**Chapter 1**

**Africa ca. 6000** bce**–ca. 1600** ce

**Multiple Choice**

1. Africa is bounded by the \_\_\_\_\_\_\_\_\_\_ to the west.

A) Indian Ocean

B) Atlantic Ocean

C) Mediterranean Sea

D) Red Sea

Answer: B

Learning Objective: 1.1 Recognize the geographical characteristics of Africa.

Topic: 1.1 A Huge and Diverse Land

Difficulty Level: Easy

Skill Level: Remember the Facts

2. The Sahel is a(n) \_\_\_\_\_\_\_\_\_\_.

A) huge grassland

B) inland sea

C) vast desert

D) tropical rain forest

Answer: A

Learning Objective: 1.1 Recognize the geographical characteristics of Africa.

Topic: 1.1 A Huge and Diverse Land

Difficulty Level: Easy

Skill Level: Remember the Facts

3. The term *habilis* means \_\_\_\_\_\_\_\_\_\_.

A) “social bonding”

B) “habit forming”

C) “tool using”

D) “domesticated”

Answer: C

Learning Objective: 1.2 Be aware of current theories about where and how humans originated.

Topic: 1.2 The Birthplace of Humanity

Difficulty Level: Moderate

Skill Level: Understand the Connections

4. The term *homo sapiens* refers to \_\_\_\_\_\_\_\_\_\_.

A) modern humans

B) pre-humans

C) the great apes

D) the first tool-users

Answer: A

Learning Objective: 1.2 Be aware of current theories about where and how humans originated.

Topic: 1.2 The Birthplace of Humanity

Difficulty Level: Moderate

Skill Level: Understand the Connections

5. Evidence indicates that members of the *Homo habilis* species probably \_\_\_\_\_\_\_\_\_\_.

A) used metal tools

B) wore clothing

C) lived in small bands

D) had an early alphabet

Answer: C

Learning Objective: 1.2 Be aware of current theories about where and how humans originated.

Topic: 1.2 The Birthplace of Humanity

Difficulty Level: Moderate

Skill Level: Understand the Connections

6. Which of the following is true of both the multiregional and out-of-Africa models of the evolution of *Homo sapiens*?

A) Both models are supported by genetic evidence.

B) Both models are largely unsupported by scientific evidence.

C) Both models assume that *Homo sapiens* evolved directly from Homo *habilis*.

D) Both models point to the emergence of *Homo sapiens* roughly 3.4 million years ago.

Answer: A

Learning Objective: 1.2 Be aware of current theories about where and how humans originated.

Topic: 1.2 The Birthplace of Humanity

Difficulty Level: Difficult

Skill Level: Analyze It

7. Which of the following was the earliest civilization in Africa?

A) Egypt

B) Mali

C) Great Zimbabwe

D) Ghana

Answer: A

Learning Objective: 1.3 Understand why ancient African civilizations are important.

Topic: 1.3 Ancient Civilizations and Old Arguments

Difficulty Level: Easy

Skill Level: Remember the Facts

8. Settled village life was the result of the emergence of \_\_\_\_\_\_\_\_\_\_.

A) tool making

B) writing

C) metallurgy

D) agriculture

Answer: D

Learning Objective: 1.3 Understand why ancient African civilizations are important.

Topic: 1.3 Ancient Civilizations and Old Arguments

Difficulty Level: Difficult

Skill Level: Analyze It

9. In the late twentieth century, Afrocentricists regarded ancient \_\_\_\_\_\_\_\_\_\_ as an essentially black civilization.

A) Mesopotamia

B) Egypt

C) Italy

D) Greece

Answer: B

Learning Objective: 1.3 Understand why ancient African civilizations are important.

Topic: 1.3 Ancient Civilizations and Old Arguments

Difficulty Level: Easy

Skill Level: Remember the Facts

10. Ancient Egyptian society was profoundly shaped by the \_\_\_\_\_\_\_\_\_\_.

A) Nile River

B) annual monsoon rains

C) Atlas Mountains

D) peoples of the western rain forests

Answer: A

Learning Objective: 1.3 Understand why ancient African civilizations are important.

