

Section 3

Step-by-Step Instruction

Review and Preview

Students have learned about Native American cultures in North America and their interaction through trade. Now they will learn about cultures on the continents of Europe, Africa, and Asia and how they were linked through trade.

Section Focus Question

How did trade link Europe, Africa, and Asia?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Europeans, Africans, and Asians exchanged goods, ideas, and influences through trade.*)

Prepare to Read

Build Background Knowledge

L2

On the board, write the word *goods*. Ask students to suggest specific goods that American consumers value highly. Record student responses on the board. Next, have students identify imported goods in the list on the board. Ask: **What countries do you know that produce these goods for American markets?** List the countries next to the corresponding product names. Then, have students categorize the countries by the continents on which they are located. Allow use of a map if necessary.

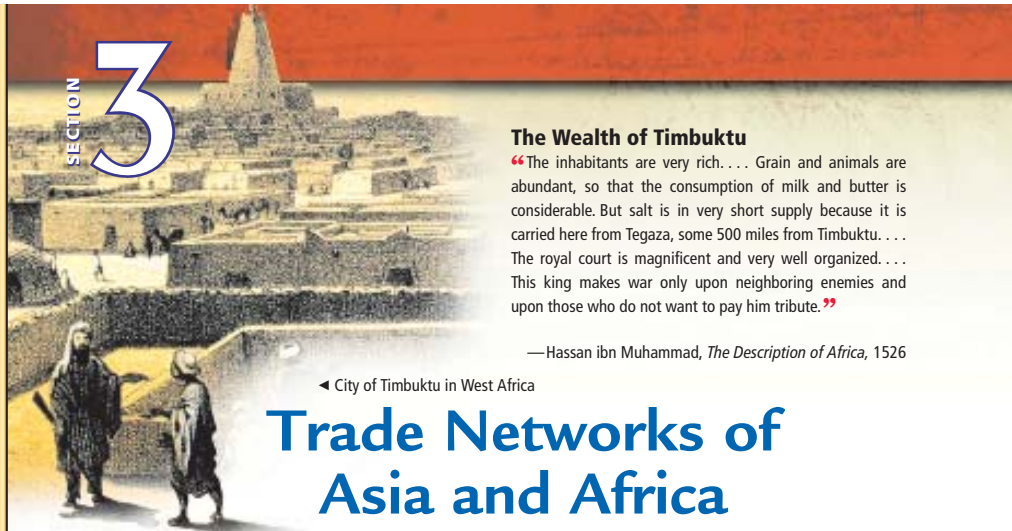
Set a Purpose

L2

- Form students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

All in One Teaching Resources, Unit 1, Reading Readiness Guide, p. 18

- Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share one piece of information they already know and one piece of information they want to know. The students will return to these worksheets later.



SECTION 3

The Wealth of Timbuktu

“The inhabitants are very rich. . . . Grain and animals are abundant, so that the consumption of milk and butter is considerable. But salt is in very short supply because it is carried here from Tegaza, some 500 miles from Timbuktu. . . . The royal court is magnificent and very well organized. . . . This king makes war only upon neighboring enemies and upon those who do not want to pay him tribute.”

—Hassan ibn Muhammad, *The Description of Africa*, 1526

◀ City of Timbuktu in West Africa

Trade Networks of Asia and Africa

Objectives

- Learn about the role played by Muslims in world trade.
- Discover how great trading states rose in East Africa and West Africa.
- Find out how China dominated an important trade route across Asia.

Reading Skill

Ask Questions Asking questions when you read will help you organize your reading plan and get involved with the text. You can use your questions, for example, to set a reading purpose—answering the questions. Two ways to generate questions are to restate headings and to study the review questions at the end of the section.

Key Terms and People

Muhammad navigation
Mansa Musa Zheng He

Why It Matters While Native Americans were developing diverse cultures and civilizations, other civilizations thrived in Europe, Africa, and Asia.

Section Focus Question: How did trade link Europe, Africa, and Asia?

The Muslim Link in Trade

From earliest times, trade linked groups who lived at great distances from one another. As trade developed, merchants established regular trade routes. These merchants carried their culture with them as they traveled.

By the 1500s, a complex trade network linked Europe, Africa, and Asia. Much of this trade passed through the Arabian Peninsula in the Middle East. Ships from China and India brought their cargoes of spices, silks, and gems to ports on the Red Sea. The precious cargoes were then taken overland to markets throughout the Middle East.

