

Lesson 7.4.1

Ghana and Mali

Standard

7.4.1 Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

Enduring Understanding

Upon completing this **four** day lesson, students will have the enduring understanding that the actions and ideas of Ghana and Mali impacted those civilizations much as the students' actions and ideas impact their world.

Language Objective

Students will use complex sentences to explain how actions and ideas impact our world.

Common Core State Standards:

Reading Standards for Literacy in History/Social Studies 6-12

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure

6. Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts.)

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing Standard for Literacy in History/Social Studies 6-12

Text Types and Purpose

1. Write arguments focused on *discipline-specific content*.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Production and Distribution of Writing

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Materials

Student Handout 1 GRAPES

Student Handout 2 Performance Task

Student Handout 3 Actions/Ideas Chart

Student Handout 4 Graphic Organizers

Document 1 Ghana Background Reading

Document 2 Mali Background Reading
Document 3 Ghana Primary Sources
Document 4 Mali Primary Sources
Document 5 Close Reading Procedures

Writing Prompt:

Based on evidence compiled from a background reading and primary sources, students make a claim in response to the prompt:

How do our actions and ideas impact our world?



Vocabulary

Students may need frontloading of the following terms:

Tier 2 Words

- Demise
- Agriculturally
- Cultivation
- Prosperity
- Vast
- Nomadic
- Tribute
- Inhabited
- Profess
- Turban
- Dons

Tier 3 Words

- Trans-Saharan Trade
- Dinar
- Levies
- Humility
- Dejection
- Abhorrence
- Sultan

Tier 2 words will be defined for students within text. Teachers are encouraged to teach these terms within the context of the document.

Day 1	
Teacher/Student Activities	Helpful Hints
<u>Quick Write</u> Begin by having students write a short response to the essential question, “How do our actions and ideas impact our world?”	<u>Time Suggestion:</u> 10 minutes
<u>Introduce GRAPES</u> Begin by explaining the concept of classification as being a method of organization to students and that they classify things in their ordinary lives (large, small, etc.). Write the acronym GRAPES on the board vertically. Distribute Student Handout 1 . Explain to students that when we study and analyze societies and civilizations, we can categorize their features into six significant categories: G eography, R eligion, A chievements, P olitics, E conomics, and S ocial Structures. As a class, complete the first row “Geography.” For “Write your own definition” generate a simple definition based on the provided definition.	<u>Time Suggestion:</u> 15 minutes If teachers have already completed this activity or if students have an understanding of the use of GRAPES, this activity may be skipped.

<p>Have students complete their definition with a simple image that helps reinforce the concept of geography. Then, generate some specific examples of things that might fall under “Geography.”</p> <p>Continue with the remaining terms (Religion, Achievements, Politics, Economics, and Social Structures). Have students work with a partner to complete the examples and images.</p> <p>Finally, review the example category as a class to confirm that students are comfortable with the concept of GRAPES.</p>	
<p>Annotating the Performance Task Working with a partner or a small group, students will annotate the prompt for the performance task, ensuring they understand what is being asked of them.</p> <p>Students should begin by reading the performance task background and scenario. As they read, have students write in the margin keywords that will help them identify what the task is asking them to accomplish. Next, have students read the task section. In the space next to the vocabulary, have students jot down notes that get to the gist of the task. Then, have students rewrite the task on the back of the prompt page.</p> <p>Finally, have students discuss the task with their partner/group to identify any areas of concern.</p>	25 minutes

Day 2	
Teacher/Student Activities	Helpful Hints
<p><u>Analysis of Ghana /GRAPES Organizer</u> Distribute Document 1 to students. Tell students that they are going to engage in a close read of an essay that will teach them about Ghana. While reading, students should:</p> <p><u>First Read</u> While reading, students should:</p> <ol style="list-style-type: none"> 1. Circle any words they do not know. 2. Highlight or underline anything they read connected to GRAPES. 3. Put a plus in the margin for paragraphs they understand and a question mark next to any paragraph that causes confusion. <p>Document 5 should be used as a reference for students as they read closely.</p> <p><u>Second Read</u> Next, the teacher should read the text aloud to the students, defining words when needed, clarifying any areas of student confusion, and double checking that students have been able to correctly identify the concepts related in equality in the reading.</p>	25 minutes

Third Read

Students should partner read the document.

When the students have finished the reading have them complete the text dependent questions by completing a Think, Ink, Pair, Share. This is similar to a Think, Pair, Share except students record their answers before sharing with a partner.

After students have completed the questions, have a few students share their answers with the class to check for understanding. When students share, the teacher should have them refer explicitly back to the text.

Finally, have students record any information related the GRAPES of Ghana on **Student Handout 4**.



