The Culture and Kingdoms of West Africa

Lesson 12 Early Societies in West Africa
Lesson 13 Ghana: A West African Trading Empire
Lesson 14 The Influence of Islam on West Africa
Lesson 15 The Cultural Legacy of West Africa
West Africa Geography Challenge

Overview

This activity previews the key places and events that students will encounter in this unit. Students read and interpret three specialty maps to learn about West Africa. Working in pairs, they answer questions while labeling and drawing on a map of Africa. Afterward, they discuss critical thinking questions related to their completed maps.

Objectives

Students will

• map four sections into which Africa can be divided.
• map Africa’s vegetation zones.
• map the borders of the three kingdoms that developed in West Africa.

Materials

• History Alive! The Medieval World and Beyond
• Geography Challenge Handout 3 (3 copies)
• Interactive Student Notebooks
• colored pencils or markers

Geography Challenge

1 Before class, cut the cards from copies of Geography Challenge Handout 3: Geography Challenge Cards. (Note: You may want to laminate the cards for future use.)

2 Introduce the activity. Tell students that in this unit they will be learning about Africa and the kingdoms that developed in West Africa. In this Geography Challenge, they will map the four sections into which Africa can be divided, Africa’s vegetation zones, and the three kingdoms of West Africa during the period from about 500 to 1600 C.E. Have students open History Alive! The Medieval World and Beyond to pages 134 and 135 and read “Setting the Stage: The Culture and Kingdoms of West Africa” before beginning the activity.

3 Place students in mixed-ability pairs. You may want to prepare a transparency to show them where they will sit and with whom they will work.

4 Give each pair one Geography Challenge card. Have pairs turn to the maps on pages 134 and 135 and open their Interactive Student Notebooks to Geography Challenge 3. Review the directions with them.

5 Monitor students’ work. Use Guide to Geography Challenge 3 to check their responses. Then have pairs exchange cards until all pairs have completed most of the questions.

6 Lead a class discussion. Review the answers, and then ask, Considering the vegetation zones of Africa, where were people least likely to settle? Look at the world map on page 416 of your book. How large would you say Africa is compared with the other continents? Do you think Africa would have many contacts with other parts of the world, such as trade and exchange of ideas, or few contacts? Of the three kingdoms in West Africa, which was established first? Last? Which was largest? Why might Timbuktu have become a trading city?
<table>
<thead>
<tr>
<th>West Africa Question 1</th>
<th>West Africa Question 2</th>
</tr>
</thead>
</table>
| Which ocean borders Africa on the west?  
Which ocean borders Africa on the east?  
Which sea borders Africa on the north?  
Label these bodies of water. | Into what four regions is Africa divided?  
Draw in the boundaries of these regions, and label each region. |

<table>
<thead>
<tr>
<th>West Africa Question 3</th>
<th>West Africa Question 4</th>
</tr>
</thead>
</table>
| Lightly shade each of Africa’s vegetation zones in a different color. Then fill in the key to show the meaning of each color.  
In which of these zones do you think people were least likely to settle? Why? | Outline Ghana’s boundary in red, Mali’s boundary in blue, and Songhai’s boundary in brown. Add these colors to the key.  
In what region of Africa were these kingdoms located? What vegetation zones are in this part of Africa? |

<table>
<thead>
<tr>
<th>West Africa Question 5</th>
<th>West Africa Question 6</th>
</tr>
</thead>
</table>
| Label the Niger and Senegal Rivers.  
Why do you think these rivers were important to the societies that developed in West Africa? | Label the Sahara Desert.  
Why do you think the territory below the Sahara Desert might have had limited contact with lands to the north of the desert before the late 700s C.E.? |

<table>
<thead>
<tr>
<th>West Africa Question 7</th>
<th>West Africa Question 8</th>
</tr>
</thead>
</table>
| What religion spread from North Africa to West Africa?  
Draw and label an arrow to show the spread of this religion. | What city was an important center of trade and learning for the kingdoms of Mali and Songhai?  
Label that city. |
To complete each Geography Challenge card, answer the questions in complete sentences. Label the map on the opposite page as directed.

**Question 1**  The Atlantic Ocean borders Africa on the west, the Indian Ocean borders Africa on the east, and the Mediterranean Sea borders Africa on the north.

**Question 2**  Africa is divided into West Africa, North Africa, Central and South Africa, and East Africa.

**Question 3**  People were least likely to settle in desert zones because it would be hard to grow food and to find water there.

