



Core Knowledge®

HISTORY AND GEOGRAPHY

Early and Medieval African Kingdoms



Gold jewelry from Ghana

Teacher Guide



Kushite pyramids



Mansa Musa

West African gold



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Early and Medieval African Kingdoms

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Early and Medieval African Kingdoms

Teacher Guide

Core Knowledge Sequence History and Geography 4

Introduction

ABOUT THIS UNIT**The Big Idea**

A number of large and powerful kingdoms rose and fell on the African continent before the modern era.

Africa is one of the most diverse continents on Earth—in climate, topography, natural resources, and people. The continent claims the longest river, the largest desert, and one of the tallest mountains in the world.

Over several millennia, Africa bred mighty civilizations that were rich in wealth, knowledge, and military power. The Egyptians created an empire that still spellbinds us today. Kush and Aksum fostered trade, which opened the continent to new goods, ideas, and religious beliefs from the outside world. The empire of Ghana became one of the richest kingdoms because of its location in the center of important trade routes. Nearly one thousand years later, it was eclipsed by the kingdom of Mali. The next empire to grow in Africa was Songhai, which also expanded to impressive proportions.

What Students Should Already Know

Students in Core Knowledge schools should already be familiar with:

Grade 1

- Ancient Egypt, the Sahara, and the flooding of the Nile River

Grade 3

- Nile, Niger, and Congo Rivers
- North Africa

Grade 4

- Atlas Mountains
- Mt. Kilimanjaro

Time Period Background

The items below refer to content in Grade 4. Use timelines with students to help them sequence and relate events from different periods and groups.

1580–1150 BCE	Early stages of Kush's development
750–667 BCE	Kushite rule of Egypt
667 BCE	Kushites driven from Egypt by Assyrians
500s BCE – 600s CE	Kingdom of Aksum
350 CE	Kush conquered by Kingdom of Aksum
300–1200s CE	Empire of Ghana
1235–1450s CE	Empire of Mali
1235–c. 1255	Reign of Sundiata Keita in Mali
1307–1332	Reign of Mansa Musa in Mali
1461–1600s	Empire of Songhai
1493–1528	Reign of Askia Muhammad

What Students Need to Learn

- Geography of Africa
 - Surrounding bodies of water: Mediterranean Sea and Red Sea, Atlantic and Indian oceans
 - Cape of Good Hope
 - Madagascar
 - Major rivers: Nile, Niger, and Congo
 - Atlas Mountains; Mt. Kilimanjaro
 - Contrasting climate in different regions: Sahara and Kalahari deserts; tropical rainforests along the central West African coast and the Congo River; the savanna (grasslands), and the Sudan (the fertile region below the Sahara, not the present-day country)
- Early African kingdoms
 - Kush (in a region also called Nubia; once ruled by Egypt, then became rulers of Egypt for a brief period of time)
 - Aksum (a trading kingdom in what is now Ethiopia; also spelled Axum)
- Medieval African kingdoms
 - Trans-Saharan trade led to a succession of flourishing kingdoms: Ghana, Mali, and Songhai; camel caravans; trade in gold, iron, salt, ivory, and slaves; the city of Timbuktu as a center of trade and learning; the spread of Islam into West Africa through merchants and travelers; and Ibn Battuta (world traveler and geographer)
 - The great rulers of Mali: Sundiata Keita and Mansa Musa
 - The great rulers of Songhai: Askia Muhammad
 - Ibn Battuta, world traveler and geographer
- Understand the various functions and variety of African art by becoming familiar with the spiritual purposes and significance of many African works of art, such as masks used in ceremonies for planting, harvesting, or hunting
- Examples of art from specific regions and peoples in Africa, such as:
 - Antelope headdresses of Mali
 - Sculptures of Yoruba artists in the city of Ife
 - Ivory carvings and bronze sculptures of Benin

AT A GLANCE

The most important ideas in Unit 5 are:

- The physical features, vegetation, and climate zones on the African continent are varied.
- The kingdom of Kush interacted with Egyptian civilization.
- The kingdom of Aksum was at the crossroads of east-west and north-south trade routes.
- The wealth and power of the rulers of the Sudanic empires of Ghana, Mali, and Songhai came from their control of the trans-Saharan trade in gold and salt.
- Islam was a major influence on the religious, political, and cultural development of Ghana, Mali, and Songhai.
- Mansa Musa is considered the greatest of Mali's emperors.
- Askia Muhammad is considered the greatest of Songhai's emperors.
- There is no single, unifying African art style. Rather, different cultures have different styles.
- Art is integral to virtually all traditional African cultures; it is integral to every aspect of life.
- Some African art is meant simply for viewing, but the vast majority serves a functional, ritual, ceremonial, and/or celebratory purpose.
- African art is a part of ever-evolving, living traditions. Present-day artists in Africa may follow established traditions, link to contemporary trends, or work with no reference to historical art whatsoever.

WHAT TEACHERS NEED TO KNOW

Geography of Africa

Background

Africa is the second-largest continent. Its shores are the Mediterranean Sea to the north, the Atlantic Ocean to the west, the Red Sea and Indian Ocean to the east, and the Indian Ocean to the south. The area south of the Sahara is often called sub-Saharan Africa.

Red Sea and Mediterranean Sea

The Red Sea separates Africa from the Arabian Peninsula. Except for the small piece of land north of the Red Sea, Africa does not touch any other

landmass. Beginning in 1859, a French company dug the Suez Canal through this narrow strip of Egypt between the Mediterranean and the Red seas. The new route, completed in 1869, cut four thousand miles off the trip from western Europe to India.

Atlantic Ocean and Indian Ocean

The Atlantic Ocean borders the African continent on the west. The first explorations by Europeans trying to find a sea route to Asia were along the Atlantic coast of Africa. (Students in Core Knowledge schools will learn about these and other voyages of exploration in Grade 5.)

