Share the Wealth

Trade and Religion in West Africa

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Grade Level	9th – 12th Grade	**Time Frame**	90 Minutes
Subject	Social Studies	**Duration**	1-2 Periods
Course	World History		

Essential Question

How does trade contribute to the spread of religion?

Summary

In this lesson, students investigate how trade spreads religion by examining Mansa Musa's cultural impact on West Africa. Through images, a video, and an article, they analyze his empire and contributions. As an extension, students explore the annual re-plastering of the Grand Mosque to see how his legacy endures today. This is a multimodality lesson, which means it includes face-to-face, online, and hybrid versions of the lesson. The attachments also include a downloadable Common Cartridge file, which can be imported into a Learning Management System (LMS) such as Canvas or eKadence. The cartridge includes interactive student activities and teacher's notes.

Snapshot

Engage

Students make observations and form questions about an image of Mansa Musa.

Explore

Students complete an identity chart about Mansa Musa while viewing a short video.

Explain

Students add to their identity chart while reading about Mansa Musa.

Extend

Students analyze Mansa Musa's continued impact by viewing a video about the Grand Mosque in Timbuktu.

Evaluate

Students respond to a reflection question about Mansa Musa's legacy.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR402: Draw logical conclusions in somewhat challenging passages
IDT403: Summarize key supporting ideas and details in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

I&A 402: Analyzing critical elements of an issue and differing perspectives on it. A score in this range indicates that the writer is able to: -Establish and employ a relevant context for analysis -Recognize implications, complexities and tensions, and/or underlying values and assumptions

Oklahoma Academic Standards SOCIAL STUDIES (Modern World History)

AWH.C.11.4: Examine the influence of the Mali Empire, with attention to the role Timbuktu played in control over West African trade and as a center of culture and learning during the Golden Age of Islam.

Oklahoma Academic Standards SOCIAL STUDIES (Modern World History)

MWH.C.1.1.A: Explain different ways in which societies interact across regions (e.g., trade, exploration, colonization) resulting in cultural diffusion (e.g., the Silk Road, Trans-Saharan exchange).

Attachments

- Common Cartridge—Share the Wealth.zip
- Identity Chart—Share the Wealth.docx
- Identity Chart—Share the Wealth.pdf
- Lesson Slides—Share the Wealth.pptx
- Mansa Musa Of Mali—Share the Wealth.docx
- Mansa Musa Of Mali—Share the Wealth.pdf

Materials

- Lesson Slides (attached)
- Identity Chart handout (attached; one per student)
- Mansa Musa of Mali handout (attached; one per student)

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Begin with **slide 3** and introduce the I Notice, I Wonder strategy to students. Provide time for students to individually study the image of Mansa Musa. Invite students to talk with a partner about something they notice in the image and something they wonder. Then, have several volunteers share their thoughts.

Teacher's Note: Sample Student Responses

- I notice he looks like a king.
- I notice he might be holding gold.
- I wonder who he was.
- I wonder where and when he lived.

Move through **slides 4–5** to review the essential question and learning objectives with students.

15 minutes

Explore

Pass out the attached **Mansa Musa Identity** handout to each student. Display **slide 6** and Introduce the Identity Chart strategy. Tell students they will watch a short video about an African leader. As they watch, they should add details about the leader to the handout. Move to **slide 7** and play the *Mansa Musa* video.

Embedded video

https://youtube.com/watch?v=O3YJMaL55TM?si=uzFZcbenMDc2wo-D

After the video, provide time for students to add details to their handout, then have students compare what they wrote down with another student.

20 minutes

Explain

Display **slide 8** and pass out the attached **Mansa Musa of Mali** handout to each student. Introduce the Stop and Jot strategy and tell students to summarize each part of the handout in the provided boxes.

After providing time to read through the handout, move to **slide 9**. Invite students to add more details to the Mansa Musa Identity handout. Have students compare what they have written down with a partner. Then, have a brief class discussion by asking several students to share what notes they took about Mansa Musa.

10 minutes

Extend

Display **slide 10** and tell students to think of how Mansa Musa's legacy is still apparent today while viewing a video about a mosque in Mali. Move to **slide 11** and play the video.

Display **slide 12** and use the I Think, We Think strategy to have students reflect on the video. Have students take out a piece of notebook paper. Provide time for students to write their response to the question on slide 12, how is Mansa Musa's legacy still seen today? After a few minutes, move to **slide 13**. Have students partner up to compare what they have written and combine their responses into one. Ask several volunteers to share their response.

10 minutes

Evaluate

Display **slide 14** and have students summarize their learning by writing a short reflection to the lesson's essential question on the slide: *How did trade and Mansa Musa's reign contribute to the spread of Islam in West Africa?* Students can write their response on notebook paper or the back of a handout. Encourage students to use the notes they have taken during the lesson.

Collect student responses to review student understanding of the lesson content.

Resources

- K20 Center. (n.d.) Identity chart. Strategies. https://learn.k20center.ou.edu/strategy/2729
- K20 Center. (n.d.) I notice, I wonder. Strategies. https://learn.k20center.ou.edu/strategy/180
- K20 Center. (n.d.). I think, we think. Strategies. https://learn.k20center.ou.edu/strategy/141
- K20 Center. (n.d.). Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1077
- K20 Center. (n.d.) Stop and jot. Strategies. https://learn.k20center.ou.edu/strategy/168
- PBS. (2020). *The great mosque is replastered*. [Video]. https://www.pbs.org/video/great-mosque-replastered-ickx10/BS
- Ted-Ed. (2015, May 18). *Mansa Musa, one of the wealthiest people who ever lived - Jessica Smith* [Video]. YouTube. https://youtu.be/O3YJMaL55TM