**Question 4**  These kingdoms were located in West Africa. The vegetation zones in this region include desert, semidesert (Sahel), savanna, and forest.

**Question 5**  The rivers helped make the land fertile and provided fish. Also, traders traveled along the rivers.

**Question 6**  Travel across the Sahara Desert was very difficult. (Note: Travel across the Sahara was made easier after this time because of the introduction of the camel.)

**Question 7**  Islam spread from North Africa to West Africa.

**Question 8**  Timbuktu was an important center of trade and learning for the kingdoms of Mali and Songhai.
Early Societies in West Africa

Overview
In this lesson, students explore current thinking about the origins of West African kingdoms. In an Experiential Exercise, they explore four types of societies: family-based communities, villages, cities, and kingdoms. They experience the political and economic organization of each society and consider possible explanations for the development of kingdoms in West Africa.

Objectives
Students will
• describe the relationship of trade to the Niger River and describe the vegetation zones of forest, savanna, Sahel, and desert.
• describe the evolution of early societies in West Africa.
• analyze the importance of family, labor specialization, and regional commerce in the development of cities and kingdoms in West Africa.

Materials
• History Alive! The Medieval World and Beyond
• Interactive Student Notebooks
• Transparencies 12A–12D
• Information Masters 12A–12D (1 transparency of each)
• Student Handout 12A (1 card for every 3 students)
• Student Handout 12B (1 card for every 6 students)
• skeins of yellow, green, blue, and red yarn
• small pieces of paper, about 3” x 3” (21 each of 2 colors, plus 6 each of 4 additional colors)
• masking tape
• masking tape in a second color (or string)
• business-size envelopes (about 15)
• paper
Preview

Project Transparency 12C: The Savanna and Transparency 12D: The Forest as students complete Preview 12 in their Interactive Student Notebooks. Allow students to share their answers. Then explain that in this lesson they will discover how geographic location played a key role in the development of West African cities and kingdoms.

Graphic Organizer

1 Introduce Chapter 12 in History Alive! The Medieval World and Beyond. Explain that for many years, it was believed that West Africans developed cities and kingdoms only after they learned about them from foreign invaders. Now we know that cities and kingdoms existed long before West Africa had contact with other cultures. In this lesson, students will learn about the evolution of early societies in West Africa and the development of cities and kingdoms. Have students read Section 12.1. Make sure they understand the meanings of the bold-faced key terms, which are defined in the Glossary.

2 Introduce the graphic organizer. Ask students to examine the illustration on page 137. Ask, What do you see? The diagram shows a part of what continent? (Africa) What do the different colors represent? Which colored areas are the smallest? (those representing family-based communities) Which colored area is the largest? (the one representing a kingdom) Explain that students will use this diagram to help them understand how cities and kingdoms may have developed in West Africa.

Reading for Understanding

1 Introduce the reading. Project Transparency 12A: The Sahara Desert, Transparency 12B: The Sahel, Transparency 12C: The Savanna, and Transparency 12D: The Forest. Explain that each photograph shows an important region of vegetation in West Africa. As you project each transparency, ask, What do you see? What might the climate in this area be like? What kind of vegetation can you see? What kind of farming, if any, do you think is possible here?

2 Have students read Section 12.2 and complete the corresponding Reading Notes in their Interactive Student Notebooks. This section provides background information about the geography of West Africa. Students should read carefully, and may consult the maps on pages 134 and 135 if necessary, to label the map. Use Guide to Reading Notes 12 to check students’ answers.
Experiential Exercise

1 Prepare materials. Before class, organize the materials for the four phases of the activity, as follows:

- **Phase 1:** Each group of three students will need an envelope labeled *Phase 1* that contains three tokens (small pieces of paper) of the same color (put one color, such as yellow, in half of the envelopes, and another color in the other half), a copy of the questions cut from *Student Handout 12A: Phase 1 Discussion Questions*, a pencil, a sheet of paper, and a 15-foot length of yellow yarn. Label each envelope with the corresponding color. Each group will also need a 6-inch piece of masking tape. *(Note: You might consider putting the strips of tape in an accessible place for students to get themselves.)*

- **Phase 2:** Each group of six students will need a 40-foot length of green yarn and a 6-inch piece of tape.

- **Phase 3:** Each group of six students will need an envelope labeled *Phase 3* that contains six tokens of the same color (a different color for each group), a copy of the questions cut from *Student Handout 12B: Phase 3 Discussion Questions*, and a sheet of paper. The group that formed a village by combining with the settlement across the Niger River will also need a 50-foot length of blue yarn and a 6-inch piece of tape.