The Indian Ocean is the third-largest ocean in the world and borders both east and south Africa and the south Asian continent. Beginning as early as 3000 to 1000 BCE, people used its monsoon winds for sailing and set up a profitable trade between Africa and the Arabian Peninsula and beyond to India.

Cape of Good Hope

The Cape of Good Hope is close to the southern tip of Africa. “Cape of Storms” may have been the name the Portuguese navigator Bartolomeu Dias gave this rocky tip of southern Africa when he saw it in 1488. The weather and the seas off the cape are very rough. Some historians say the Portuguese king changed the name to “Cape of Good Hope” because its discovery offered hope of finding a water route from Europe to India.

Madagascar

The island of Madagascar lies off the east African coast in the Indian Ocean. It is the largest of Africa’s islands. Its first inhabitants arrived between 1 and 99 CE from the African continent and from what is now Indonesia. Arab traders settled on Madagascar in the 900s CE, bringing Islam with them. The island’s culture reflects the influences of all three groups.

Major Rivers: Nile, Niger, Congo

The Nile has two sources: the White Nile, which begins in Lake Victoria (Victoria Nyanza) and the Blue Nile, which begins above Lake Tana in Ethiopia. At Khartoum in Sudan, the two branches, the White Nile and the Blue Nile, join to become the Nile proper. The Nile flows north and empties through a huge delta into the Mediterranean Sea. The Nile is the world’s longest river. Its northern lower valley was the site of the ancient Egyptian civilization. (Students may find it strange that the Nile flows north as they may think of this as flowing “up.” Remind them that rivers flow from high ground to lower ground and that this has nothing to do with north and south.)

The Niger River rises in southwest Guinea and empties through a delta into the Gulf of Guinea on the Atlantic Ocean. The Niger is a long, winding river that passes through the nations of Guinea, Mali, Niger, and Nigeria. It also forms part of the border between Niger and Benin. The Niger River has several tributaries including the Benue, which flows from Cameroon, and the Kaduna, which originates in Nigeria. The Niger, though interrupted by a series of rapids, has long navigable stretches that traders have used to transport goods for many centuries.

The Congo River rises as the Chambezi River in Zambia and empties into the Atlantic Ocean. It is named after the early African kingdom of Kongo. The Congo is the world's second-largest river in volume of water. (The Amazon is the largest.) Like the Amazon, the Congo flows through a region of tropical rainforest, accounting for its large water volume. Both the Congo and Niger rivers are long and winding, and serve as important transportation routes.

Atlas Mountains

The Atlas Mountains rise in North Africa and extend for 1,500 miles (2,414 km), through Morocco, Algeria, and Tunisia. There are seven ranges within the Atlas Mountains, and they run generally southwest to northeast and along the Mediterranean coast. The highest peak in the Atlas Mountains is Mount Toubkal in Morocco. It rises to 13,661 feet (4,164 m).

On the northern side of the Atlas Mountains near the Mediterranean, people raise citrus fruits and olives—crops similar to those raised in the Mediterranean regions of Europe. Sheep herding is a major economic activity on the drier Saharan slopes. The mountains are also rich in iron, oil, and coal deposits.

Mt. Kilimanjaro

Mt. Kilimanjaro, at a height of 19,340 feet (5,895 m), is the tallest mountain in Africa. Located in the present-day nation of Tanzania, Mt. Kilimanjaro is an extinct volcano. The mountain actually has two peaks, Kibo and Mawenzi; Kibo is the taller of the two.

Contrasting Climate in Different Regions

Deserts: Sahara and Kalahari

The Sahara, which spreads across northern Africa, is the largest desert in the world. The Kalahari Desert lies in south central Africa in the present-day countries of Botswana, Namibia, and South Africa.

The climate in the deserts is arid and varies from hot to cold. Rainfall varies from very little to as much as ten inches annually. Temperatures may top 120° during the day and fall to freezing at night. The Sahara is a mix of sand, rocks, gravel,

and oases. The last are fed by underground springs. The Kalahari Desert has some seasonal grasslands where the San people, the only inhabitants skilled enough to live in the region, are nomadic hunters and gatherers.

Tropical Rainforest: Central Africa

The tropical rainforest lies in central Africa along the west African coast and inland in the Congo River basin. The equator runs through the tropical rainforest. A band of tropical rainforests runs through the nations of Nigeria, Cameroon, Equatorial Guinea, Gabon, the Republic of the Congo, and the Democratic Republic of the Congo. There are also pockets of similar vegetation and climate along the Atlantic coast in the nations of Guinea, Sierra Leone, Liberia, Cote d'Ivoire, and Ghana. The climate in the rainforest is hot and very wet.

Savanna or Grasslands

The savanna lies north, south, and east of the tropical rainforests in the Congo River basin. The predominant form of vegetation is tall grasses, although there are also stands of trees scattered in places. The temperature in the grasslands is normally high, and rainfall is less than in the forest but still averages thirty to sixty inches a year. The winters are dry but not cold. The northern savanna is called the Sudan, from the Arabic name *bilad-as-sudan*, meaning land of blacks. This area stretches from the southernmost part of the Sahara to the northernmost part of the rainforest. The Sudan area should not be confused with the countries of the Republic of the Sudan or the Republic of South Sudan.

The Sahel

A fourth type of climate can be found in the semi-dry grassland called the Sahel, which lies between the savanna of tall grasses and the arid Sahara. The Sahel is the northernmost part of the Sudan region. The Sahel experiences a drier climate than the savanna, and as a result, the vegetation is limited to short grasses, rather than the tall grasses of the wetter savanna in the rest of the Sudan. The Sahel includes parts of the countries of Senegal, Mauritania, Mali, Niger, Burkina Faso, Nigeria, Chad, Sudan, and Eritrea. The Sahel area was the site of the great trading kingdoms of West Africa, which arose and prospered from the 800s to the 1500s CE.