Rise of Islam The growth in trade was also linked to the rise of the religion of Islam. Islam emerged on the Arabian Peninsula in the 600s. Its founder was the prophet **Muhammad**. Muhammad taught that there is one true God. Followers of Islam, called Muslims, believed that the Quran (ku RAHN), the sacred book of Islam, contained the exact word of God as revealed to Muhammad.

Islam was transmitted rapidly through conquest and trade. Arab armies swept across North Africa and into Spain. Muslim merchants also spread their religion far into Africa, and from Persia to India. Millions of people across three continents became Muslims.

16 Chapter 1 Roots of the American People

Differentiated Instruction

L1 English Language Learners **L1 Less Proficient Readers** **L1 Special Needs**

Restate with Synonyms Unfamiliar words pose recurring difficulties for some students. Restating sentences and substituting familiar synonyms can aid comprehension. Pair students and provide the partners with a thesaurus. Tell each partner to read a subsection silently. They should pause after each paragraph and

together make a list of any unfamiliar words (excluding specialized vocabulary). Together, partners can look up each word in the thesaurus and find a familiar synonym. Then, they can substitute synonyms for unfamiliar words and reread the paragraph.

Advances in Learning Arab scholars made remarkable contributions to mathematics, medicine, and astronomy. They helped develop algebra and later passed it along to Europe. Arab astronomers measured the size of Earth, supporting the Greek belief that Earth was a sphere. Arabs also made important advances in technology. They built ships with large, triangular sails that allowed captains to use the wind even if it changed direction.

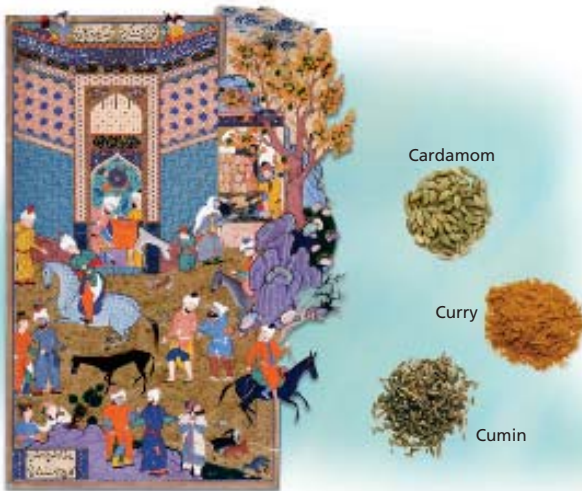
Checkpoint How did Islam spread?

The African Link in Trade

Africa has a long history of trade, going back as far as 3100 B.C., when the great civilization of Egypt arose. Egyptian traders sailed throughout the eastern Mediterranean Sea and the Red Sea to bring home cedar logs, silver, and horses. Following routes south from Egypt, they traded for ivory, spices, copper, and cattle.

East African Trade Centers About A.D. 1000, trade centers began to appear in eastern Africa. The most powerful was Zimbabwe (zim BAH bway), which became the center of a flourishing empire in the 1400s. Zimbabwe lay on the trade route between the east coast and the interior of Africa. Traders passing through Zimbabwe had to pay taxes on their goods.

Trade brought prosperity to a number of cities along the east coast of Africa. Kilwa, the chief trading center, attracted merchant ships from as far away as China. Kilwa traders did a brisk trade with the African interior, exchanging cloth, pottery, and manufactured goods for gold, ivory, and furs. An active slave trade also developed between East Africa and Asia across the Indian Ocean.



Vocabulary Builder
sphere (sfeer) *n.* rounded shape

Ask Questions
Preview the headings on the next two pages. Turn them into questions that you would expect to find the answers to as you read.

Merchants in the Middle East

At outdoor bazaars, Muslim merchants bought and sold goods from around the world. Probably the most valuable goods sold at this Persian bazaar were spices from Southeast Asia, such as the ones shown here. **Critical Thinking: Link Past and Present** How is this bazaar similar to a modern shopping area? How is it different?

Section 3 Trade Networks of Asia and Africa 17

Vocabulary Builder

Use the information below to teach students this section's high-use words.