Topic: 1.3.1 Egyptian Civilization

Difficulty Level: Easy

Skill Level: Remember the Facts

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 separately from men, rarely interacting with Egyptian society.

Answer: C

Learning Objective: 1.3 Understand why ancient African civilizations are important.

Topic: 1.3.1 Egyptian Civilization

Difficulty Level: Moderate

Skill Level: Understand the Connections

12. Egyptian religion was \_\_\_\_\_\_\_\_\_\_.

A) monotheistic

B) completely separate from Egyptian government

C) led by a matriarchal priesthood

D) a complex form of polytheism

Answer: D

Learning Objective: 1.3 Understand why ancient African civilizations are important.

Topic: 1.3.1 Egyptian Civilization

Difficulty Level: Moderate

Skill Level: Understand the Connections

13. Which of the following may have originated in Nubia and then spread to Egypt?

A) the production of grain 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: 1.3 Understand why ancient African civilizations are important.

Topic: 1.3.2 Nubia, Kush, Meroë, and Axum

Difficulty Level: Difficult

Skill Level: Analyze It

14. The Nubians established an independent kingdom known as \_\_\_\_\_\_\_\_\_\_.

A) Kush

B) Axum

C) Meroë

D) Carthage

Answer: A

Learning Objective: 1.3 Understand why ancient African civilizations are important.

Topic: 1.3.2 Nubia, Kush, Meroë, and Axum

Difficulty Level: Easy

Skill Level: Remember the Facts

15. Which of the following was true of Meroë?

A) It was founded by the Romans.

B) It was the capital of Axum.

C) It grew rich from wheat cultivation.

D) It was Africa’s first industrial center.

Answer: D

Learning Objective: 1.3 Understand why ancient African civilizations are important.

Topic: 1.3.2 Nubia, Kush, Meroë, and Axum

Difficulty Level: Moderate

Skill Level: Understand the Connections

16. Which of the following played the largest role in the decline of Kush?

A) the decline of Rome

B) climate change

C) internal divisions

D) the rise of Athens

Answer: A

Learning Objective: 1.3 Understand why ancient African civilizations are important.

Topic: 1.3.2 Nubia, Kush, Meroë, and Axum

Difficulty Level: Difficult

Skill Level: Analyze It

17. Which of the following was the first Christian state in sub-Saharan Africa?

A) Egypt

B) Axum

C) Kush

D) Nubia

Answer: B

Learning Objective: 1.3 Understand why ancient African civilizations are important.

Topic: 1.3.2 Nubia, Kush, Meroë, and Axum

Difficulty Level: Easy

Skill Level: Remember the Facts

18. The major early roots of African-American culture lay in the civilizations that emerged in \_\_\_\_\_\_\_\_\_\_.

A) West Africa

B) North Africa

C) South Africa

D) East Africa

Answer: A

Learning Objective: 1.4 Appreciate West Africa’s significance in regard to African-American history.

Topic: 1.4 West Africa

Difficulty Level: Easy

Skill Level: Remember the Facts

19. Which of the following was a consequence of trade between West Africa and North Africa?

A) It led to the emergence of settled agriculture in West Africa.

B) It brought iron smelting into West Africa.

C) It introduced the concept of slavery into West Africa.

D) It facilitated the spread of Islam into West Africa.

Answer: D

Learning Objective: 1.4 Appreciate West Africa’s significance in regard to African-American history.

Topic: 1.4 West Africa

Difficulty Level: Difficult

Skill Level: Analyze It

20. Which of the following was the first known kingdom in western Sudan?

A) Ghana

B) Mali

C) Nubia

D) Songhai

Answer: A

Learning Objective: 1.4 Appreciate West Africa’s significance in regard to African-American history.

Topic: 1.4.1 Ancient Ghana

Difficulty Level: Easy

Skill Level: Remember the Facts

21. Who were West Africa’s chief trading partners in the trans-Sahara trade before the fifth century ce?

A) the Greeks

B) the Spanish and the French

C) Roman merchants and Berbers

D) the Egyptians

Answer: C

Learning Objective: 1.4 Appreciate West Africa’s significance in regard to African-American history.