To learn more about specific topics in this unit, use this link to download the CKHG Online Resource "About Early and Medieval African Kingdoms":

www.coreknowledge.org/ckhg-online-resources

Student Component

Early and Medieval African Kingdoms Student Reader—eight chapters

Teacher Components

Early and Medieval African Kingdoms Teacher Guide—eight chapters. This includes lessons aligned to each chapter of the *Early and Medieval African Kingdoms* Student Reader, with a daily Check for Understanding and Additional Activities, such as virtual field trips and cross-curricular art activities, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 78.

- The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

The *Early and Medieval African Kingdoms Timeline Image Cards* include twelve individual images depicting significant events and individuals related to early and medieval Africa. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this time period.

Optional: Core Knowledge Curriculum Series™ Art Resources: Grade 4—display-size posters of images that may be used with the cross-curricular art activities described in the Additional Activities of Chapter 5 if online access to the Internet is not available in the classroom. They are available for purchase from the Core Knowledge bookstore:

www.coreknowledge.org/store

Timeline

Some preparation will be necessary prior to starting the *Early and Medieval African Kingdoms* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Image Cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create eight time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **3150–1500 BCE**
- **1500–1000 BCE**
- **1000 BCE–500 BCE**
- **500 BCE–1**
- **1–500 CE**
- **500 CE–1000 CE**
- **1000 CE–1500 CE**
- **1500 CE–2000 CE**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	3150 BCE	1500–1000 BCE	1000 BCE–500 BCE	500 BCE–1	1–500 CE	500 CE–1000 CE	1000 CE–1500 CE	1500 CE–2000 CE
	•	•	•		•	• •	• • • •	• •
Chapter	1	2	2		2	3 4	5 6 6 8	7 7

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

Note: Please take into account that the time ranges 500 CE–1000 CE, 1000 CE–1500 CE, and 1500 CE–2000 CE include multiple cards. Also, be aware that Chapters 2, 6, and 7 have multiple cards.

Please also be aware that the Chapter 4 card spans a long time period and is placed in the middle of three time indicators, all of which are subsets of the broader time period.

Make sure students recognize that this timeline covers a wide range of years—starting in 3150 BCE and continuing to 2000 CE. Help students recognize that this represents an interval of about five thousand years.

3150 BCE



Chapter 1

1500–1000 BCE



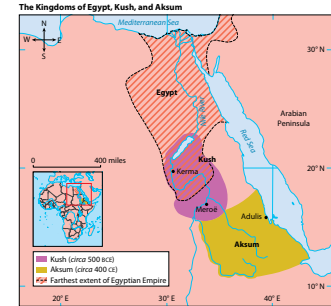
Chapter 2 (Intro)

730–591 BCE



Chapter 2

350 CE



Chapter 2

700s



Chapter 3

300–1200s



Chapter 4

1235–c. 1255



Chapter 5

1307–1332



Chapter 6

1324



Chapter 6

1320s–1350s



Chapter 8

1461–1600s



Chapter 7

1493–1528



Chapter 7

Understanding References to Time in the *Early and Medieval African Kingdoms Unit*

As you read the text, you will become aware that in some instances general time periods are referenced and in other instances specific dates are cited. For example, Chapter 4 states that for centuries, traders crossed the Sahara. In contrast, there are many references to specific dates in history, for example Mansa Musa's pilgrimage to Mecca in 1324.

Because of this, it is important to explain to students that some chapters deal with themes that were important throughout the entire era of African kingdoms and with events that occurred over long periods of time. These chapters tend to highlight time periods rather than specific dates. Also explain that other chapters deal with important people and particular events in specific moments in time. Therefore, these chapters tend to contain specific dates for key events in history.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does CE mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Early and Medieval African Kingdoms* unit is one of ten history and geography units in the Grade 4 Core Knowledge Curriculum Series™. A total of fourteen days have been allocated to the *Early and Medieval African Kingdoms* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 4 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	How might the geography of Africa have influenced the development of early African kingdoms and empires?
2	How did trade contribute to the rise of the Kush and Aksum kingdoms?
3	How did trade help spread ideas?
4	Why was salt almost as valuable as gold during this time?
5	Why might legendary stories have sprung up around Sundiata?
6	What was so extraordinary about Mansa Musa’s pilgrimage to Mecca?
7	As Askia Muhammad expanded his empire, how did Islam grow within it?
8	Why were the travels of Ibn Battuta so extraordinary for the time in which he lived?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	cape, oasis, ravine, nomadic, sorghum, kingdom, empire
2	natural resource, goods, ebony wood, incense, archeologist, artifact

3	caravan, mosque, quarry, splay, cowrie shell, kola nut
4	tax, quill
5	Mandinka, legend, mansa, university
6	pilgrimage, lavish, captive
7	dynasty, sack, siege, queen mother, social system, devout, sacred
8	steppe, sultan, tunic, crater

Activity Pages

Activity Pages



AP 1.1
 AP 1.2
 AP 1.3
 AP 1.4
 AP 2.1
 AP 2.2
 AP 4.1
 AP 4.2
 AP 4.3
 AP 5.1
 AP 7.1
 AP 8.1
 AP 8.2

The following activity pages can be found in Teacher Resources, pages 87–103. They are to be used after students read the chapter(s) specified, during class-time or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—World Map (AP 1.1)
- Chapter 1—The African Continent (AP 1.2)
- Chapter 1—Geography of Africa (AP 1.3)
- Chapter 1—Team Map Challenge: Countries of Africa (AP 1.4)
- Chapter 2—The Kingdoms of Kush and Aksum (AP 2.1)
- Chapter 2—Eyewitness to History: Egypt, Kush, and Aksum (AP 2.2)
- Chapter 4—Ghana, Mali, and Songhai (AP 4.1)
- Chapter 4—Timeline of the Kingdom of Ghana (AP 4.2)
- Chapter 4—Domain Vocabulary: Chapters 1–4 (AP 4.3)
- Chapter 5—Emperors of Mali (AP 5.1)
- Chapter 7—Puzzling Out the Songhai Empire (AP 7.1)
- Chapter 8—The Travels of Ibn Battuta (AP 8.1)
- Chapter 8—Domain Vocabulary: Chapters 5–8 (AP 8.2)

Fiction Excerpt

Use this link to download the CKHG Online Resources, where specific links to the following fiction excerpts may be found:

www.coreknowledge.org/ckhg-online-resources

This excerpt may be used with the chapter specified either for additional classwork or at the end of the unit as review and/or a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activity.