- ☒ Have students partner read, Student A and Student B, alternating per section.
- ☒ Assign the reading in sections and have students read them and discuss the sections as they read.
- ☒ Remind students to read the questions before they begin reading the text.
- ☒ Provide sentence stems for students who are struggling to begin writing

Analysis of Mali /GRAPES Organizer

Distribute **Document 2** to students. Tell students that they are going to engage in a close read of an essay that will teach them about Mali. While reading, students should:

First Read

While reading, students should:

1. Circle any words they do not know.
2. Highlight or underline anything they read connected to GRAPES.
3. Put a plus in the margin for paragraphs they understand and a question mark next to any paragraph that causes confusion.


Document 5 should be used as a reference for students as they read closely.

Second Read

Next, the teacher should read the text aloud to the students, defining words when needed, clarifying any areas of student confusion, and double checking that students have been able to correctly identify the concepts related in equality in the reading.

Third Read

25 minutes

<p>Students should partner read the document.</p> <p>When the students have finished the reading have them complete the text dependent questions by completing a Think, Ink, Pair, Share. This is similar to a Think, Pair, Share except students record their answers before sharing with a partner.</p> <p>After students have completed the questions, have a few students share their answers with the class to check for understanding. When students share, the teacher should have them refer explicitly back to the text.</p> <p>Finally, have students record any information related the GRAPES of Mali on Student Handout 4.</p>  <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Have students partner read, Student A and Student B, alternating per section. <input checked="" type="checkbox"/> Assign the reading in sections and have students read them and discuss the sections as they read. <input checked="" type="checkbox"/> Remind students to read the questions before they begin reading the text. <input checked="" type="checkbox"/> Provide sentence stems for students who are struggling to begin writing 	
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Day 3	
Teacher/Student Activities	Helpful Hints
<p>Complete Mali Reading/GRAPES Organizer</p> <p>Have students complete any work they did not finish on Day 2.</p>	<p><u>Time Suggestion:</u></p> <p>10 minutes</p>
<p>Rereading for a different purpose</p> <p>Students will reread parts of the background readings for a different purpose than they did in previous readings. Today, students will read solely for the purpose of finding actions and ideas of Ghana and Mali and determining the impact these actions and ideas had on each of the civilizations.</p> <p>Document 1, Ghana, students will read “The Empire of Ghana” and “The End of Ghana”. Using a different color than they used in the previous annotation activity, students should star any actions or ideas they find and the corresponding impacts of the actions and ideas.</p> <p>Document 2, Mali, students will read “The Beginnings of Mali” and “The Golden Age of Mali”. Using a different color than they used in the previous annotation activity, students should star and actions or ideas they find and the corresponding impacts of the actions and ideas.</p>	<p>25 minutes</p>
<p>Complete Mali Reading/GRAPES Organizer</p> <p>Have students complete any work they did not finish on Day 2.</p>	<p>25 minutes</p>




Day 4	
Teacher/Student Activities	Helpful Hints
Primary Source Analysis	25 minutes

<p>Students will analyze excerpts from the descriptions of Ghana and Mali, Documents 3 and 4. The teacher should lead the class in a whole group analysis of the first quotation. The class should read the quote and categorize it as either G, R, A, P, E, or S. Next, the teacher should assist students in selecting evidence from the text that led the students to the specific category of GRAPES.</p> <p>Be sure to have students focus on the evidence they select in support of their categorization instead of the categorization itself.</p> <p>Next, have students work in a group to analyze a quote and categorize it.</p> <p>Finally, have students work in partners to analyze a quote.</p>	
<p>Revisiting the Performance Task Have students revisit their work of annotating the prompt, Student Handout 2.</p>	10 minutes
<p>Writing The teacher should allow the students the remainder of the class period to complete the writing task.</p>	15 minutes

Day 5 (if needed)	
Teacher/Student Activities	Helpful Hints
<p>Complete Writing Allow students additional time to complete the writing task.</p>	




Student Handout 1

GRAPES

Word	Definition	Picture	Write your own definition.	Your own picture	Examples
Geography	The study of the Earth's surface, climates, and countries.				
Religion	Belief in one or more gods.				
Achievements	Something important or difficult done successfully.				

Student Handout 1

GRAPES

Word	Definition	Picture	Write your own definition.	Your own picture	Examples
Politics	Ideas and activities relating to government and power.				
Economics	The study of the production and trade of goods and money.				
Social Structures	The organization of people and the way they live in a society.				

Student Handout 2

The Impact of Actions and Ideas

Background:

Ghana and Mali were vastly different civilizations whose actions and ideas lead to both positive and negative impacts on their worlds.

Prompt:

How do our actions and ideas impact our world?