Topic: 1.4.1 Ancient Ghana

Difficulty Level: Easy

Skill Level: Remember the Facts

22. According to Al Bakri, the city of Ghana was \_\_\_\_\_\_\_\_\_\_.

A) divided into two towns

B) home to 1 million people

C) poor and unattractive

D) inhabited exclusively by non-Muslims

Answer: A

Learning Objective: 1.4 Appreciate West Africa’s significance in regard to African-American history.

Topic: 1.4.1 Ancient Ghana

Difficulty Level: Easy

Skill Level: Remember the Facts

23. Mali was \_\_\_\_\_\_\_\_\_\_ than Ghana.

A) less centralized

B) poorer

C) smaller

D) wealthier

Answer: D

Learning Objective: 1.4 Appreciate West Africa’s significance in regard to African-American history.

Topic: 1.4.2 The Empire of Mali, 1230–1468

Difficulty Level: Moderate

Skill Level: Understand the Connections

24. Which of the following helped tie the empire of Mali together?

A) commerce

B) an extensive system of paved roads

C) religious homogeneity

D) the help of Roman administrators

Answer: A

Learning Objective: 1.4 Appreciate West Africa’s significance in regard to African-American history.

Topic: 1.4.2 The Empire of Mali, 1230–1468

Difficulty Level: Difficult

Skill Level: Analyze It

25. Which of the following was the largest of the empires in western Sudan?

A) Songhai

B) Mali

C) Ghana

D) Benin

Answer: A

Learning Objective: 1.4 Appreciate West Africa’s significance in regard to African-American history.

Topic: 1.4.3 The Empire of Songhai, 1464–1591

Difficulty Level: Easy

Skill Level: Remember the Facts

26. What contribution did Muhammad Toure make to Songhai?

A) He doubled Songhai’s territory.

B) He helped spread the influence of Islam within his realm.

C) He established relations with Italy and Greece.

D) He built the first cities in West Africa.

Answer: B

Learning Objective: 1.4 Appreciate West Africa’s significance in regard to African-American history.

Topic: 1.4.3 The Empire of Songhai, 1464–1591

Difficulty Level: Moderate

Skill Level: Understand the Connections

27. Which of the following was true of the vast majority of Songhai’s population?

A) They were peasants.

B) They were Muslims.

C) They spoke the same language.

D) They did not recognize the legitimacy of the Songhai royal family.

Answer: A

Learning Objective: 1.4 Appreciate West Africa’s significance in regard to African-American history.

Topic: 1.4.3 The Empire of Songhai, 1464–1591

Difficulty Level: Difficult

Skill Level: Analyze It

28. The peoples of the forest region were particularly important in African-American history because they played a large role in \_\_\_\_\_\_\_\_\_\_.

A) the Atlantic slave trade

B) trans-Saharan trade

C) bringing iron smelting to West Africa

D) creating the West African kingdoms

Answer: A

Learning Objective: 1.4 Appreciate West Africa’s significance in regard to African-American history.

Topic: 1.4.4 The West African Forest Region

Difficulty Level: Difficult

Skill Level: Analyze It

29. How did the Oyo people impose political unity over the Yoruba during the seventeenth century?

A) through the introduction of slavery

B) through the establishment of a state religion

C) with a well-trained cavalry

D) through forced deportations

Answer: C

Learning Objective: 1.4 Appreciate West Africa’s significance in regard to African-American history.

Topic: 1.4.4 The West African Forest Region

Difficulty Level: Difficult

Skill Level: Analyze It

30. The Dutch writers who described Benin City were impressed by the city’s \_\_\_\_\_\_\_\_.

A) libraries

B) slave markets

C) beautiful women

D) sheer size

Answer: D

Learning Objective: 1.4 Appreciate West Africa’s significance in regard to African-American history.