Fiction Excerpt

Chapter 1—“The Fire on the Mountain” (FE 1)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Language Arts

Fiction

Stories

- "The Fire on the Mountain"
(Ethiopian folktale)

Phrases and Sayings

- Timbuktu

Visual Arts

The Art of Africa

Examples of art from specific regions and peoples in Africa, such as:

- Antelope headdresses of Mali
- Sculptures by Yoruba artists in the city of Ife
- Ivory carvings and bronze sculptures of Benin

BOOKS

Bauer, Susan Wise. *The Story of the World: History for the Classical Child: Volume 2*. Charles City, VA: The Well-Trained Mind Press, 2007.

Gates, Henry Louis. *Wonders of the African World*. New York, NY: Knopf, 2001.

McKissack, Patricia and Frederick. *The Royal Kingdoms of Ghana, Mali, and Songhay: Life in Medieval Africa*. New York, NY: Henry Holt & Company, 1995.

Reynolds, Jan. *Sahara (Vanishing Cultures)*. New York, NY: Lee & Low Books, Inc., 1991.

Rumford, James. *Traveling Man: The Journey of Ibn Battuta, 1325–1354*. New York, NY: Houghton Mifflin, 2004.

Sharafeddine, Fatima. *The Amazing Travels of Ibn Battuta*. Toronto, ON: Groundwood Books, 2014.

Wisniewski, David. *Sundiata: Lion King of Mali*. New York, NY: Clarion, 1999.

EARLY AND MEDIEVAL AFRICAN KINGDOMS SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Early and Medieval African Kingdoms

“The Geographic Setting” Core Lesson and “World Map” (TG & SR, Chapter 1, AP 1.1)	“Team Map Challenge: Countries of Africa” (TG & SR, Chapter 1, Additional Activities; AP 1.4)	“The Kingdoms of Kush and Aksum” Core Lesson (TG & SR, Chapter 2)	“Wonders of the African World: Black Kingdoms of the Nile” OR “The Fire on the Mountain” (TG, Chapter 2, Additional Activities;)	“Trans-Sahara Trade” Core Lesson (TG & SR, Chapter 3)
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CKLA

“Islamic Empires”	“Islamic Empires”	“Islamic Empires”	“Islamic Empires”	“Islamic Empires”
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Early and Medieval African Kingdoms

“Ghana, Land of Gold” Core Lesson (TG & SR, Chapter 4)	“Mali and Sundiata Keita” Core Lesson (TG & SR, Chapter 5)	“Wonders of the African World: The Road to Timbuktu” (TG & SR, Chapter 5, Additional Activities)	“Medieval African Art: Bamana Headdress and Mask” (TG & SR, Chapter 5, Additional Activities)	“Medieval African Art: Ife Brass Head and Benin Bronze Head” (TG & SR, Chapter 5, Additional Activities)
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CKLA

“Islamic Empires”	“Islamic Empires”	“Eureka!”	“Eureka!”	“Eureka!”
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Week 3

Day 11

Day 12

Day 13

Day 14

Early and Medieval African Kingdoms

“Mansa Musa and His Pilgrimage” Core Lesson (TG & SR, Chapter 6)	“Songhai and Askia Muhammad” Core Lesson (TG & SR, Chapter 7)	“The Travels of Ibn Battuta” Core Lesson (TG & SR, Chapter 8)	Unit Assessment
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CKLA

“Eureka!”	“Eureka!”	“Eureka!”	“Eureka!”
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EARLY AND MEDIEVAL AFRICAN KINGDOMS PACING GUIDE

_____ 's Class

(A total of fourteen days have been allocated to the *Early and Medieval African Kingdoms* unit in order to complete all Grade 4 history and geography units in the Core Knowledge curriculum.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

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Week 3

Day 11

Day 12

Day 13

Day 14

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CHAPTER 1

The Geographic Setting

The Big Question: How might the geography of Africa have influenced the development of early African kingdoms and empires?

Primary Focus Objectives

- ✓ Name and locate the significant oceans and rivers surrounding and in Africa, including the Mediterranean Sea, Red Sea, Atlantic Ocean, Indian Ocean, Nile River, Niger River, and Congo River. **(RI.4.1)**
- ✓ Name and locate the significant mountains in Africa, including Mt. Kilimanjaro and the Atlas Mountains. **(RI.4.1)**
- ✓ Name, locate, and describe the following regions, and their associated climates, in Africa: the Sahara and the Kalahari deserts, the Sahel, the savanna, and tropical rainforests. **(RI.4.1)**
- ✓ Name and locate the island nation of Madagascar. **(RI.4.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *cape, oasis, ravine, nomadic, sorghum, kingdom, and empire*. **(RI.4.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Geography of Africa”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.4

- Display and student copies of World Map (AP 1.1)
- Team Map Challenge: Countries of Africa (AP 1.4)
- Atlases or Internet access

Core Vocabulary (Student Reader page numbers listed below)

cape, n. a point of land extending into water **(6)**

Example: The cape juttied out into the Atlantic Ocean.

Variation(s): capes

oasis, n. an area in the desert where there are water and plants (8)

Example: Traders crossing the desert stopped at an oasis for food and water.

Variation(s): oases

ravine, n. a small, deep, narrow valley (9)

Example: It was difficult to travel from one side of the ravine to the other.

