**Mansa Musa Lesson Cycle**

**Callanan Middle School**

**Patterson**

(W) Means on website

Underline what should be said to the class

If there is a blue word click on it while holding down “ctrl”

The purpose of this lesson cycle is to set up a broader Africa unit in a positive way. Students learn about Mansa Musa’s wealth that was based on access to natural resources and about the differences between primary and secondary sources. Students will also practice identifying text evidence and the proper use of in text citations.

**Cultural Identity and Differences**

**3A – Explain** costs and benefits of the diffusion of culture, ideas, and goods (SS.7.13).

Students will learn how the great Mali King Mansa Musa helped spread Islam throughout Northern Africa due to hierarchal diffusion.

**3B – Explain** the economic motivations for colonization around the world (SS.7.22).

Students will learn how the rumors of Mansa Musa’s wealth and power indirectly lead to the colonization of Africa.

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| **Day 1** | |
| **Opening Discussion –** See logic flow. Play game, debrief and then have students answer warm up questions**.** What would a primary source be if we were studying 9/11? | |
| MansaMusaVisuals (W)  -See logic flow\*  -page 5-6 | **Resources/Materials/Extension**  Telephone game, Dice game, CNN News  Print assessment? |

**Logic Flow\***

Make sure to not display Africa map until the next day. To help students understand how validity of history can easily be distorted over time, have them play a game and debrief it. Explain to students that they are going to form two lines, all facing the whiteboard. You are going to show the students in the back of the line a drawing, they are going to look at the drawing and trace it on the back of the student in front of them. When they finish drawing on the student’s back they go sit down. The secret slowly moves up the line, traveling from one person to another. The final student draws on the board what they felt. The goal is to be as accurate as possible but the picture always comes out distorted. I also have someone in the middle of the line draw what they felt on the notecard. You can play this game twice. Project the starting secret, middle drawing, and the final drawing. Have students discuss what they see. Which one was the most accurate? Why do they think the drawing changed? Was that intentional or unintentional? Who would you go and talk to if you wanted to know the truth. Introduce the idea of primary and secondary sources. Write the names on the board of the students who started the drawings.

If more time is needed, do something where students understand that more complex a drawing/idea, the higher the chance it be changed.

Have students work on part 1 and part 2. Have students reflect what was easier on part 2 1-8 or 9-12? Why is that? (Include dates) Show Video [Link](https://www.reddit.com/r/Damnthatsinteresting/comments/cqmf7h/tells_you_something_about_the_way_people_work/?utm_source=share&utm_medium=ios_app)

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| **Day 2** | |
| **Opening Discussion –** Who are the richest people in the world you can think of?Write down a list of people that class generates, have students Google their combined net worth. Explain that we will come back to this list by the end of class. See logic flow. | |
| Mansa Musa Article - [Link](http://www.bbc.co.uk/news/world-africa-47379458) (W)  See Logic Flow\* | **Resources/Materials/Extension** |

Logic Flow\*

Teachers should listen to this [Link](https://www.youtube.com/watch?v=rEPULt_FQJA) before teaching this lesson. Don’t explain why salt has lost its value. Remind students, if class discussion is on topic, you will adjust work expectations accordingly.

Black Panther and Mansa Musa Comparison

How many of you have watched this movie? Who is this man? What is his job/role in the movie? What is he in charge of? Describe the place he is from? What is known for? How is he rich and powerful? Write down a couple of things on the board.

Some people think that T-Challa and Wakonda were based off of a real life ruler called Mansa Musa. In the movie, T-Challa was incredibly rich, powerful, advanced technology, and focused on education. Besides his wealth, he was known for being Muslim and going on his haji or trip where he wanted to show off his wealth. People wanted to work for him and be like him because of this, places where he went became Muslim.

Show TED Video - [Link](https://www.youtube.com/watch?v=O3YJMaL55TM)

4 minute long video which describes who Mansa Musa is and his journey to Mecca.

As a class, read through the Mansa Musa article. Model how to highlight just the answers in each section. Discuss why over highlighting is wasteful and not helpful.