High-Use Word Definition and Sample Sentence

sphere , p. 17	<i>n.</i> rounded shape Some early people believed Earth was flat rather than shaped like a sphere .
alternative , p. 19	<i>adj.</i> providing a choice between two or among more than two things When large animals began to disappear in ancient times, humans needed to find alternative food supplies.

Teach

The Muslim Link in Trade

The African Link in Trade

pp. 16–17

Instruction

L2

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **sphere** and **alternative** before reading, using the strategy on TE p. T21.
- **Key Terms** Have students continue filling in the See It–Remember It chart for the Key Terms in this chapter.
- Have students read The Muslim Link and The African Link using the Paragraph Shrinking strategy (TE, p. T23).
- **Ask: What does it mean to say that merchants “carried their culture with them as they traveled”?** (*The languages used by merchants, their customs and religious beliefs, their ideas in areas such as art and science were part of their cultures.*)
- **Ask: How did the trade network linking the Middle East and West Africa benefit people in both regions?** (*people in the Middle East wanted gold from West Africa, and people in West Africa needed salt from the desert.*)

Independent Practice

Have students begin to fill in the Study Guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 1, Section 3 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure they understand the trade networks of Africa and Asia. Provide assistance as needed.

Answers

Checkpoint through conquest and trade

Reading Skill Responses should be questions about the headings.

Link Past and Present Possible responses: It is similar to a modern shopping area because it is full of buyers and sellers doing business; it is different because sellers don't have their own shops, and people are riding animals.

The East Asian Link in Trade

p. 18

Instruction

L2

- Have students read The East Asian Link. Remind them to look for details to answer the Section Focus Question.
- Ask: **What are two reasons for China's domination of trade routes between East Asia and the Middle East?** (*Chinese advances in navigation such as the magnetic compass and the link provided by the Silk Road help explain Chinese domination of trade routes between East Asia and the Middle East.*)
- Ask: **What Chinese goods did people in Europe and the Middle East value?** (*silk, pottery, bronze goods*) **What goods did the Chinese want to obtain through trade?** (*spices, gems, medicinal herbs, ivory*)
- Assign the worksheet Marco Polo to explore the development of Europe's interest in trading with China.

All in One Teaching Resources, Unit 1, Marco Polo, p. 21

Independent Practice

Have students complete the Study Guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 1, Section 3 (Adapted Version also available.)

Monitor Progress

- As students fill in the Notetaking Study Guide, circulate to make sure they understand China's importance as a world trader. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness guide. Ask them to evaluate if what they learned was what they had expected to learn.

All in One Teaching Resources, Unit 1, Reading Readiness Guide, p. 18

Answers

Biography Quest Mansa Musa's hajj weakened the Egyptian economy by flooding it with gold, which caused the money to decrease in value.

Checkpoint Ghana, Mali, Songhai

Biography Quest



Mansa Musa
1280?–1337

Every Muslim must make a *hajj*, or pilgrimage, to the holy city of Mecca. Mansa Musa's hajj became famous. His escort included 80 camels, each carrying 300 pounds of gold. Thousands of servants and officials accompanied the emperor across the Sahara.

Word of the emperor's hajj reached Europe. A Portuguese mapmaker described Mansa Musa as "the richest and most noble king in all the land."

Biography Quest **online**

How did Mansa Musa's hajj affect the Egyptian economy?

For: The answer to the question about Mansa Musa

Visit: PHSchool.com

Web Code: mvd-1013

West African Trade Centers Trade networks also linked the Middle East and West Africa. Desert nomads guided caravans, or groups of camels and their cargo, across the vast Sahara, the largest desert in the world.

Ghana was the first major center of trade in West Africa. The kingdom was located between the sources of salt in the desert and the gold fields farther south. By the ninth century, the demand for gold had grown in the Middle East. On the other hand, people in West Africa needed salt in their diet to prevent dehydration in the hot tropical climate. As the trade in gold and salt increased, the rulers of Ghana became rich.

Shifting trade routes and disruptions caused by war gradually led Ghana to weaken. In the 1200s, the kingdom was absorbed into the empire of Mali. Mali reached its height under the Muslim ruler **Mansa Musa**. As Mali prospered, its great city of Timbuktu became a center of learning. Merchants from Mali traded throughout the region for kola nuts, food, and, of course, gold.

In the 1400s, Mali had a number of weak rulers. When nomads captured Timbuktu in 1433, the empire had been in decline for some time. It would soon be replaced by Songhai.

