
 - C) The tales became allegories for struggles against slavery.
 - D) The tales helped African Americans become slave masters.

Answer: C

Learning Objective: LO: 1.6

Page Ref: 20

A-head: West African Society and Culture

Skill Level: Remember the Facts

- 45) Which of the following statements about the role of technology in West African culture is true?
- A) It played an insignificant role because West Africa had almost no technology.
 - B) The use of silver to produce agricultural tools was common.
 - C) West Africans used technology to end African culture.
 - D) Iron refining and forging were common in the making of religious objects.

Answer: D

Learning Objective: LO: 1.6

Page Ref: 20

A-head: West African Society and Culture

Skill Level: Remember the Facts

46) Ancient African architecture received its greatest influence from the religion of _____.

- A) Islam
- B) Christianity
- C) Buddhism
- D) Judaism

Answer: A

Learning Objective: LO: 1.6

Page Ref: 20

A-head: West African Society and Culture

Skill Level: Remember the Facts

47) Women in West African society _____.

- A) had access to formal governmental offices and posts
- B) were considered to be free and independent individuals
- C) had more sexual freedom than women in Europe
- D) were responsible for nothing other than the care of children

Answer: C

Learning Objective: LO: 1.6

Page Ref: 18

A-head: West African Society and Culture

Skill Level: Remember the Facts

48) In the hierarchal society of West Africa, slavery _____.

- A) had no place and never existed until Europeans introduced it
- B) was a permanent condition and the children of African slaves were always slaves
- C) functioned as a means of assimilation into West African societies
- D) was introduced by the Greeks and Romans

Answer: C

Learning Objective: LO: 1.6

Page Ref: 19

A-head: West African Society and Culture

Skill Level: Understand the Concepts

49) In a matrilineal society, rank and power _____.

- A) pass through the female line
- B) are not passed to future generations
- C) pass through the male line
- D) are controlled by foreign visitors

Answer: A

Learning Objective: LO: 1.6

Page Ref: 17

A-head: West African Society and Culture

Skill Level: Understand the Concepts

50) How is power maintained in stateless societies like the Igbo in West Africa?

- A) Women maintained absolute power over villages.
- B) Foreigners held power over villages.
- C) Rulers prevented villagers from leaving.
- D) Families, rather than central authorities, ruled villages.

Answer: D

Learning Objective: LO: 1.6

Page Ref: 17

A-head: West African Society and Culture

Skill Level: Apply What You Know

True/False Questions

51) Egyptian women never ruled Egypt as *pharaohs*.

Answer: FALSE

Learning Objective: LO: 1.3

Page Ref: 6

A-head: Ancient Civilizations and Old Arguments

Skill Level: Understand the Concepts

52) The first known kingdom in western Sudan was Ghana.

Answer: TRUE

Learning Objective: LO: 1.4

Page Ref: 8

A-head: West Africa

Skill Level: Remember the Facts

53) A giant stele standing today in Ethiopia is testament to the spread of ancient Egyptian architecture.

Answer: TRUE

Learning Objective: LO: 1.4

Page Ref: 8

A-head: West Africa

Skill Level: Apply What You Know

54) The people of Senegambia were politically united but did not speak closely related languages.

Answer: FALSE

Learning Objective: LO: 1.4

Page Ref: 13

A-head: West Africa

Skill Level: Remember the Facts

55) A sizable minority of African Americans can trace their ancestry to Central Africa.

Answer: TRUE

Learning Objective: LO: 1.6

Page Ref: 15

A-head: West African Society and Culture

Skill Level: Remember the Facts

56) Drought was an infrequent occurrence for African farmers on the savanna.

Answer: FALSE

Learning Objective: LO: 1.6

Page Ref: 18

A-head: West African Society and Culture

Skill Level: Remember the Facts

57) In *patrilineal* societies, social rank and property is passed down in the female line from mothers to sons.

Answer: FALSE

Learning Objective: LO: 1.6

Page Ref: 16-17

A-head: West African Society and Culture

Skill Level: Understand the Concepts

58) A “call-and-response” style of singing played a vital role in West African rituals.

Answer: TRUE

Learning Objective: LO: 1.6

Page Ref: 20

A-head: West African Society and Culture

Skill Level: Understand the Concepts

59) Both court poets and *griots* were women in West African society.