Task:

Task:

Using the background essay and primary source documents you are to:

1. **Outline** an essay that builds an argument in response to the prompt.
 - a. Select three categories of GRAPES.
 - b. Using the prompt as a stem, make a claim that determines what impact the actions and ideas of Ghana and Mali had on the GRAPES of each civilization.
 - i. Provide three pieces of evidence from the documents to support your argument.
 - ii. Provide citations for each piece of evidence selected.
2. **Write** the essay.

Your writing should contain some of following words:

- | | |
|-----------------------|--------------|
| • Demise | • Dinar |
| • Agriculturally | • Levies |
| • Cultivation | • Humility |
| • Prosperity | • Dejection |
| • Vast | • Abhorrence |
| • Nomadic | • Sultan |
| • Tribute | |
| • Inhabited | |
| • Profess | |
| • Turban | |
| • Dons | |
| • Trans-Saharan Trade | |

Standard

7.4.1 Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

Common Core State Standards:

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Student Handout 3

Actions/Ideas/Impacts

Action/Ideas	Impact

Performance Task/Essential Question
How do actions and ideas impact our world?

Student Handout 3

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Performance Task/Essential Question
How do actions and ideas impact our world?

Student Handout 4

GRAPES Organizer

Directions: Transfer the information from the primary and secondary sources onto the chart below.

	Ghana	Mali
G		
R		
A		
P		
E		
S		

Performance Task/Essential Question

How do actions and ideas impact our world?

Student Handout 4

Performance Task/Essential Question

How do actions and ideas impact our world?

Document 1

Ghana: An Empire Built on Trade

The Beginnings of Ghana

In the 400s, a group of primarily **nomadic** people named the Berbers formed a kingdom just south of the Sahara desert; they called their kingdom Ghana. They began to use camels to carry goods across the Sahara Desert. From the north came salt; from the west came the rich resources of gold, ivory, and other goods. Ghana was located in the middle of the salt and gold trade routes.

The Empire of Ghana

Although founded by Berbers, Ghana eventually was controlled by the Soninke, a group of people living in the region. They built their capital city, Kumbi Saleh, right on the edge of the Sahara and the city quickly became the most important southern trade center of the Saharan trade routes. The kingdom was ruled by a king called the *ghana*. In addition to holding military power, the king was the supreme judge of the kingdom.

Gradually, Ghana grew very rich, due in large part to the **trans-Saharan** trade. The *ghana* required traders to give him a percentage of the products they were trading. If a trader was trading in gold, he was required to pay the *ghana* part of his gold. The *ghana* also placed a tax on the local goldmines. As Ghana grew richer, the kingdom expanded into an empire, requiring neighboring groups of people to pay **tribute**. This increased Ghana's wealth and power even more.

Kumbi Saleh

Kumbi Saleh was the capital of Ghana. It actually two cities six miles apart, separated by a road. Most of the houses were built of wood and clay, but wealthy and important residents lived in homes of wood and stone. About 30,000 people lived in Kumbi Saleh. The most important part of the city was protected by a stone wall and served as the royal and spiritual capital of the empire. Here is where the king lived, his palace being the grandest structure in the city. It also contained a sacred grove of trees used for religious ceremonies. The other part of the city was the center of trade and served as a business district of the capital. It was **inhabited** almost entirely by Arab and Berber merchants, and contained more than a dozen mosques.

The End of Ghana

In the year 1062 CE, however, the empire of Ghana came under attack. Berbers, calling themselves Almoravids, sought to gain control of the Saharan trade routes, and launched a war against Ghana. In 1076 the Almoravids captured Kumbi Saleh, ending rule of the *ghanas* and converting many to Islam.

Text Dependent Questions:

1. What key elements led to the rise of Ghana?
2. What actions or ideas helped to sustain the prosperity of Ghana?
3. Control of trade routes contributed to both the rise and decline of Ghana. Find evidence in the text that supports this claim.

nomadic without a permanent home

trans-Saharan trade across the Sahara Desert

tribute tax

inhabited lived in

Performance Task/Essential Question

How do actions and ideas impact our world?

990L

Document 2

Mali: West Africa's Golden Empire

The Beginnings of Mali

With the **demise** of Ghana, another great empire arose in West Africa. Mali, located in the Sahel, a grassland region on the southern border of the Sahara Desert, became powerful by controlling the rich **trans-Saharan** trade routes between northern and western Africa, especially the gold trade. Mali was located in an **agriculturally** rich area along the upper Niger River. Most of the gold for trade came up the Niger River, which gave Mali a chance to control that trade. Control of the Niger River helped Mali grow as an empire.

Mali's First King

Sundiata, the historical founder of Mali (whose name meant "Hungering Lion"), ruled Mali from 1230-1255 CE. As a king, he was said to have worn hunter's garments instead of royal robes. At the time of Sundiata's rule, the empire of Mali extended over 1,000 miles from east to west and Mali took control of the gold and salt trade. Sundiata is also said to have introduced the **cultivation** and weaving of cotton into the area.