The rulers of Songhai captured Timbuktu in 1468. Songhai rulers restored the city as a center of Islamic learning. Trade across the Sahara expanded,

which brought wealth to the Songhai Empire. Salt, gold, and captives for sale as slaves passed through Songhai on the way to Muslim markets in the north.

Checkpoint What trading kingdoms arose in West Africa?

The East Asian Link in Trade

As early as 221 B.C., a strong ruler had unified China into a single empire. Later rulers added to the empire until it covered a large part of the continent of Asia. Highways, canals, and a postal system linked China together.

As China's empire expanded, so did its trade. China established trade links with India, Korea, Japan, the Middle East, and Africa. China's trade centers grew into cities. By the 1200s, Hangzhou (HAN JOW) was one of the world's largest cities.

World Traders China had a higher level of technology than any other civilization of the time. Around 1050, the Chinese invented printing with movable type. This was about 400 years before this technology was developed in Europe.

Differentiated Instruction

L3 Advanced Readers

Research an Oral Report Have students research the development of the magnetic compass by the Chinese and its impact on navigation. Students should relate when the compass was invented and used by the Chinese, and when it passed to other cultures. Have students report their findings to the class.

L3 Gifted and Talented

Make a Diagram and Model Challenge students to explain how the magnetic compass worked and why it was a navigational break-through. Students should diagram the parts of the compass and indicate their functions. If possible, provide materials to make a working compass. Have students share their work with the class.

The Chinese made great advances in navigation. **Navigation is the science of locating the position and plotting the course of ships.** The Chinese invented the magnetic compass, which made it possible for ships to sail out of sight of land and still find their way home.

By the 1300s Chinese ships were sailing trade routes that stretched from Japan to East Africa. The Chinese explorer **Zheng He** made several voyages with a fleet of more than 300 giant ships. The fleet visited 30 nations throughout Asia and Africa, trading silks and pottery for spices, gems, medicinal herbs, and ivory.

Spice Trade and the Silk Road Chinese silks, bronze goods, pottery, and spices flowed west from China along a route known as the Silk Road. The Silk Road was one of the great trade routes of ancient times. It was not really a single road but a series of routes that stretched about 5,000 miles from Xi'an (SHE AHN) in China to Persia.

Merchants on the Silk Road brought silk and other goods from China across Asia for sale in Middle Eastern and European markets. Along the way they traded in the Middle East for products like cloves, nutmeg, and peppercorns from the Spice Islands in Southeast Asia. The Silk Road declined in importance when alternative sea routes were discovered.

Checkpoint What was the Silk Road?

Looking Back and Ahead The trade links between Asia and Africa developed at a time when much of Europe was isolated. In the next section, you will learn about the development of Europe. You will also see how Europe began to look toward the riches of Asia.



This Chinese figurine is made of jade, a precious trade item.

Vocabulary Builder
alternative (awl TUR nuh tiv) *adj.*
providing a choice between two or among more than two things

Progress Monitoring **online**

For: Self-test with instant help
Visit: PHSchool.com
Web Code: mva-1013

Section 3 | **Check Your Progress**

Comprehension and Critical Thinking

- (a) **Recall** What role did the Muslim world play in trade?
(b) **Interpret Maps** Locate the Arabian Peninsula on a world map. Why was its location ideal for a trading center?
- (a) **Recall** Why were gold and salt important in West African trade?
(b) **Contrast** How did trade in East Africa differ from trade in West Africa?

Reading Skill

- Ask Questions** Look at the questions you asked, and look at the section review questions. Did the reading answer those questions? How did previewing help you set purposes and increase your understanding?

Key Terms

- Write two definitions for the key term **navigation**—one a formal definition for a teacher, the other an informal definition for a younger child.

Writing

- Consider the following thesis statement: The trading network between Asia, Africa, and Europe began a useful exchange of ideas and products. Write one or two paragraphs to develop that thesis.

Section 3 Check Your Progress

- (a) The Muslim world linked traders in Africa, Asia, and Europe.
(b) The Arabian Peninsula is in the Middle East, between Europe, Asia, and Africa; it was a crossroads for traders from all three continents.
- (a) People in West Africa needed salt in their diet to protect against dehydration; gold was in demand in the Middle East; salt from the desert to the north was traded for gold from gold fields to the south of West African kingdoms such as Ghana.
(b) Trade in East Africa was with Asia across the Indian Ocean and with the African interior; trade in West Africa was with Muslim markets in the north and Middle East.
- Answers will vary, but should demonstrate an understanding that previewing and then setting a purpose for reading by asking questions increase comprehension.