- **Phase 4:** The group that moved to the Niger River to form a new city will need a 50-foot length of blue yarn and 6-inch piece of tape. The group that formed a city along the Niger River in Phase 3 will need a 100-foot length of red yarn and a 6-inch piece of tape.

2 Arrange the classroom. Use masking tape to outline a map of West Africa on the floor as shown. *(Note: For ease of setup, the map is drawn with straight lines as opposed to the actual rounded coastline of West Africa.)* Divide the map into the four vegetation zones indicated, and label them *Desert*, *Sahel*, *Savanna*, and *Forest*. Outline the Niger River in a different color of tape and label it. *(Note: You might want to use string instead of tape.)* Place masking tape X’s at least 6 feet apart in the positions indicated (these mark where students can form settlements in Phase 1 of the activity). Two X’s on the savanna should be located across the Niger River from each other. Of the remaining four X’s on the savanna, place two slightly closer to the Niger than the other two, but sufficiently far from the Niger so that when the two settlements unite they are not on the river. Place the X’s in the forest far from the Niger.
Place students in mixed-ability groups of three and introduce the activity. Explain that the floor diagram is a simplified map of West Africa, and have groups sit around it. Tell them that they will now participate in an activity with four phases that will demonstrate how cities and kingdoms may have developed in West Africa.

**Phase 1: The Development of Settlements**

Project *Information Master 12A: The Development of Settlements*, and follow the steps for Phase 1. These tips will help the activity proceed smoothly and help you understand the historical analogies (don’t reveal the historical analogies to students until the Experiential Exercise is over):

- **Step 2**: In assigning roles, you might use an arbitrary criteria, such as the order of students’ birthdates. *(Note: Having one person represent the eldest male, and two represent members of the extended family, is analogous to the fact that early settlements were composed of extended families.)*

- **Step 3**: Once groups have settled, the classroom should look as shown at right. Distribute the materials for Phase 1. Give all the groups in the forest and one of the groups that has settled near the Niger River envelopes containing the same color of tokens, such as yellow. Give the other groups on the savanna envelopes containing the other color of tokens. *(Note: To save time, ask groups to tape each piece of yarn to the floor in only four places. The yarn will stay in place until the conclusion of the activity.)*

- **Step 4**: Have groups conduct their trades. *(Note: Groups trading with each other, and having tokens of different colors to trade, is analogous to early settlements bartering to secure resources they didn’t have. Those in the forest had such items as yams and mahogany wood. Those on the savanna had such items as cattle and millet. Having the Elder Male decide with whom to trade is analogous to history in that one of the male elders probably made the decisions for the extended family.)*
Phase 2: The Development of Villages

Project Information Master 12B: The Development of Villages, and follow the steps for Phase 2. (Note: Be certain that at the end of Phase 2, only one village is created on the Niger River. This is important for Phase 3.) These tips will help the activity proceed smoothly:

- **Step 1:** When two groups indicate that they have formed a village, distribute the materials for Phase 2 to them. After all groups have joined together to form villages, your classroom should look as shown at right. (Note: Having groups join together is analogous to the fact that extended-family communities joined together for a variety of reasons, such as protection, the need to control rivers, and the exploitation of natural resources.)

Phase 3: The Development of Cities

Project Information Master 12C: The Development of Cities, and follow the steps for Phase 3. These tips will help the activity proceed smoothly:

- **Step 1:** You might use an arbitrary criteria for assigning roles.
- **Step 2:** Distribute the materials for Phase 3. Tell students in the trading village on the Niger to tax traders by charging one token to each group for the right to trade in their village. After the trading session, your classroom should look as shown below. (Note: Groups trading for tokens of different colors is analogous to villages producing surpluses for trade. Using the Niger River as the path by which representatives from each village producing surpluses travel is analogous to the fact that the Niger was one of the main highways of trade. Having the village located on the river charge for trading conducted in the village is analogous to the fact that the villages that controlled trade routes charged taxes.)
- **Step 4:** Have the village with the most tokens increase its boundaries by placing a piece of blue yarn two feet farther out than the green yarn that encircled their community. (Note: This change in boundaries is analogous to the fact that as the wealth of the villages controlling trade routes increased, their population also increased as people moved there for jobs, such as building public buildings, serving in the army, or supervising trade. The villages then became cities.)
Phase 4: The Development of Kingdoms

Project *Information Master 12D: The Development of Kingdoms*, and review the steps for Phase 4. These tips will help the activity proceed smoothly:

- **Step 1:** Once the new settlement has been established, give the group the piece of blue yarn and tape.