Variation(s): ravines

nomadic, adj. moving around, often in search of food; not settled in one place (9)

Example: Nomadic people often herd animals and gather plants for food.

sorghum, n. a type of grain fed to animals; also used for making a type of porridge for people to eat (10)

Example: The family used sorghum to make a porridge similar to oatmeal.

kingdom, n. a country ruled by a king or queen (12)

Example: More than one kingdom emerged on the eastern side of Africa.

Variation(s): kingdoms

empire, n. a group of countries controlled by a single authority (12)

Example: The powerful empire conquered the neighboring country.

Variation(s): empires

THE CORE LESSON 35 MIN

Introduce *Early and Medieval African Kingdoms Student Reader*

5 MIN

Distribute copies of the *Early and Medieval African Kingdoms Student Reader* and suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or on chart paper. Students will likely mention buildings, the desert, animals, people praying, works of art, and bodies of water.

Call students' attention to a feature on pages 64–65 of the Student Reader. Read the title at the top of the page, and remind them that an atlas is either a part of a book or an entire book made up of maps. Explain to students that they will be referring to the maps in this atlas as they read each chapter.

Introduce “The Geographic Setting”

5 MIN

Display and distribute copies of World Map (AP 1.1). Activate students’ prior knowledge of Africa. Is it a city, a country, or a continent? (*continent*)

Ask students to describe the approximate location of the African continent relative to various features on the world map. (*Students may say that Africa is south of Europe, east of the United States, bordered by the Atlantic Ocean, etc.*)

Ask students to name several countries in Africa while referring to the map. Also ask whether they can name any cities, rivers, or mountains in Africa that they recall from previous study. (*Students in Core Knowledge schools may recall the Nile, Niger, and Congo Rivers, which were studied in Grade 3, as well as the Atlas Mountains and Mt. Kilimanjaro, studied in the current grade.*) Call attention to the Big Question, and encourage students to look for information on how the geography of Africa influenced the development of early African kingdoms.

Guided Reading Supports for “The Geographic Setting”


25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Large Continent,” Pages 2–3

Scaffold understanding as follows:

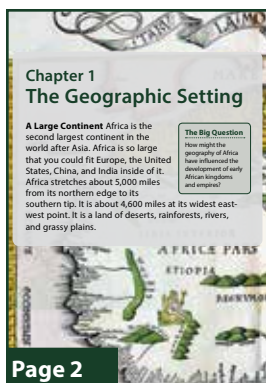
Read the first paragraph on page 2 aloud.

 **SUPPORT**—Call attention to the map and caption on pages 2–3. Explain to students that this is a very old map. It shows an early cartographer’s view of the world in which he lived.

After you read the text, ask the following question:

INFERENTIAL—Is Africa bigger from north to south or from east to west?

» *Africa is bigger from north to south. The text says it is about 5,000 miles long and about 4,600 miles wide at its widest part.*



“Seas and Oceans,” Pages 4–6

Seas and Oceans

Africa is surrounded by water. The Mediterranean Sea borders Africa on the north. It provides the continent with an important water route to Europe and western Asia. The ancient Greeks, Romans, and North Africans used the Mediterranean Sea for trade. In the Middle Ages, Muslims from North Africa traded with people in Europe and western Asia.

The stormy Atlantic Ocean borders Africa on the west. It kept Europeans away from western Africa for centuries. In the late 1400s, Europeans adapted Arab ships and technology to be able to sail the Atlantic. European explorers began to explore western and southern Africa.

The Indian Ocean borders Africa on the east. It is the third largest ocean in the world. It stretches about 4,500 miles from east to west from eastern Africa to Australia. It is about 6,000 miles north to south from India to Antarctica. The Indian Ocean linked people in Africa and Asia for centuries. Traders sailed between Africa, the Arabian Peninsula, and India. In the 1400s, Chinese fleets even reached the east African coast.

Madagascar is the world's fourth largest island. It lies in the Indian Ocean about 200 miles east of the African continent. The island is almost as big as Arizona and New Mexico combined. Africans and visitors from Asia explored the island thousands of years ago.

The Indian and Atlantic Oceans meet at the southern tip of Africa. It is a dangerous place for ships. The west coast of the southern

Page 4

Scaffold understanding as follows:

Read the first three paragraphs of the section “Seas and Oceans” on page 4 aloud. Pause after each paragraph, calling attention to the map of Africa on page 5, and ask students to locate the sea or ocean described in each paragraph.



CORE VOCABULARY—Ask volunteers to read the remaining

paragraphs of the section aloud, one paragraph at a time. Pause again after each paragraph so that students can locate each geographic feature on the map. Call attention to the Core Vocabulary word *cape*, and explain its meaning.

After volunteers read the text, ask the following questions:

LITERAL—What are some of the bodies of water that surround Africa?

- » Several bodies of water surround Africa, including the Mediterranean Sea, Atlantic Ocean, Indian Ocean, and Red Sea.

LITERAL—Why was the name “Cape of Storms” changed to “Cape of Good Hope”?

- » The name was changed to make the location sound more peaceful.



Page 5

“The Northwest Coast and Atlas Mountains,” Page 6

Scaffold understanding as follows:

Read the title of the section, “The Northwest Coast and Atlas Mountains,” on page 6 aloud. Ask students to turn back to the map on page 5 and identify both areas on the map.

Ask students to continue looking at the map, while they listen to you read the section on page 6 aloud. Ask students to point to the areas on the map as they hear them described.

SUPPORT—If students are using the complete grade-level Core Knowledge History and Geography materials, remind them that in Unit 2, *World Mountains*, they learned how mountains form barriers. Students should recall that mountains can make it difficult to travel.

After you read the text, ask the following question:

LITERAL—What is the weather like along the northwest coast of Africa?

- » Along the northwest coast of Africa, the summers are hot and dry, and the winters are warm and rainy.

part of Africa experiences many storms. Originally, Europeans called it the Cape of Storms. Later its name was changed to the Cape of Good Hope to make it sound more peaceful.