Assess and Reteach

Assess Progress L2

Have students complete Check Your Progress. Administer the Section Quiz.

All in One Teaching Resources, Section Quiz, p. 26

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 1, Section 3

Reteach L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

Interactive Reading and Notetaking Study Guide, Chapter 1, Section 3 (Adapted Version also available.)

Extend L3

To extend the lesson, have students use the Internet to learn more about the expeditions of Zheng He and their effect on trade. Students should use their research to prepare a script for a TV news report. Provide students with the Web Code below.

Extend Online

For: Help in starting the Extend activity
Visit: www.PHSchool.com
Web Code: mve-0108

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answer

Checkpoint a series of trade routes stretching about 5,000 miles from China to Persia

- Possible responses: Navigation is the science of locating the position and planning the course of ships; navigation is the way ships figure out how they will get where they want to go.
- Students should support the thesis statement by citing specific details from the text that illustrate how the trading network began an exchange of ideas and influences.

Global Trade in the Fifteenth Century

Build Background Knowledge

L2

Draw a large circle on the board to represent the globe. Around its circumference write Europe, Africa, and Asia and connect these labels with arrows pointing in both directions. Have students volunteer facts they learned in Section 3 about the trade network that linked the three continents. Use the Idea Wave strategy (TE p. T24) to elicit responses. Write students' ideas inside the circle.

Instruction

L2

■ Show the **History Interactive Transparency Global Trade in the Fifteenth Century**. Read the text and examine the map with students. On the map have students point to the names of the continents that were part of the global trading network, trace the trade routes that linked the continents, and identify the items traded and the bodies of water traders crossed.

Color Transparencies, Global Trade in the Fifteenth Century

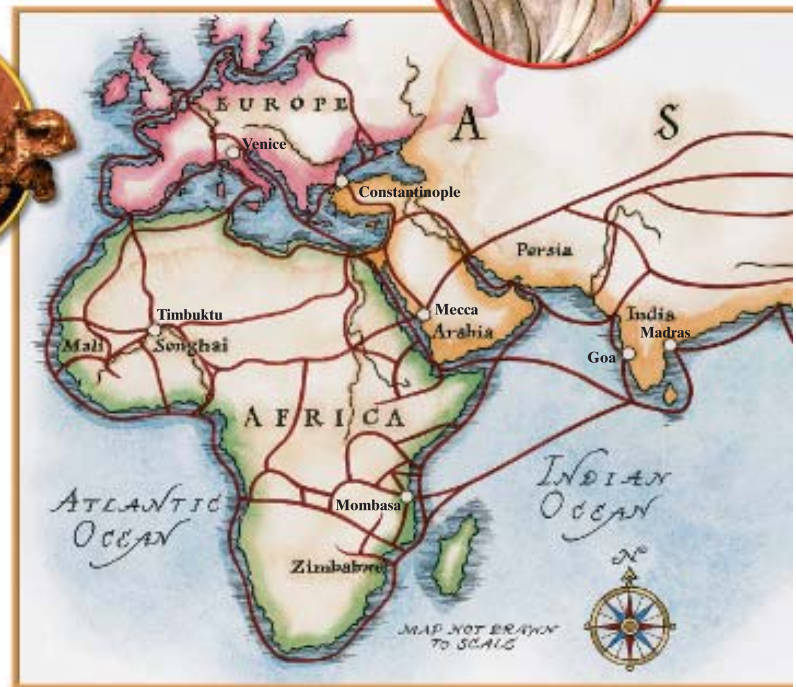
- Ask: **Why weren't the Americas part of the global trading network of the fifteenth century?** (*People in fifteenth century Europe, Africa, and Asia did not know that the continents of North and South America existed.*)
- Have students locate the Silk Road on the map. Observe that the Silk Road was actually a network of roads, as shown on the map. Ask: **What places did the Silk Road connect?** (*China and Persia*)
- Direct students' attention to the other visuals. Ask: **What continent or continents were sources of the trade goods shown?** (*Spice from Asia, others from Africa*) **What goods were traded for these goods?** (*Salt and gold were traded for each other; ivory was probably traded for spices, silk, and other goods from Asia.*)

Global Trade in the Fifteenth Century

For centuries, merchants and traders used land and sea routes to travel between Europe, Africa, and Asia. Before the first European voyages to the Americas, a global trading network linked the major civilizations of three continents. Gold and salt moved east from Africa while silk and spices moved west from China and India. Use the map below to trace the patterns of global trade.