- **Step 2:** Once the kingdom has been formed, give the group the piece of red yarn and tape. Your classroom should now look as shown below. (Note: In this phase, a village on the savanna moved closer to the Niger and created a city. The rich city attacked this new city and another village. The conquering city then collected a token from the city and the village. This action is analogous to how rulers of rich cities used their wealth to build armies, giving them the power to conquer any village that attempted to interfere with their trade monopoly or whose loyalty they questioned. The tokens the city and village had to pay represent tributes paid by conquered areas. Also, the large kingdoms of West Africa were located on the savanna, not in the forest, possibly because villages in the forest were more difficult to conquer.)

- **Step 3:** After the class discussion, you may want to mention that when kingdoms became larger, they were sometimes called *empires*.

- **Step 4:** Collect the materials students have placed in their envelopes. (Note: If this lesson is to be taught to more than one class, you might have students prepare the Phase 1 and Phase 2 envelopes as described under Step 1 of this Experiential Exercise.)

**Reading for Understanding**

1. Prepare students to read Section 12.3 by making connections to the Experiential Exercise. Ask, *During Phase 1, what did the roles represent?* (the extended family that made up the community) *What did the tokens you had to obtain represent?* (products that could not be found in your geographic region) *Who made the decision about with whom to trade?* How was this like the rule of early settlements in West Africa? (The elder family member made the decisions. In West Africa, one of the male elders probably made decisions for the extended family.)

   - *During Phase 2, why did families join together in larger communities?* (For protection, which was just one of the reasons for banding together. Other reasons included the need to control rivers and the exploitation of natural resources.)
2 Have students read Section 12.3 and complete the corresponding Reading Notes. Use the Guide to Reading Notes to check their answers.

3 Repeat the process for Sections 12.4 and 12.5. Use these questions to prepare students to read each section by making connections to the Experiential Exercise:
   • Section 12.4: Ask, During Phase 3, what did the tokens represent? (surplus goods that people produced because everyone was no longer needed to produce food) What did the area encircled in blue yarn represent? (a city, which grew because of trade) What did the route along which you had to travel to trade represent? (the Niger River)
   • Section 12.5: Ask, During Phase 4, what did the area encircled in red yarn represent? (a kingdom) Why did one city attack the newly created city and the other village on the savanna? How do you think this was like what happened in West Africa? (As in West Africa, cities attacked other cities and villages to extend their control of trade routes and to insure the loyalty of cities and villages.) What did the tokens represent? (tribute paid by conquered villages and cities)

Processing
   Have students complete the Processing assignment in their Interactive Student Notebooks. Their story should mention reasons for the formation of extended-family communities, those communities joining to form villages, the growth of trading villages into cities, and the growth of cities into kingdoms.

Assessment
   Masters for assessment follow the next page.
   9. The label Jenne-jeno should be placed near the A; the explanation of why this city developed there should mention rivers. The letter B should be written somewhere in the desert climate zone. Answers to Parts c and d will vary.
   10. The bulleted points can provide a rubric for this item.
Online Resources
Further resources for Lesson 12: Early Societies in West Africa can be found at Online Resources for History Alive! The Medieval World and Beyond at www.teachtci.com/historyalive/.

- Unit 3 Internet Connections: The Culture and Kingdoms of West Africa

Options for Students with Diverse Needs
See page 452 for tips on adapting this lesson to meet the needs of

- English language learners.
- learners reading and writing below grade level.
- learners with special education needs.
- advanced learners.
1. What was one economic effect of the four vegetation zones in West Africa?
   - A. Most of the people lived in one zone.
   - B. People from different zones traded with each other.
   - C. Most of the people lived as nomads.
   - D. People from different zones spoke different languages.

2. What is one example of how geography affected the lives of people in West Africa?
   - A. They used the Niger River for trading.
   - B. They used iron tools for farming.
   - C. Most people in West Africa ate yams.
   - D. Most people in West Africa worshiped the sun.

3. Four types of settlement are listed below. In which order would you put them if you were going from smallest to largest?
   1. city
   2. extended-family community
   3. kingdom
   4. village

   - A. 2, 1, 4, 3
   - B. 4, 2, 1, 3
   - C. 1, 4, 2, 3
   - D. 2, 4, 1, 3

4. How did extended-family communities deal with dangerous floods or enemies?
   - A. They built walls around their communities.
   - B. They lived in isolated areas far from danger.
   - C. They joined other communities to form villages.
   - D. They offered gifts to their enemies’ leaders.

