



Mansa Musa: Lion of Mali

Author Kelli Jones
Grade Level 6 and High School
Duration 3-4 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2 Places and Regions

4. The physical and human characteristics of places.

Element 6 The Uses of Geography

17. How to apply geography to interpret the past.

AZ Standards

ELA

Reading

Key Ideas and Details

6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integration of Knowledge and Ideas

6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.

Human-environment interactions are essential aspects of human life in all societies.

HS.G2.1 Analyze interactions within and between human and physical systems.

HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions.

HS.G2.4 Evaluate the use and sustainability of natural resources.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

HS.H1.1 Explain the process of state-building, expansion, and dissolution.

HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.

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HS.H1.5 Explain how religions and belief systems have affected the origins of societies.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

6.H3.1 Analyze the impact of religious, government, and civic groups over time.

HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.

HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Overview

Students are often presented with information from European or North American locations. But as civilizations were developing on these continents, they were also developing in Asia, South America, Australia, and Africa. In this lesson students receive a glimpse of the Mali kingdom in Africa and its leader, Mansa Musa.

Purpose

Students will gain a better understanding of how human and physical geography has been a determinant in the success or demise of early civilizations. In this lesson, the Medieval African kingdom of Mali, in particular, is examined through the eyes of Mansa Musa, one of the great "lion" kings.

Materials

- *Mansa Musa, The Lion of Mali* by Khephra Burns
- Sample Lion picture
- Student vocabulary cards
- *Mansa Musa* Reading Organizer worksheet
- 14th Century Mali map
- Mali Match-up worksheet
- Mali Math-up flashcards
- Atlas or map of region from textbook

- Colored pencils

Objectives

The student will be able to:

1. Locate landforms and water bodies in the physical region of Mali (Western Sahara Africa).
2. Examine how human interactions through trade and travel shaped the culture of the Mali kingdom.
3. Analyze how physical geography played a role in the development and expansion of the Mali kingdom.

Procedures

Prerequisite Skills: Students should have some background knowledge of the Islamic religion.

SESSION ONE

Introduce the lesson by projecting the picture of a lion. Ask students to list as many adjectives they can think of that describe a lion. Verbally share and discuss lion attributes.

Explain that they will hear a story about Mansa Musa, nicknamed the Lion of Mali. Discuss how this leader might have received his nickname/have similar attributes to a lion.

Mansa Musa: Lion of Mali

Project or distribute the student vocabulary cards to build academic vocabulary necessary to understand the story, *Mansa Musa, The Lion of Mali*.

Distribute *Mansa Musa* Reading Organizer to each student. Go over and clarify directions.

Read and display pictures from the book, *Mansa Musa, The Lion of Mali*.

Have students pair share ideas from *Mansa Musa* Reading Organizer. Collect.

SESSION TWO

Distribute 14th Century Mali map. Have students recall and discuss locations identified on map as related to *Mansa Musa, The Lion of Mali* story. As locations are recalled, record these on the whiteboard.

Have students use their atlas/textbook map and colored pencils to locate and label features listed in Map Legend.

Once finished, students will turn their map over and begin reading directions, quotes, and questions from Mali Match-up worksheet.

When all students have finished map, project Mali Match-up worksheet. Reread and clarify instructions.

As an assessment, distribute Mali Match-up flashcards. Students will match the flashcard "answers" to the appropriate "questions" from the Mali Match-up worksheet.

Have students exchange papers for peer grading, go over correct answers. Collect along with flashcards.

Assessment

ELA and Social Science

Score the *Mansa Musa* Reading Organizer in the following way: students will correctly identify at least 5 ideas per category. Mastery will be considered a score of 16/20 or higher.

Score the Mali Match-up worksheet in the following way: students will analyze quotes and correctly match 10 questions to flashcards answers. Mastery will be considered 8/10 matches.

Social Science

14th Century Mali map will be scored in the following way: students will correctly label 25 items, from Map Legend and compass rose. Mastery will be considered 20/25 items labeled correctly.

Extensions

Tie this lesson to the development of the medieval kingdoms of Ghana, Mali, and Songhai. Use a blank map of Africa to show the movement and expansion of the three Medieval African tribes and identify major regional geographic features.

Determine the actual measure of objects using a scale drawing or map. Add scale to 14th Century Mali map and determine distances traveled in *Mansa Musa*.

Classify musical examples by culture. Listen to the traditional sounds of Mali with a CD such as *Putumayo Presents: Mali*.

Discuss abundant vs. scarce resources. What does it mean? Which resources were abundant and scarce in medieval Mali? What natural resources are abundant and scarce in Arizona?

Write a narrative about life in present-day Arizona from the perspective of a traveler. Be sure to consider the story *Mansa Musa, Lion of Mali* and how the traveler met a native of the area who helped to reveal the geographic features and culture of the area.

Sources

Mansa Musa, Lion of Mali by Khephra Burns, ISBN 0-15-200375-4

World History Journey Across Time, Glencoe, 2006, ISBN 0-07-869371-3, p. 440-477, Medieval Africa

Africa for Kids- Ancient African Kingdoms- Mali
<http://africa.mrdonn.org/mali.html>

Kola Nuts
http://www.solarnavigator.net/solar_cola/cola_nuts.htm