Topic: 1.4.4 The West African Forest Region

Difficulty Level: Moderate

Skill Level: Understand the Connections

31. The Igbo people lived in a \_\_\_\_\_\_\_\_\_\_.

A) matriarchal society

B) nomadic society

C) stateless society

D) democratic society

Answer: C

Learning Objective: 1.4 Appreciate West Africa’s significance in regard to African-American history.

Topic: 1.4.4 The West African Forest Region

Difficulty Level: Easy

Skill Level: Remember the Facts

32. What did the people of Kongo and Angola have in common with the people of West Africa?

A) They were ensnared in the Atlantic slave trade.

B) They were almost all Muslims.

C) Almost all of them lived in stateless societies.

D) They elected their kings.

Answer: A

Learning Objective: 1.5 Analyze what Kongo and Angola had in common with West Africa.

Topic: 1.5 Kongo and Angola

Difficulty Level: Difficult

Skill Level: Analyze It

33. How did Nzinga Knuwu of the Kongo Kingdom respond to the arrival of the Portuguese in the late fifteenth century?

A) He drove them from his lands.

B) He welcomed them.

C) He enslaved them.

D) He treated them as gods.

Answer: B

Learning Objective: 1.5 Analyze what Kongo and Angola had in common with West Africa.

Topic: 1.5 Kongo and Angola

Difficulty Level: Moderate

Skill Level: Understand the Connections

34. Which of the following helps explain why it is so difficult to generalize about West African society and culture?

A) the profound influence of Islam on the region

B) the absence of West African cities

C) the limited contact the region had with the outside world

D) the scarcity of written records

Answer: D

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6 West African Society and Culture

Difficulty Level: Difficult

Skill Level: Analyze It

35. Most West Africans lived in \_\_\_\_\_\_\_\_\_\_.

A) coastal settlements

B) nomadic tribes

C) cities

D) villages

Answer: D

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.1 Families and Villages

Difficulty Level: Easy

Skill Level: Remember the Facts

36. Which of the following was the dietary staple in the forest region?

A) rice

B) yams

C) millet

D) sorghum

Answer: B

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.1 Families and Villages

Difficulty Level: Easy

Skill Level: Remember the Facts

37. Which of the following was generally true of land cultivation in West Africa?

A) Farming in West Africa was relatively easy.

B) Most agricultural land was organized into large plantations.

C) Agricultural tasks were divided by gender.

D) Farmers only worked on the land they personally owned.

Answer: C

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.1 Families and Villages

Difficulty Level: Moderate

Skill Level: Understand the Connections

38. West African women \_\_\_\_\_\_\_\_\_.

A) were treated as mere property

B) had less sexual freedom than their European counterparts

C) enjoyed a degree of freedom that impressed Arab visitors

D) dominated regional politics

Answer: C

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.2 Women

Difficulty Level: Moderate

Skill Level: Understand the Connections

39. What were the *Sande* and the *Poro*?

A) secret societies

B) gods

C) seasons

D) trade unions

Answer: A

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.2 Women

Difficulty Level: Easy

Skill Level: Remember the Facts

40. Most West African monarchs \_\_\_\_\_\_\_\_\_\_.

A) were elected by their people

B) were members of the merchant class

C) had absolute power

D) claimed divine or semidivine status

Answer: D

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.3 Class and Slavery

Difficulty Level: Moderate

Skill Level: Understand the Connections

41. Which of the following was true of slavery in West Africa?

A) It was always a permanent condition.

B) It was more common in the forest region than in the savannah.

C) Slaves had no legal rights whatsoever.

D) Some slaves owned property and held positions of power.

Answer: D

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.3 Class and Slavery

Difficulty Level: Moderate

Skill Level: Understand the Connections

42. Which of the following held the lowest status in West African society?

A) weavers

B) small farmers

C) merchants

D) warriors

Answer: A

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.3 Class and Slavery

Difficulty Level: Difficult

Skill Level: Analyze It

43. Which of the following would be most likely to convert to Islam?

A) a royal bureaucrat

B) a small farmer

C) a nomadic pastoralist

D) a warrior

Answer: A

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.4 Religion

Difficulty Level: Difficult

Skill Level: Analyze It

44. Which of the following is true of Islam?

A) It recognizes Jesus as a prophet.