5. Which of the following made West African farming more efficient?
   - A. iron tools
   - B. improved seeds
   - C. terraced hills
   - D. irrigation systems

6. The diagram shows a sequence of changes that started when farming became more productive. What belongs in the empty box?

   - A. better housing
   - B. improved technology
   - C. population growth
   - D. isolated cities

7. Jenne-jeno’s location made it ideal for
   - A. governing.
   - B. trade.
   - C. housing.
   - D. families.

8. How did kingdoms develop in West Africa?
   - A. Rulers of wealthy cities conquered other cities.
   - B. Rulers of small villages joined their fortunes.
   - C. Kings demanded tribute from conquered people.
   - D. Kings demanded protection from other kings.
9. Below is a map of West Africa.
   a. Write the name of the place represented by the letter A. Explain one reason why it developed there.

   b. Put a B in the climate zone where the fewest people lived.

   c. Write a one-sentence summary that answers the question, “How did geography affect settlement patterns in West Africa?”

   d. Write a one-sentence summary that answers the question, “How did geography affect ways of life in West Africa?”
Follow the directions to complete the item below.

10. You are an archeologist excavating a site in West Africa. You have dug a pit at your site that has four layers. The layers indicate that four types of societies have lived in this area, ranging from the simplest society to the most complex society. The drawing shows the cross section of your excavation pit. Complete the drawing by doing the following:

- Label each layer from the simplest society at the bottom of the pit to the most complex society at the top of the pit. Use these terms: *villages, towns, family-based communities, and kingdoms*.
- Draw and label an artifact that would indicate some important feature about how people lived in each type of society.
- On the floor of the pit, write a brief paragraph that explains each artifact you drew.
Phase 1 Discussion Questions

• Why do you think early communities made up of family members had to trade with other communities?
• Who do you think made the decisions in these communities?

Phase 1 Discussion Questions

• Why do you think early communities made up of family members had to trade with other communities?
• Who do you think made the decisions in these communities?
Phase 3 Discussion Questions

• When villages learned to make iron tools, not all people had to be farmers. What other jobs might people have performed when they no longer needed to be farmers?

• What might the trading tokens represent?
The Development of Settlements

Step 1: As a class, compare the second map on page 135 of *History Alive! The Medieval World and Beyond* to the classroom floor map. Discuss these questions: Where is the desert on the floor map? What is the name of this desert? Where is the Sahel? Where is the savanna? Where is the forest? What is the name of the major river in West Africa?

Step 2: Assign roles. Your teacher will assign these roles in each group: one Elder Male and two Members of the Extended Family (one who will also act as the Reporter, one as Recorder).

Step 3: Settle in one of the indicated areas. With your group, move to one of the areas on the floor map indicated by an X. Mark the boundaries of your settlement by taping the piece of yellow yarn (from your envelope) around where your group is sitting. Encircle your group in as small an area as possible.

Step 4: Trade with another settlement. You have been given three tokens (small pieces of paper) that are the same color. You need to trade one of your tokens for a token of a different color. The Elder Male should direct a group member to trade for a token of a different color with another group. That member should return to your group as soon as the trade has been made.

Step 5: While your trading member is away, begin to talk about the discussion questions found in your envelope. The Recorder should write your responses on the sheet of paper in the envelope.

Step 6: Once the trading is complete, discuss the two questions as a class. Your Reporter should share your group’s answers.

Step 7: Collect materials. Put your tokens, the discussion questions for Phase 1, and your answers in the envelope, and return the envelope to your teacher. Leave the yarn taped to the floor, and stay where you are.
Step 1: Form a village. Your settlement looks like the picture below. Your extended family has built small groups of buildings, called compounds, in the middle of your fields. Other extended families have built similar compounds nearby.

Suddenly, outsiders attack your community. Quickly join with the community nearest yours. When everyone in your new community is seated, raise your hands and your teacher will give you a piece of green yarn. Mark the boundaries of your new community by taping the green yarn around the area where your two groups are seated. Encircle your group in as small an area as possible. You have formed a village.

Step 2: Your teacher will lead a class discussion of these questions:

- In addition to protection, what other reasons might you have for joining with another community to form a village?
- How might you design your village to provide better protection than your family community did? Where would the houses be? Where would the farmland be?
Step 1: Assign roles. Your teacher will assign four members of your group the roles of Trader, Discussion Leader, Recorder, and Reporter.