Answer: FALSE

Learning Objective: LO: 1.6

Page Ref: 20

A-head: West African Society and Culture

Skill Level: Understand the Concepts

60) Africans possessed stringed instruments in the ancient era.

Answer: TRUE

Learning Objective: LO: 1.6

Page Ref: 19

A-head: West African Society and Culture

Skill Level: Apply What You Know

Fill-in-the-Blank Questions

61) A large _____ stretches across Africa spanning Ethiopia to the Atlantic Ocean.

Answer: grassland

Learning Objective: LO: 1.1

Page Ref: 3

A-head: A Huge and Diverse Land

Skill Level: Remember the Facts

62) From north to south, Africa is divided into a series of _____ zones.

Answer: climatic

Learning Objective: LO: 1.1

Page Ref: 3

A-head: A Huge and Diverse Land

Skill Level: Understand the Concepts

63) Scientists who study the evolution and prehistory of humans are known as _____.

Answer: paleoanthropologists

Learning Objective: LO: 1.2

Page Ref: 3

A-head: The Birthplace of Humanity

Skill Level: Remember the Facts

64) Egypt began a long decline as a result of _____'s invasion in 331 BCE.

Answer: Alexander the Great

Learning Objective: LO: 1.3

Page Ref: 6

A-head: Ancient Civilizations and Old Arguments

Skill Level: Remember the Facts

65) The _____, Islamic Berbers from Morocco, captured Ghana in 1076 CE.

Answer: Almoravids

Learning Objective: LO: 1.3

Page Ref: 10

A-head: Ancient Civilizations and Old Arguments

Skill Level: Remember the Facts

66) The Egyptian religion included _____, god of the Nile.

Answer: Osiris

Learning Objective: LO: 1.3

Page Ref: 6

A-head: Ancient Civilizations and Old Arguments

Skill Level: Understand the Concepts

67) In 1591, the king of Morocco used Spanish _____ to capture Gao, capital of Songhai.

Answer: mercenaries

Learning Objective: LO: 1.4

Page Ref: 12

A-head: West Africa

Skill Level: Understand the Concepts

68) The Nok, one of the early peoples of the West African forest region, were known for their _____ technology.

Answer: ironworking

Learning Objective: LO: 1.4

Page Ref: 8

A-head: West Africa

Skill Level: Understand the Concepts

69) Mansa Musa's connection to Mecca in 1324 entailed making a _____.

Answer: pilgrimage

Learning Objective: LO: 1.4

Page Ref: 11

A-head: West Africa

Skill Level: Apply What You Know

70) The people known as the _____ are an example of an Akan state.

Answer: Ashantee

Learning Objective: LO: 1.4

Page Ref: 14

A-head: West Africa

Skill Level: Apply What You Know

Short Answer Questions

71) Examine Map 1-1. What aspects of African geography suggest limitations and possibilities for historical settlement?

Learning Objective: LO: 1.1

Page Ref: 4

A-head: A Huge and Diverse Land

Skill Level: Analyze It

72) Discuss the scholarly debate surrounding the race and extent of influence of the ancient Egyptians.

Learning Objective: LO: 1.3

Page Ref: 5-8

A-head: Ancient Civilizations and Old Arguments

Skill Level: Apply What You Know

73) Why is the Nile river called a “gift” for ancient Egypt?

Learning Objective: LO: 1.3

Page Ref: 5-6

A-head: Ancient Civilizations and Old Arguments

Skill Level: Analyze It

74) Based on the *Voices* segment of Al Bakri’s observations of Kumbi Saleh and Ghana’s royal court, explain the connection between physical display and authority within the political system of Ghana.

Learning Objective: LO: 1.4

Page Ref: 10

A-head: West Africa

Skill Level: Apply What You Know

75) Examine the *Voices* segment of a Dutch visitor to Benin City in 1602. How does the foreign visitor describe conditions in the city, and what cultural biases are evident in his description?

Learning Objective: LO: 1.4

Page Ref: 16

A-head: West Africa

Skill Level: Analyze it

Essay Questions

76) Why do scholars generate an intense debate surrounding the ancient origin of human beings as explained in the chapter?

Ideal Answer: The ideal answer should:

1. Outline the evolution of early hominids: *Ardipithecines*, *Australopithecus*, *Homo habilis*, and *Homo erectus*.
2. Outline the migration debate: Multiregional model: Modern humans evolved from regional *Homo sapiens* and archaic *homo erectus* populations in Africa, Asia, and Europe
3. Note that the Out of Africa model: Modern humans evolved 200,000 years

ago in Africa and left 100,000 years ago, migrating to Asia and Europe and the Americas.