Vocabulary
cape = a point of land extending into water

The Red Sea lies off the northeastern coast of Africa. It separates the continent from Asia. The Red Sea extends northwest for about 1,200 miles from the southern edge of the Arabian Peninsula to the Sinai Peninsula in Egypt. For centuries, the Red Sea served as a major trade route between East Africa and Asia. Today, the Suez Canal links the Red and Mediterranean seas.

The Northwest Coast and Atlas Mountains

Africa has many different physical features and climates. We are going to work our way south from Africa's northern coast on the Mediterranean Sea to southern Africa. A narrow strip of land lies along northwestern Africa. It is mostly flat and has warm, rainy winters and hot, dry summers. This land lies between the Mediterranean Sea and the Atlas Mountains 200 miles to the south. It stretches east about 1,200 miles from the present-day city of Casablanca to the present-day city of Tunis. That's more than one third the width of the United States!

The Atlas Mountains form a barrier between northwest Africa and a large desert called the Sahara. There are no barriers between the Sahara and the Mediterranean in northeast Africa. The desert stretches north to the sea.

Page 6

“The Sahara,” Pages 7–8



Scaffold understanding as follows:

Read the title of the section, “The Sahara,” on page 7 aloud. Ask students to locate the Sahara on the map of Africa on page 5.

Ask a volunteer to read the first three paragraphs of the section on page 7 aloud.

CORE VOCABULRY—Read the first paragraph at the top of page 8 aloud. Call attention to the Core Vocabulary term *oasis* and explain the word’s meaning. Point out that the spelling of the plural form of *oasis* is *oases*.

Invite volunteers to read the remainder of the section aloud.

After volunteers read the text, ask the following questions:

LITERAL—How does the Sahara compare with the other deserts of the world?

- » The Sahara is the world’s largest and hottest desert.

LITERAL—What is the climate of the Sahara?

- » The Sahara has a very dry climate and rarely gets any rain. The temperatures can reach as high as 120°F during the day and then drop as low as 32°F at night.

“The Sahel,” Pages 8–9

 **Scaffold understanding as follows:**

Read the title of the section, “The Sahel,” on page 8 aloud. Ask students to turn back to the map on page 5 and identify this area on the map.

Have students read the section on pages 8–9 quietly to themselves.

After students read the text, ask the following questions:

LITERAL—What is the Sahel, and where is it located in Africa?

- » The Sahel is a large plain located in the northern part of the continent that stretches east to west from the Atlantic Ocean to the Indian Ocean.

SUPPORT—Encourage students to refer to the map of Africa on page 5 and locate the Sahel.

The Sahara is dotted with oases. The water at these oases allows people to grow fig, olive, and date trees. They also grow other fruits and vegetables. Even today, travelers across the Sahara stop at oases to refill their water containers and get food. In the eastern Sahara, people use the Nile River for transportation and water.

Although life in the Sahara can be harsh, nearly 2.5 million people live there today. Most of these people live in oases or near the Nile River. The desert is also home to many animals, including gazelles, scorpions, lizards, antelope, jackals, foxes, and hyenas.

Below the western Sahara is a strip of land called the Sahel. The Sahel separates the western Sahara from the more fertile lands to the south. The word Sahel means shore. It is like the shoreline between the "sea of sand" of the Sahara and the grasslands of the savanna.

The Sahel

The Sahel is a semi-dry rolling plain that stretches eastward across Africa from the Atlantic Ocean to the Indian Ocean. The region is an area of gradual change between the desert to the north and the savanna regions to the south.

Most of the Sahel receives ten to twenty inches of rain each year. Most rain tends to fall during the rainy season of June, July, and August. Various grasses and other types of plants that can survive in the Sahel. The land is used mainly for

Page 8

LITERAL—What type of climate is found in the Sahel?

- » It is described as semi-dry or partially dry. There is some rain but usually only in the rainy season. So only plants and grasses that do not need much rain grow there.

“The Savanna,” Pages 9–10

grazing animals such as goats, sheep, and cattle. Some crops, such as peanuts, are raised there. To the south of the Sahel lies a large grassland called the savanna.

The Savanna

The savanna is a large region of tall grasses. It is dotted by trees and herds of animals. It reaches from the Atlantic Ocean in the west to the highlands of the present-day country of Ethiopia in the east.

In the drier parts of the savanna, broad rocky plains are crossed by deep ravines. Farther south, the region becomes wetter, with rolling hilly grasslands good for grazing herds of animals. Many nomadic

Page 9

Scaffold understanding as follows:

Read the title of the section, “The Savannah,” on page 9 aloud. Ask students to turn back to the map on page 5 and identify this area on the map.

Invite volunteers to read aloud the section on pages 9–10.

CORE VOCABULARY—Call attention to the Core Vocabulary terms *ravine*, *nomadic*, and *sorghum* as they are encountered and explain their meanings.

SUPPORT—Call attention to the image on page 9 and read the caption aloud. Explain that many different kinds of animals make the savanna their home.

After volunteers read the text, ask the following questions:

LITERAL—What is the savanna, and where is it located in Africa?

- » The savanna is a large grassy region in Africa that extends from the Atlantic Ocean into present-day Ethiopia. The area has some trees and is the home to different animals.

LITERAL—What is the climate in the savanna?

- » The savanna has a wet season and a dry season. It rains constantly during the wet season but is very hot and very dry during the dry season.

LITERAL—Why are many different kinds of crops able to grow in the savanna?

- » There is plenty of rain in the savanna.

LITERAL—How do nomadic people survive in the savanna?

- » Nomadic people raise herds of animals such as sheep, goats, and cattle on the savanna.

“The Rainforest,” Page 10

peoples raise their goats, sheep, and cattle on the savanna.

The savanna has two seasons—wet and dry. During half the year, it rains, and rains, and rains. During the other half of the year, the air is dry and hot. This is called the “dry season.”

There is enough rain to grow many crops on the savanna. These include grains such as corn, sorghum, and millet. Farmers also produce beans, peas, squash, melons, and okra. In areas with more rainfall, farmers grow rice, oranges, lemons, limes, and yams. Farmers clear their fields by burning the plants and then using the ashes as fertilizer.