If additional time is needed, show students the music video. Mansa Musa Video [Link](https://www.youtube.com/watch?v=4TWOIkEygWM)

Kahoot on Primary and Secondary Sources – [Link](https://create.kahoot.it/details/primary-and-secondary-sources/ea3ac0c2-7f18-4ec2-af7b-b45341f1f5f0), Logo Kahoot after? Or you can do this on Day 5 Visuals

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| **Day 3/4** | |
| **Opening Discussion -** Mansa Musa Visuals (W), See logic flow\* | |
| Mansa Musa Visuals (W)  Students will work in teams to answer the research questions/watch the John Green video. How they record their answers, will be up to them. They can work in any order they want. | **Resources/Materials/Extension**  Computers research  Mancala Game (use Lego pieces for extra board) Sporcle |

Logic Flow\*

When students start to finish with text evidence, have them take a break and them this question:

**How did Mansa Musa become so wealthy? Why is gold still super valuable, but why isn’t salt? Salt disappears after we use it? Shouldn’t that drive up the price?** Introduce research component for the next two days.

**Why did salt lose its value? Why is it so cheap now?**

**What happened in this picture?**

Does anyone know what this is? (Show picture of Hindenburg) What happened to this airship? Would you want to ride in airship that blew up? Estimated complete destruction between 16 and 35 seconds. Filled with hydrogen. 100 people on board, 35 died. People had invested in the natural resource, like salt, lost money. The value of materials found naturally, changes overtime.

Show salt and Hindenburg videos after everything has been cleaned up.

**Mansa Musa – Extra History** [Link](https://www.youtube.com/watch?v=4-Un2xx6Pzo&t)

**Mansa Musa Crash Course** [Link](https://www.youtube.com/watch?v=jvnU0v6hcUo)

If you decide to show the entire class the John Green video, explain that he is going to talk fast, use the word “ass,” and explain that oral means mouth. 1 – 5:00 minutes pertain to Mansa Musa.

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| **Day 5** | |
| **Opening Discussion –** Open with pictures of an event, ask primary and secondary sources. | |
| DBQ Mansa Musa (Class Set)  MansaMusaVisuals (W)  -Add date created on background essay before printing  -Read background essay together as a class, if you were studying Mansa Musa’s rule, identify timeline for period of study/when primary resources could exist. Show students how to identify primary and secondary sources.  -Decide if you want to have students do stations or just work together as a group. | **Resources/Materials/Extension**  Students can play Mancala, finish prior day’s work, watch John Green  Play primary and secondary source Kahoot?  Kahoot – 2008@hotmail, elf  [Link](https://create.kahoot.it/details/primary-and-secondary-sources/ea3ac0c2-7f18-4ec2-af7b-b45341f1f5f0), [Link](https://create.kahoot.it/details/logos/d278d21b-de69-4db8-bc05-f0813b757329)  Students can start on map |

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| **Day 6/7** | |
| **Opening Discussion** - -Explain why his kingdom became weak after a generation | |
| Africa Religion Thematic Map (W)  MansaMusaVisuals (W)  MansaMusaDocsRevised (W)  -page 8  Assessment  -page | **Resources/Materials/Extension**  Computers, Spotify Kahoot |

Comprehension – Symbolizing Students will create an accurate thematic map of the popularity of Islam in all African countries.

Analysis – Generalizing Students will make connections between their map and Mansa Musa’s kingdom/journey to Mecca.

Comprehension – Integrating Students will explain through writing Mansa Musa’s lasting impact on the modern world.

Use the smart board in the back of the room. Ask for a couple of students to share out percentages for African countries from different regions. Encourage students to write down numbers if they don’t have any. Ask students if they notice any patterns or trends. Handout the map showing Mansa Musa’s kingdom and trade routes. Talk about how the spread of Islam is just one part of how Mansa Musa should be remembered.

Mansa Musa Legacy

-Incredibly powerful African king

-Brought learning and Islam to Western Africa

-Rumor of natural resources

-Inspiration for Black Panther

-Hierarchal Diffusion

**Text Evidence Quiz**

-page 8 of this document along with background essay from MansaMusaDocsRevised (W). Make sure to have name, block, and teacher. Only 1-4 pertain to the background essay. Make necessary changes so students don’t get confused with lines/numbers.

**Musings/Extensions**

OneNote quiz

Sahara Desert Video - [Link](https://www.youtube.com/watch?v=jEo-ykjmHgg)

Parts Unknown – Libya – Season 1, Episode 4 – Netflix (actually watch)

Trade Routes

Spotify play lists?