Step 2: Trade your surplus goods. You have six tokens of the same color. You will use one as a tax. You will use the others to trade with other villages to acquire tokens of five different colors. At the end of the trading, only one of those five tokens should be of the original color. Follow these trading rules:

- You do not want to travel from village to village, because that would require too much effort to move your trade goods. Instead, you want to find a center in which to trade. Because water transportation is the easiest way to move your goods, send your Trader to travel along the Niger River until he or she reaches a trading village on the water. He or she should wait there for other Traders.
- Obey any trading rules the village has established.
- Return to your village once you have tokens in five colors.

Step 3: While your Trader is away, begin to talk about the discussion questions in your envelope. The Recorder should write your responses on the sheet of paper.

Step 4: Create a city. After the trading, the village with the most tokens should increase its boundaries by taping the blue yarn two feet farther out than the green yarn that encircled the village.

Step 5: Once the city is established, discuss the two questions as a class. Your Reporter should share your group’s answers.

Step 6: Collect materials. Put the discussion questions and your answers in the envelope labeled Phase 3. Keep your tokens out for the next phase of the activity.
Step 1: Establish new trading centers. If you settled in the village located on the savanna and closest to the Niger River, you should abandon your village and start a new settlement on the banks of the Niger so you can share in the taxes that come from controlling trade. Encircle your new settlement with blue yarn to indicate that you have become a city because of the trade you now control.

Step 2: Create a kingdom. The richest city on the Niger River—the city with the most tokens—has “attacked” and conquered the new trading city. It has also “attacked” the village on the savanna to insure that the village remains loyal. The richest city on the Niger should now mark the boundaries of its new area, which is called a kingdom, by taping the red yarn around the city and the village it has conquered. Encircle the kingdom in as small an area as possible. Then collect one token from the city and the village you have conquered.

Step 3: Your teacher will lead a class discussion of these questions:
- Why did the richest city attack the newly created city? Why did it attack the village?
- Why do you think the richest city was able to conquer the city and village?
- In what geographic area was this kingdom established?

Step 4: Collect materials. Return all yarn to your teacher, along with your envelopes from Phase 3. Throw away all pieces of tape.
Read each of Sections 12.2 to 12.5, and complete the corresponding notes.

12.2 Geography and Trade
1. This is a map of West Africa. Label the Sahara Desert, the Sahel, the savanna, and the forest. Then draw and label the types of vegetation found in each area. Also label the Niger River. Students might indicate that short grasses and small bushes and trees grow in the Sahel; tall grasses, trees, and grains grow in the savanna; and that trees and shrubs, including oil palms, yams, kola trees, mahogany, and teak, grow in the forest.

2. How did geography affect trade in West Africa? Because different types of food grow in different zones, people had to trade to get things they could not produce themselves.

12.3 Early Communities and Villages
1. Locate the circles on the diagram that represent family-based communities. Color them yellow. Then locate the areas on the map that represent villages. Color them green.

2. What are some reasons that family-based communities joined together to form villages? Extended families formed villages to control flooding rivers, to mine for iron or gold, or for protection.

3. Who made the decisions in a family-based community? One of the male elders probably made decisions for the community.
12.4 The Development of Towns and Cities

1. Locate the ovals on the diagram that represent cities. Color them blue.

2. How did the ability to work with iron affect food production and the types of jobs that villagers performed in West Africa?
   With iron tools, farmers cleared land and grew crops more efficiently. Abundant food supported larger villages where more people were free to take up other jobs such as weaving, metalworking, and pottery.

3. How did the location along trade routes affect the development of cities?
   Villages located along rivers or other trade routes became trading sites. By taxing traders, villages became wealthy. Wealth led to an increase in population, and villages often grew into towns and cities.

4. How did the location of Jenne-jeno lead to its becoming a large, busy city?
   Jenne-jeno was located at the intersection of the Niger and Bani Rivers. This ideal location for farming, fishing, and trade allowed it to become a large city.

12.5 The Rise of Kingdoms and Empires

1. Locate the area on the diagram that indicates a kingdom. Color it red.

2. How were trading cities able to develop into kingdoms?
   Rulers of some trading cities taxed goods that were bought and sold in their cities. They used this wealth to raise large armies that conquered nearby trading areas.

3. List one advantage and one disadvantage of being part of a kingdom.
   Possible answer: Advantages: Armies made sure trade routes were safe. They kept out foreign armies and raiders. Wars between small cities ended. Disadvantages: People living in conquered areas had to pay tribute, and the men had to serve in the army.