The Rainforest

As you travel south of the savanna, temperatures remain warm but rainfall increases. Warm temperatures and heavy rainfall create tropical rainforests throughout central Africa. Africa’s rainforests are covered with dense vegetation. They are similar to the rainforests of Brazil, Indonesia, and other parts of the world.

There aren’t any “seasons” in tropical rainforests. The climate is the same all year. The temperature usually stays between 75 and 80°F. This part of Africa usually gets between 80 and 400 inches of rain a year. Because of this climate, the rainforest is home to thousands of different types of plants.

Page 10


Scaffold understanding as follows:

Ask students to read the section “The Rainforest” on page 10 independently to themselves.

After students read the text, ask the following questions:

LITERAL—Where are Africa’s rainforests located?

» Africa’s rainforests are located in the central part of the continent.

 **SUPPORT**—Encourage students to refer to the map of Africa on page 5, especially the map key, and point to the approximate locations of the rainforests.

LITERAL—What is the climate in the tropical rainforests?

» The climate of the tropical rainforest is the same all year; the temperature averages between 70°F and 80°F; it receives up to four hundred inches of rain each year and is very humid.

“Southern Africa,” Pages 11–12

Southern Africa

South and east of its rainforests, Africa has a variety of climates and land features. Much of the land is rolling savannas. Other areas have mountains. The southwestern tip of Africa has a climate similar to that of northwest Africa. Southern Africa is also home to Africa’s second major desert.

The Kalahari Desert is located in the present-day countries of Namibia, Botswana, and South Africa. It is covered with red soil and dry grasses. It is difficult to grow anything in the Kalahari because there is so little water. Still, wild animals such as meerkats, wildebeests, zebras, giraffes, and elephants live there. Some Khoikhoi and San peoples still survive in the Kalahari Desert by hunting, gathering, and herding. Others have been forced to move to villages.



Page 11

Scaffold understanding as follows:

Invite volunteers to read aloud the section “Southern Africa” on pages 11–12.

SUPPORT—Have students refer to the map of Africa on page 5 and locate the Kalahari Desert and Mt. Kilimanjaro.

SUPPORT—Call attention to the image on page 11 and read the caption aloud.

After volunteers read the text, ask the following question:

LITERAL—What desert is located in southern Africa, and what is its climate?

» The Kalahari Desert, which is very hot and very dry, is located in southern Africa.

“African Rivers,” Pages 12–13

Scaffold understanding as follows:

CORE VOCABULARY—Read the first paragraph of the section “African Rivers” on page 12 aloud. Call attention to the Core Vocabulary terms *kingdom* and *empire*. Students may recall encountering these words in previous Core Knowledge units. Explain each word’s meaning.

Most of the land east of Africa's rainforests is savanna. However, the highest mountain in Africa is also found here. This mountain, Mount Kilimanjaro, is located in the country of Tanzania. Mountains are also found along Africa's southern coast.

African Rivers

Some of the world's greatest rivers slice through the African continent. The Niger and Senegal rivers flow through the savanna of West Africa. Some of the great kingdoms and empires of medieval Africa developed along these rivers. Among these were Ghana, Mali, and Songhai. You will learn more about them later.

The powerful Congo River flows through the hot rainforest region of Africa. The Congo is the second longest river in Africa. It is about 2,700 miles long and flows from central Africa to the Atlantic Ocean.

Africa's most famous river is the Nile River. The Nile is the longest river in the world. The Nile starts at Lake Victoria in east central Africa. It flows north to the Mediterranean Sea, for a total of more than 4,100 miles.

In ancient times, the Nile flooded its banks once a year. The flood water deposited rich, black soil nearby. Egyptian farmers planted their crops in this soil. They were able to grow more food than they needed. The Nile was sent to many places, including the huge Aswan High Dam in Egypt.

Page 12

SUPPORT—Refer to the map of Africa on page 5. Have students locate the Niger River and the Senegal River, and trace the path of each river on the map.

Call on a volunteer to read the second paragraph of the section aloud.

SUPPORT—Have students locate the Congo River on the map of Africa on page 5 and trace its path.

Invite volunteers to read the remainder of the section aloud.

SUPPORT—Refer to the map of Africa on page 5. Have students locate the Nile River and trace its path on the map.

After volunteers read the text, ask the following questions:

LITERAL—Which river flows through the rainforest?

» The Congo River flows through the rainforest.

LITERAL—What is Africa's most famous river, and why was it so important to early civilization?

» Africa's most famous river is the Nile River. In ancient times, its banks flooded once a year, leaving fertile soil necessary for early Egyptians to farm.

Egypt controls the flooding of the Nile. A large lake, called Lake Nasser, has formed behind the dam. The waters from this lake are used to make electricity and to water farmlands.

The Egyptian Civilization

The geography of Africa played a big role in the development of early and medieval kingdoms and empires. The oldest of these kingdoms was Egypt. Egyptian civilization stretches back more than five thousand years, to about 3100 BCE. The Nile River, which runs through Egypt, helped this ancient civilization succeed. A Greek historian once called Egypt "the gift of the Nile."

Farmers of ancient Egypt produced a surplus of food. This allowed some Egyptians to do other things. They became the craftsmen, soldiers, officials, and other specialized workers who helped make civilization grow and prosper. The Nile River also played an important role in the development of the ancient kingdoms of Kush and Aksum. You will read about these kingdoms in the next section.

Page 13

"The Egyptian Civilization," Page 13

Scaffold understanding as follows:

Ask students to read the section "Egyptian Civilization" on page 13 independently.

SUPPORT—Call attention to the image on page 13 and read the caption aloud. Explain to students that the Nile River has been an important resource in Africa for thousands of years.

After students read the text, ask the following question:

LITERAL—How did growing a surplus of food impact the ancient Egyptians?