B) It is a polytheistic faith.

C) It recognizes its founder, Muhammad, as the son of God.

D) It found little favor in West Africa.

Answer: A

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.4 Religion

Difficulty Level: Moderate

Skill Level: Understand the Connections

45. West Africa’s indigenous religions were \_\_\_\_\_\_\_\_\_\_.

A) polytheistic

B) monotheistic

C) most popular in coastal regions

D) effectively suppressed by Islamic missionaries

Answer: A

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.4 Religion

Difficulty Level: Easy

Skill Level: Remember the Facts

46. Which of the following was central to West Africa’s indigenous religions?

A) belief in Heaven and Hell

B) organized churches

C) a powerful priesthood

D) ceremonies to sustain ancestral spirits

Answer: D

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.4 Religion

Difficulty Level: Moderate

Skill Level: Understand the Connections

47. The bronze sculptures of Benin had \_\_\_\_\_\_\_\_\_\_ functions.

A) economic

B) cultural

C) religious

D) political

Answer: D

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.5 Art and Music

Difficulty Level: Easy

Skill Level: Remember the Facts

48. Masks and fetishes were used in West African \_\_\_\_\_\_\_\_\_.

A) theater festivals

B) political negotiations

C) religious rituals

D) warfare

Answer: C

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.5 Art and Music

Difficulty Level: Easy

Skill Level: Remember the Facts

49. *Griots* were \_\_\_\_\_\_\_\_\_\_.

A) self-employed poets

B) temple priests

C) elite slaves

D) fierce warriors

Answer: A

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.6 Literature: Oral Histories, Poetry, and Tales

Difficulty Level: Easy

Skill Level: Remember the Facts

50. Iron refining and forging \_\_\_\_\_\_\_\_\_.

A) was introduced into West Africa by European traders

B) was introduced into West Africa by Islamic traders

C) was unknown in West Africa

D) had existed in West Africa since ancient times

Answer: D

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.7 Technology

Difficulty Level: Easy

Skill Level: Remember the Facts

**Essay**

51. Why is there an intense scholarly debate surrounding the ancient origin of human beings?

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

• 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.

3. Conclude that both theories are consistent with archaeological evidence, but the out-of-Africa model is currently considered stronger.

Learning Objective: 1.2 Be aware of current theories about where and how humans originated.

Topic: 1.2 The Birthplace of Humanity

Difficulty Level: Difficult

Skill Level: Analyze It

52. How did class, gender, and religion shape Egyptian life?

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, but it is clear that Egyptian 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: 1.3 Understand why ancient African civilizations are important.

Topic: 1.3.1 Egyptian Civilization

Difficulty Level: Difficult

Skill Level: Analyze It

53. 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?

Answer: The ideal answer should:

1. Describe the major West African kingdoms of 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, Igboland. 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, and 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; and 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: 1.4 Appreciate West Africa’s significance in regard to African-American history.

Topic: 1.4 West Africa

Difficulty Level: Difficult

Skill Level: Analyze It

54. Explain the role, status, and power of African women in ancient Africa.

Answer: The ideal answer should:

1. Define “African” women as including women of 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: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.2 Women

Difficulty Level: Difficult

Skill Level: Analyze It

55. In what ways did Islam influence ancient African political, economic, and cultural development before the arrival of the Europeans? How does that impact manifest itself today?

Answer: The ideal answer should:

1. Define Muslim countries in ancient sub-Saharan Africa as Ghana, Mali, and Songhai. Arab merchants brought Islam and Arabic culture to North Africa.

2. Explain that, by the ninth century, Arabs replaced Romans as the major foreign traders in Africa, 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.

Learning Objective: 1.6 Understand how legacies of West African society and culture influenced the way African Americans lived.

Topic: 1.6.4 Religion

Difficulty Level: Difficult

Skill Level: Analyze It