If the African country of Angola has a Muslim population that is less than 1%, is it the northern or southern part of Africa?

**Name:**

**Block: Primary vs. Secondary Sources**

**Teacher:**

**Directions**: Answer the following questions in complete sentences. Make sure to throw back the question at the reader by using underline words in your answer.

1. Describe the game that we played in class. What happened to the secret/drawing as it was passed from one person to another?

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2. If you were interested in understanding the secret/drawing, who would have been the best person to talk to? Explain.

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3. Who was the primary source in the game?

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4. Who was the secondary source in the game?

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5. Which was more trustworthy in this game, the primary or secondary sources? What does that have to do with Global Studies?

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**Part 2**

**Directions**: Go through the following documents and mark them with either a “P” for primary source or “S” for secondary source.

**1.\_\_\_\_\_** A magazine article from 2011 titled “Mining in the Old West in the 1860’s to the 1890’s.”

**2.\_\_\_\_\_** A chapter in your world history textbook written in 2017 about the Ancient Greeks who lived in 511 (CE).

**3.\_\_\_\_\_** A picture from the 1941 attack at Pearl Harbor that you found in your grandparents’ photo album taken at the time of the attack.

**4.\_\_\_\_\_** A World War I uniform worn by your great grandmother during the war in 1918.

**5.\_\_\_\_\_**A book written in 2011 (CE) describing the Vietnam War which took places in between 1965-1975 (CE) written by someone who never visited the country.

**6.\_\_\_\_\_** The diary of Anne Frank that was written in 1943 about her trying to survive the Holocaust which lasted from 1941 – 1945.

**7.\_\_\_\_\_** Music sheets printed 1776 that were used to play military songs during the Revolutionary War which lasted from 1775-1783.

**8.\_\_\_\_\_** A diary titled “Life in the Mines” from a miner named Lucky Noah who lived in Idaho in the 1870’s.

**9.\_\_\_\_\_**A web site that summarizes Ancient Roman history which occurred thousands of years ago.

**10.\_\_\_\_** A map of China created during ancient times.

**11.**\_\_\_\_ An ancient tablet of Babylonian King Hammurabi’s Code of Laws.

**12.\_\_\_\_** Pictures taken by your Aunt Sally of the World Trade Center attack.



**13.\_\_\_\_** A newspaper article outlining the effect of the Wars in Iraq and Afghanistan.

**Part 3 - Mansa Musa Documents**

1. A primary resource is a document created at the time of study, what time period are we looking at?

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2. A secondary source is a document that wasn’t created during the time of study, when would that be?

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| **Resource** | **Primary** | **Secondary** | **Why did you choose that answer?** |
| Background Essay  Document O |  |  |  |
| Document A |  |  |  |
| Document B |  |  |  |
| Document C |  |  |  |
| Document D |  |  |  |
| Document E |  |  |  |
| Document F |  |  |  |

1. Where was the ancient kingdom of Mali located? Use text evidence in your answer.

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2. Why did Mansa Musa go on the hajj? Use text evidence in your answer.

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3. What did Sundiata do for the kingdom of Mali? Use text evidence in your answer.

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4. How did Mansa Musa organize and protect his empire? Use text evidence in your answer.

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5. Mansa Musa’s wealth and power was largely built on trade. Why was salt worth the same as gold when Mansa Musa was alive?

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6. Why are most people in North Africa Muslim?

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7. If we were studying Mansa Musa’s rule over Mali, in what years could primary sources be found? You don’t need to write in complete sentences.

**Name:**

**Block: Mansa Musa - Quiz**

**Teacher:**

**1. What is a primary source?** Provide an example. Write about/explain the art game we played in class.

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**2. What is a secondary source?** Provide an example. Write about/explain the art game we played in class.

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**3. Who was Mansa Musa?** Explain why he was powerful. Why was he so rich? Why did Mansa Musa go a trip to Mecca? What did he do on his legendary trip?

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More space to write on the back.

**4. Explain how Mansa Musa helped spread the religion of Islam and education during his life.** Why is he remembered for this/why is this important?

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**5. What happened to Mansa Musa’s empire after his death?** Why did treasure hunters and explorers visit Western Africa looking for Mansa Musa?

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