Ivory



Differentiated Instruction

L1 English Language Learners

Understanding Global Trade To help students understand the development of global trade networks, ask them to think of items from other countries that may be difficult to find in the United States. Suggest that students consider foods and items of clothing that usually are not

found in markets or stores here. Have students compile a list of these items. Then, ask: **What are these items used for? How might they be helpful to people in this country?** Have students share their responses with the class.

History Interactive
Explore Global Trade

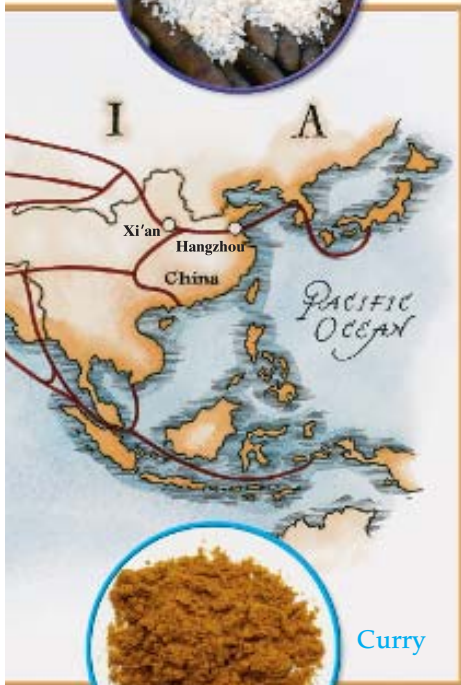
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Gold, Salt, and Ivory

Trade centers in East and West Africa saw heavy traffic in gold, salt, and ivory. African gold was highly valued in the Middle East.



Salt



Curry

Understand Effects:

The Network Expands

When Christopher Columbus sailed west from Spain in 1492, he opened up a new era in global trade. Prior to Columbus's voyage, the Americas were isolated from the flow of goods and ideas that connected Europe, Africa, and Asia. After 1492, the old trade networks expanded across an ocean to a new world of resources.



▲ Trade flourished throughout Asia. Ships from China and India unloaded their cargoes in Arabian ports for overland transport to African or European markets.

Analyze **GEOGRAPHY AND HISTORY**

Worldwide trade allowed for the exchange of goods and ideas across continents. Write a paragraph describing how West African gold might travel to China.

Geography and History 21

Independent Practice

To help students expand their understanding of global trade in the fifteenth century, have them complete the History Interactive activity online.

Extend Online

For: Help with the History Interactive
Visit: PHSchool.com
Web Code: mvp-0109

Monitor Progress

Ask students to complete the Analyze Geography and History activity. Circulate to make sure individuals understand trade networks in the fifteenth century. Provide assistance as needed.

Writing Rubrics Share this rubric with students.

- Score 1** Ideas unclear, organization poor.
- Score 2** Paragraph has few details in support of its conclusion about trade between Africa and Asia, fails to explain clearly the role of the Middle East in such trade.
- Score 3** Paragraph accurately explains the transit of West African gold to China, identifies the role of the Middle East in the trade between Africa and China.
- Score 4** Paragraph is comprehensive and detailed with clear organization and supporting arguments, shows creativity.

Economic Background

Camel Caravans Merchant caravans in the 1400s traveled great distances in all kinds of weather over rough ground. Fresh supplies of food and water were not always available. The camel was a valuable business asset in these conditions. It was uniquely suited to travel on the trade

routes of Asia and Africa. The camel's wide, soft feet enabled it to travel through sand or snow; its double rows of eyelashes, its ear hair, and its nostrils that closed protected its sensory organs from wind-blown objects; its hump stored fat; and its coat provided warmth in the winter.

Answer

Analyze **GEOGRAPHY AND HISTORY**

Paragraph should demonstrate an understanding of the importance of the Middle East in trade among Asia, Africa, and Europe.