



# Share the Wealth: Mansa Musa's Legacy

## Trade and Religion in West Africa



Laura Halstied

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

### Essential Question

How does trade contribute to the spread of religion?

### Summary

In this lesson, students learn about the way trade affects the spread of religion by studying the contributions of Mansa Musa to the culture of West Africa. Students examine the empire that Mansa Musa led by viewing images related to Mansa Musa's contributions, viewing a video, and reading an article about Mansa Musa. In an extension of learning, students learn about the annual re-plastering of the Grand Mosque and examine how it reflects Mansa Musa's impact on West Africa. 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 read an article about the richest people in history.

#### Explore

Students view photographs related to the Mali Empire to make inferences about Mansa Musa.

#### Explain

Students watch a video and read an article about Mansa Musa, summarizing both on a Paired Text H-Chart.

#### Extend

Students watch a video that details the annual re-plastering of the Grand Mosque.

#### Evaluate

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

## Standards

*Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))*

**WH.1.4:** Evaluate the economic, political, and cultural impact of interregional trade networks.

## Attachments

- [Common Cartridge—Share the Wealth.zip](#)
- [Lesson Slides—Share the Wealth.pptx](#)
- [Mansa Musa of Mali—Share the Wealth - Spanish.docx](#)
- [Mansa Musa of Mali—Share the Wealth - Spanish.pdf](#)
- [Mansa Musa of Mali—Share the Wealth.docx](#)
- [Mansa Musa of Mali—Share the Wealth.pdf](#)
- [Painting a Picture Chart Teacher's Notes—Share the Wealth.docx](#)
- [Painting a Picture Chart Teacher's Notes—Share the Wealth.pdf](#)
- [Painting a Picture Chart—Share the Wealth - Spanish.docx](#)
- [Painting a Picture Chart—Share the Wealth - Spanish.pdf](#)
- [Painting a Picture Chart—Share the Wealth.docx](#)
- [Painting a Picture Chart—Share the Wealth.pdf](#)
- [Painting a Picture Image Packet—Share the Wealth - Spanish.docx](#)
- [Painting a Picture Image Packet—Share the Wealth - Spanish.pdf](#)
- [Painting a Picture Image Packet—Share the Wealth.docx](#)
- [Painting a Picture Image Packet—Share the Wealth.pdf](#)
- [Paired Texts H-Chart—Share the Wealth.pdf](#)

## Materials

- Common Cartridge (attached)
- Slides (attached)
- Painting a Picture Image Packet (attached; one per student)
- Painting a Picture Chart (attached; one per student)
- Painting a Picture Chart: Teacher's Notes (attached)
- Paired Texts H-Chart (attached; one per student)
- Mansa Musa of Mali reading (attached; one per student)
- Huffington Post article ([linked](#))

10 minutes

## Engage (Online)

Share the Huffington Post article, "[Mansa Musa of Mali Named World's Richest Man of All Time; Gates and Buffet Also Make List](#)," with students in your LMS. Ask students to consider the following questions as they read the article:

- How much wealth did Mansa Musa have?
- How was his wealth acquired?
- Are you surprised that Mansa Musa is the wealthiest person in history?

Ask students to respond to the questions after reading the article in the LMS or use [Padlet](#) to collect student responses.

### Student Responses

Students should reply that Mansa Musa's wealth was approximately worth \$400 billion, and he was in control of large amounts of gold and salt.

20 minutes

## Explore (Online)

Announce to students that next they will learn more about Mansa Musa by exploring images related to him. Share the attached **Painting a Picture Image Packet** and **Painting a Picture Chart** handouts with students in your LMS.

Introduce students to the [Painting a Picture](#) strategy. Explain to students that the Painting a Picture strategy is about using observations of what you see together with any background or prior knowledge you have to make inferences about the content being explored. In other words, students will use multiple resources to figuratively paint a picture of the topic being studied. In this case, students will use the observations they make in response to artifacts and photos to "paint a picture" of Mansa Musa's contributions to west Africa.

Tell students to examine each set of images and record their observations and inferences about each image. Tell students to submit their completed Painting a Picture Chart within the LMS.

### Possible Student Responses

Please see the attached **Painting a Picture Chart: Teacher's Notes** document for possible student responses.

### Teacher's Note: Virtual Class Time

If possible, use virtual class time to have a class discussion with students and affirm the observations the students made or offer more guidance and direction. Alternatively, when meeting in person with students, discuss the observations and inferences then.

30 minutes

## Explain (Face-to-Face)

Use the attached **Lesson Slides** to guide the remainder of the lesson. Show **slide 12** and tell students that they will now learn more about Mansa Musa's impact in West Africa by using the [Paired Texts H-Chart](#) instructional strategy. Assign students to partner for this activity. Pass out the attached **Paired Texts H-Chart** handout to each student.

Show **slide 13**. Have students watch the TED-Ed video, "[Mansa Musa, one of the wealthiest people who ever lived - Jessica Smith](#)." Ask students to summarize the video on the left side of the H-Chart. As students view the video, ask them to look for the ways in which Mansa Musa used his wealth and how he contributed to the spread of Islam in West Africa.

### Embedded video

<https://youtube.com/watch?v=O3YJMaL55TM>

### Possible Student Responses

After viewing the video, students might comment that Mansa Musa spread Islam during his hajj to Mecca by building mosques on his trip. Students might note that Mansa Musa used his wealth and power to build mosques and universities in his empire that led to the spread of Islam and Islamic knowledge.

After giving students time to summarize the video, pass out the attached **Mansa Musa of Mali** essay. As students read the essay, ask them to highlight evidence of trade leading to the spread of Islam in West Africa. Have students summarize the article on the right side of the Paired Texts H-Chart.

Have students share their summaries with a partner to compare and contrast what they have written down. Ask for volunteers to read their summaries and have a class discussion about Mansa Musa and the Mali Empire. Ask students to think about how the trading that occurred in Timbuktu led to the religion of Islam in West Africa and how Mansa Musa encouraged Islam throughout his empire.

10 minutes

## Extend (Face-to-Face)

Show **slide 14**. Have students watch the PBS video, titled "[The Great Mosque Is Replastered](#)," about the annual re-plastering of a mosque in Mali. As students watch the video, ask them to consider the following questions:

- *What is the importance of re-plastering the mosque for people in Mali?*
- *What does the upkeep of the mosque today say about Mansa Musa's legacy?*

Ask for volunteers to share out their thoughts. Invite the whole class to discuss the importance of the re-plastering to the people in Mali. Ask them to explain how this practice reflects on Mansa Musa's contributions to the area.

20 minutes

## Evaluate (Face-to-Face)

Show **slide 15**. Ask students to respond to the prompt in the middle of the Paired Texts H-Chart: *How did trade and Mansa Musa's reign contribute to the spread of Islam in West Africa?*

Encourage students to use the videos and reading summaries as well as the Painting a Picture Chart to write their responses. Have students write at least one paragraph.

Have students submit their completed Paired Texts H-Chart and check for student understanding.

## Resources

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- K20 Center. (n.d.). Think-Pair-Share. Strategies. <https://learn.k20center.ou.edu/strategy/139>
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