

Following Migration Arrows

Trace routes and connect movement to changes in societies.

SS.6.G.4.2 "Use maps to trace significant migrations and analyze their results."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words that show where migrants traveled, circle each reason for moving, and number three results of migration 1, 2, and 3.

Across Central and Southern Africa

- ① About 2,000 years ago, Bantu-speaking farming communities began moving from the region near present-day Cameroon and Nigeria. Over many generations, groups traveled south and east across central Africa. A map of this migration uses arrows that begin in west-central Africa and split into two broad routes. One route bends south through the forests. Another route heads east, then turns south toward the Great Lakes and southern Africa. The movement was gradual, not one single trip by one group.
- ② People moved for several reasons. Farming families looked for fertile land as populations grew. Some groups also sought places with dependable water or fewer conflicts. As migrants settled, they carried knowledge of ironworking, farming, and languages. These skills did not replace every local custom. Instead, migrants and earlier residents traded, married, and shared ideas. On a map, a student can connect a route to its results by noting where Bantu languages and ironworking spread along or near migration paths.
- ③ The migration changed many parts of Africa, but its effects were not identical everywhere. In some places, new farming methods supported larger settlements. In others, local people adopted some Bantu words or iron tools while keeping their own languages and traditions. Rivers, forests, and grasslands influenced which paths were easier to travel. When tracing arrows on a map, direction matters. A route moving southeast shows a different journey from one moving southwest, even if both began in the same region.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Trace the two broad migration routes described in the passage. Where did each route go?

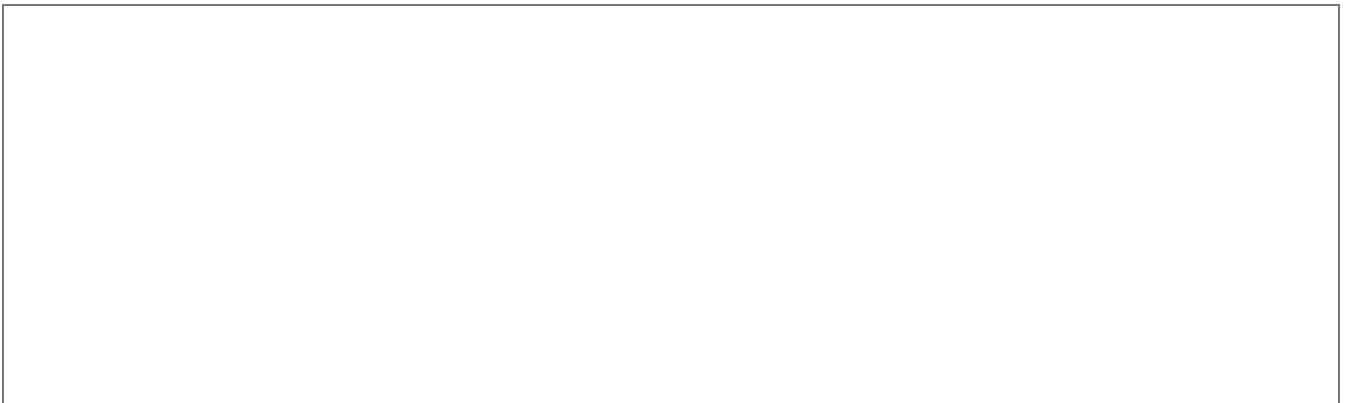
2 What were two reasons that Bantu-speaking groups moved? Use evidence from the passage.

3 Name two kinds of knowledge migrants carried. Then name one result of sharing that knowledge.

4 How did physical geography affect migration routes? Why is it important to notice whether an arrow points southeast or southwest?

3 YOUR TURN _____ Your own words

In the box, draw a simple map that traces one Bantu migration route from the region near present-day Cameroon and Nigeria. Add an arrow, an origin label, a destination-area label, and a key. Then write two sentences explaining the route and two results of migration.



PART 1 • READ AND MARK

Underline words that show where migrants traveled, circle each reason for moving, and number three results of migration 1, 2, and 3. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Trace the two broad migration routes described in the passage. Where did each route go?	One route went south through the forests. The other went east and then south toward the Great Lakes and southern Africa.
2	What were two reasons that Bantu-speaking groups moved? Use evidence from the passage.	Groups moved to find fertile land as populations grew and to find dependable water or places with fewer conflicts.
3	Name two kinds of knowledge migrants carried. Then name one result of sharing that knowledge.	Migrants carried ironworking, farming, and languages. Results included the spread of Bantu languages and ironworking, shared ideas, or larger settlements supported by new farming methods.
4	How did physical geography affect migration routes? Why is it important to notice whether an arrow points southeast or southwest?	Rivers, forests, and grasslands made some paths easier to travel. Southeast and southwest arrows show different journeys, even when they begin in the same place.

PART 3 • YOUR TURN (SAMPLE ANSWER)

The arrow begins near present-day Cameroon and Nigeria, moves east, and then turns south toward the Great Lakes. Along the route, Bantu languages and ironworking spread as migrants traded and shared ideas with earlier residents.

Accept either broad route from the passage if the student's arrow, labels, and written explanation match. For results, accept supported ideas such as spread of languages or ironworking, shared ideas, adoption of words or tools, or larger settlements.