



Share the Wealth: Mansa Musa's Legacy

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 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 in 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](#)
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- [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)
- 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 ([linked](#))
- Mansa Musa of Mali reading (attached; one per student)
- Huffington Post article ([linked](#))

10 minutes

Engage

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 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

Introduce students to 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 them that the Painting a Picture strategy is about using observations of what they see combined with background or prior knowledge they have in order to make inferences about the content.

In other words, assign students to 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.

Assign students to examine each set of images and record their observations and inferences about each image. Ask them 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.

30 minutes

Explain

After they have completed their Painting a Picture activity, advise students that as the lesson progresses, they will learn more about Mansa Musa's impact in West Africa. In this activity, have students use the [Paired Text H-Chart Strategy](#) as a note-taking template. Ask students to use the digital version of the H-Chart, [linked here](#). The link provides a separate copy for each student.

Procedure:

1. Share the [digital H-Chart link](#) and the link to the TED-Ed video, "[Mansa Musa, one of the wealthiest people who ever lived - Jessica Smith](#)," with students in the LMS.
2. Instruct students to watch the video and summarize it on the left side of the H-Chart. As students view the video, ask them to look for the ways that Mansa Musa used his wealth and how he contributed to the spread of Islam in Africa.
3. Have students read the **Mansa Musa of Mali** essay and the [Huffington Post article](#). Post access in the LMS.
4. As students read, ask them to highlight evidence of trade leading to the spread of Islam in West Africa.
5. Have students summarize the articles on the right side of the H-Chart link.

Possible Student Responses to the Video

Students might comment that Mansa Musa spread Islam during his hajj to Mecca by building mosques on his trip. Students might conclude 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.

Ask students to add to their H-Charts at the end of the lesson and submit to the teacher.

10 minutes

Extend

Share the PBS video, titled "[The Great Mosque Is Replastered](#)," about the annual re-plastering of a mosque in Mali with students through the LMS. Ask students to consider the following questions as they view the video:

- 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?

Have students submit their responses in the LMS or by use [Padlet](#) to create a new discussion post.

Teacher's Note: Virtual Class Time

Consider using virtual class time to discuss the lesson content. Discuss the importance of re-plastering the mosque to the people in Mali and how this annual practice reflects on Mansa Musa's contributions to the area.

20 minutes

Evaluate

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

Remind students to use the video and reading summaries as well as the Painting a Picture Chart to write their responses. Tell students the response should be about a paragraph in length. Have students submit their completed H-Chart within the LMS and check for student understanding.

Optional Tech Integration: Flip

Students can record a video response to the question in a [Flip](#) video if desired.

Resources

- Bennett-Smith, M. (2012, October 17). Mansa Musa Of Mali Named World's Richest Man Of All Time; Gates And Buffet Also Make List. Huffington Post. https://www.huffpost.com/entry/mansa-musa-worlds-richest-man-all-time_n_1973840
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