The Golden Age of Mali

The rulers of Mali came to be called *mansa*, meaning "emperor" or "master." Mansa Musa was Mali's greatest king, ruling from 1312 to 1337 CE. He was the grandson of Sundiata's half brother, and ruled Mali at a time of great **prosperity**, during which trade tripled. During his rule, he doubled the land area of Mali; it became a larger kingdom than any in Europe at the time. The cities of Mali became important trading centers for all of West Africa as well as famous centers of wealth, culture, and learning. Timbuktu, an important city in Mali, became one of the major cultural centers not only of Africa but of the entire world. **Vast** libraries and Islamic universities were built. These became meeting places of the finest poets, scholars, and artists of Africa and the Middle East. Mansa Musa, who was Muslim, was perhaps best known outside of Mali for his pilgrimage to Mecca in 1324 C.E. According to some accounts, 60,000 people accompanied him, along with 200 camels laden with gold, food, clothing, and other goods. This pilgrimage displayed Mansa Musa's enormous wealth and generosity.

The End of Mali

After the death of Mansa Musa, the power of Mali began to decline. Mansa Musa's sons could not hold the empire together. In 1430 C.E., the Berbers in the north took much of Mali's territory, including the city of Timbuktu, and gradually Mali lost its hold on trade until the empire crumbled.

Text Dependent Questions:

1. What key elements led to the rise of Mali?
2. What actions or ideas helped to sustain the prosperity of Mali?
3. Mansa Musa's rule helped to make Mali a great empire. However, his death led to the ultimate downfall of Mali. Find evidence in the text that supports these claims.

demise end

trans-Saharan trade across the Sahara Desert

agriculturally ability to farm, grow crops

cultivation growing

prosperity wealth

vast very large

Performance Task/Essential Question

How do actions and ideas impact our world?

1140L

Document 3

Primary Sources

Directions: Read each of the excerpts. In the GRAPES column, categorize the excerpt with G, R, A, P, E, or S (some quotes may have more than one category). As you read, circle or underline the evidence that supports your choice of G, R, A, P, E, or S.

Transfer any information about GRAPES onto **Student Handout 4**.

Empire	Notes, Key Vocabulary Terms, Key Concepts	Excerpt	G, R, A, P, E, or S	Evidence from text to support your classification
1. Ghana	<u>profess</u> believe	The audience is announced by the beating of a drum which they call <i>duba</i> made from a long hollow log. When the people who profess the same religion as the king approach him they fall on their knees and sprinkle dust on their head, for this is their way of greeting him. As for the Muslims, they greet him only by clapping their hands.		
2. Ghana	<u>dinar</u> money <u>levies</u> charges a tax	On every donkey-load of salt when it is brought into the country their king levies one golden <u>dinar</u> and two dinars when it is sent out. ... The king of Ghana, when he calls up his army, can put 200,000 men into the field, more than 40,000 of them archers.		

Source of Ghana quotes: Al-Bakri, *The Book of Routes and Realms*, cited in Levitzion and Hopkins, *Corpus of Early Arabic Sources for West African History*, (Cambridge University Press, 1981) pp 79 - 81.

Document 4

Primary Source

Directions: Read each of the excerpts. In the GRAPES column, categorize the excerpt with G, R, A, P, E, or S (some quotes may have more than one category). As you read, circle or underline the evidence that supports your choice of G, R, A, P, E, or S.

Transfer any information about GRAPES onto **Student Handout 4**.

Empire	Notes, Key Vocabulary Terms, Key Concepts	Excerpt	G, R, A, P, E, or S	Evidence from text to support your classification
1. Mali	<u>turban</u> head covering <u>dons</u> wears <u>humility</u> lack of pride <u>dejection</u> sadness	If [the king] summons any [person] . . . the person summoned takes off his clothes and puts on worn garments, removes his <u>turban</u> and <u>dons</u> a dirty skullcap, and enters with his garments and trousers raised knee-high. He goes forward in an attitude of <u>humility</u> and <u>dejection</u> and knocks the ground hard with his elbows.		
2. Mali	<u>abhorrence</u> hatred <u>sultan</u> ruler	[The people of Mali] are seldom unjust, and have a greater <u>abhorrence</u> of injustice than any other people. Their <u>sultan</u> shows no mercy to anyone who is guilty of the least act of it. There is complete security in their country. Neither traveler nor inhabitant in it has anything to fear from robbers or men of violence.		

Source of Mali quotes: Ibn Battuta, *Travels in Asia and Africa 1325 – 1354*, tr. and ed. H. A. R. Gibb (London: Broadway House, 1929)