4. Conclude that both theories are consistent with archaeological evidence.

Learning Objective: LO: 1.2

Page Ref: 3-5

A-head: The Birthplace of Humanity

Skill Level: Analyze It

- 77) How did class, gender, and religion shape Egyptian life?

Ideal Answer: The ideal answer should:

- 1) Describe the Afrocentric debate regarding the racial origins and impact of Egyptian culture on Greece and Rome: Egyptians may or may not have been “black” in skin color, however it is clear that the civilization influenced Greece and Rome in profound ways.
- 2) Discuss the patriarchal nature of ancient Egyptian culture and the role of women as having some control over earnings, family development, and political power.
- 3) Explain the role of religion within the Egyptian political and social system as having a central role in augmenting the political power of the pharaoh.
- 4) Conclude that ancient Egypt was a founding civilization of world history and continues to provide new clues to its existence through archaeological discoveries.

Learning Objective: LO: 1.3

Page Ref: 5-6

A-head: Ancient Civilizations and Old Arguments

Skill Level: Analyze It

- 78) What were the most important economic, political, and cultural aspects of West African society? In what ways did geography impact cultural differences among West African civilizations?

Ideal Answer: The ideal answer should:

- 1) Describe the major West African kingdoms of the Sudan: Ghana, Mali, Songhai. All were politically competitive and involved in long distance trade relations.
- 2) Describe the major West African kingdoms of the forest region: Senegambia, Akan, Benin, Igboaland. These all played major roles in the development of West African society through warfare, religious expansion, and trade.
- 3) Outline West African technology (iron production), religion (polytheism and Islam), trade systems based on iron, ivory, textiles; rigid class system, and family-based leadership systems.

- 4) Explain the role of the Sahara desert in creating North Africa and sub-Saharan Africa; the forests of West Africa provided many slaves to European colonies because of their close proximity to the coastline; the savanna or grasslands of central and southern Africa provided the home to large internal kingdoms involved in shaping West African national histories and the slave trade.
- 5) Conclude that geographical characteristics, primarily aridity, continue to shape modern African political and socioeconomic development.

Learning Objective: LO: 1.6

Page Ref: 8-15, 16-21

A-head: West African Society and Culture

Skill Level: Understand the Concepts

- 79) Explain the role, status, and power of African women in ancient Africa.

Ideal Answer: The ideal answer should:

- 1) Define “African” women as including North Africa and ancient Egyptian culture as well as West, Central, Southern, and Eastern African women.
- 2) Point out that women were often seen as the property of men, and men dominated African women to the point of widespread enslavement of women and polygamy.
- 3) Note that women did in some cultures have the right to own property, inherit property, control the income from property, and serve as government officials.
- 4) Note the irony that women who served as government officials were often slaves.
- 5) Provide an example of the power of African women: The Ashantee Queen held her own court to decide women’s affairs.
- 6) Conclude that women held considerable power over their sexuality; secret societies taught women to be virtuous.

Learning Objective: LO: 1.6

Page Ref: 18

A-head: West African Society and Culture

Skill Level: Apply What You Know

- 80) In what ways did Islam influence ancient African political, economic, and cultural development prior to European arrival? How does that impact manifest itself today?

Ideal Answer: The ideal answer should:

- 1) Define Muslim countries in ancient sub-Saharan Africa as Ghana, Mali, and Songhai. Islam arrived from North Africa by Arab merchants who also brought Arabic culture.
- 2) Explain that Arabs replaced Romans as the major foreign traders in Africa by the ninth century, leading to the conversion of African leaders to Islam.

- 3) Note that in Ghana, Arab Muslims dominated the monarchy and introduced writing into the culture.
- 4) Explain that Islam shaped African slavery. In Islamic regions of West Africa, masters had obligations to their slaves similar to those of a guardian for a ward.
- 5) Point out that Islam in many areas particularly of North and West Africa influenced African religion and African culture, including architecture, family life, and the roles of men and women in society.
- 6) Conclude that in modern Africa, the historical imprint of Islam remains strong in cultural, political, and religious influences that define modern national development in a time of expanding democracy.

Learning Objective: LO: 1.6

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A-head: West African Society and Culture

Skill Level: Apply What You Know

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