» Growing a surplus of food meant that not everyone had to be a farmer. Instead, people began to specialize in different trades and professions.

Timeline

- Show students the Chapter 1 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "How might the geography of Africa have influenced the development of early African kingdoms and empires?"

- Post the Timeline card to the Timeline under the date 3150 BCE. Refer to the illustration in the Unit 5 Introduction for guidance on the placement of the image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How might the geography of Africa have influenced the development of early African kingdoms and empires?”
 - » Key points students should cite include: Africa’s diverse geography, climate, and resources made it possible for people and wildlife to survive in different places and in different ways. Major rivers, such as the Nile, made farming possible. It is not a surprise that the oldest African civilization, Egypt, was located along the Nile River. Since farmers in ancient Egypt were able to produce a surplus of food for all Egyptians, other Egyptians were then free to spend their time doing other things that allowed the Egyptian civilization to grow and prosper.
- Choose one of the Core Vocabulary words (*cape, oasis, ravine, nomadic, sorghum, kingdom, or empire*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



The African Continent

15 MIN

Activity Page



AP 1.2

Materials Needed: (1) Sufficient copies of The African Continent (AP 1.2) and (2) red, green, orange, yellow, blue, and purple pencils or crayons

Distribute The African Continent (AP 1.2). Read the directions aloud. Instruct students to color the deserts and semi-dry areas red on the map and in the map key. Students should then color the tropical rainforest green, other forest areas purple, the Savanna orange, and the Sahel yellow. Students should color the Congo River and Nile River blue. Allow students to answer the questions independently or with partners.

This activity page may also be distributed as homework.



Geography of Africa (AP 1.3)

15 MIN

Activity Page



AP 1.3

Materials Needed: Sufficient copies of Geography of Africa (AP 1.3)

Distribute copies of Geography of Africa (AP 1.3). Read the directions aloud. Allow students to work independently or with partners to complete the activity.

This activity page may also be distributed as homework.



Team Map Challenge: Countries of Africa (AP 1.4)

45 MIN

Activity Page



AP 1.4

Materials Needed: (1) Display and sufficient copies of Team Map Challenge: Countries of Africa (AP 1.4); (2) classroom atlases, print or digital. If atlases are not available, the World Map (AP 1.1) may be used. (3) Student Readers to reference the map of Kingdoms and Physical Geography of Africa in the Atlas on page 64.

Use this link to download the CKHG Online Resources for this unit, where the specific link to a map of Africa may be found:

www.coreknowledge.org/ckhg-online-resources

Preparation: Prior to class, color the following groups of countries as indicated on the display map, but don't write down their names:

Red: Morocco, Algeria, Tunisia (Atlas Mountains region), Libya, Niger, Chad, Mali, Egypt, Sudan, Eritrea (Sahara region)

Green: Nigeria, Cameroon, Gabon, Central African Republic, Democratic Republic of the Congo (rainforest region)

Yellow: Mauritania, Senegal, Mali, Comoros, Djibouti, Somalia, Ethiopia (Sahel region)

Orange: Guinea, Sierra Leone, Ghana, Benin, Burkina Faso (savanna region)

Purple: Namibia, Botswana, South Africa, Zimbabwe, Mozambique, Tanzania

Note: You may also want to have a second blank display copy of Team Map Challenge: Countries of Africa (AP 1.4) to use during the latter half of this activity when countries will be linked to regions.

Display and distribute copies of Team Map Challenge: Countries of Africa (AP 1.4). Write the following words on the board or chart paper: Atlantic Ocean, Indian Ocean, Red Sea, Mediterranean Sea, Madagascar. Guide students in labeling the bodies of water and the island of Madagascar on the map.

Read the directions aloud. Assign specific areas of the African continent to small groups of students to complete, based on the colors on the display map.

SUPPORT: As you assign each group of countries, suggest that students mark each country for which they are responsible with a small x or dot on their map. Provide atlases or completed maps for students to reference to research the names and locations of the countries of Africa.

Allow students fifteen to twenty minutes to label their maps. Reconvene the entire class, asking each small group to share the names of the countries that they have identified. As each group shares the names of its identified countries, add the names to the display map. You may want to encourage all students to also add these names to their individual maps.

After all groups have shared, use the remaining time to link the names of specific present-day countries to the various regions they studied in Chapter 1. Suggest that students refer to the completed display of present-day African countries as they also reference the map of Kingdoms and Physical Geography of Africa on page 64.

Pose the following challenges to each team. Make sure a single spokesperson is designated. The goal is to be the first team to provide the correct answer. You may want to keep score, awarding a point each time a team is the first to answer a challenge question correctly.

- Name two countries that are located in the Sahara. (*Libya, Niger, Chad, Mali, Egypt, Sudan, or Eritrea*)
- Name five countries with oases. (*Egypt, Libya, Algeria, Niger, Mali, or Mauritania*)
- Name the country in which Mt. Kilimanjaro is located. (*Tanzania*)
- Name one country located in the Sahel. (*Mauritania, Senegal, Mali, Comoros, Djibouti, Ethiopia, or Somalia*)
- Name one country in which the Atlas Mountains are located. (*Morocco, Algeria, or Tunisia*)
- Name two countries in the Kalahari Desert. (*Namibia, Botswana, or South Africa*)
- Name the country in which the city of Timbuktu is located. (*Mali*)
- Name a city located on the coast of the Mediterranean Sea. (*Tunis*)
- Name two countries included in the savanna. (*Guinea, Sierra Leone, Ghana, Benin, or Burkina Faso*)
- Name the longest river in Africa. (*Nile River*)

The Kingdoms of Kush and Aksum

The Big Question: How did trade contribute to the rise of the Kush and Aksum kingdoms?

Primary Focus Objectives

- ✓ Recognize the importance of the kingdoms of Kush and Aksum. **(RI.4.1)**
- ✓ Understand the rise and fall of the kingdoms of Kush and Aksum. **(RI.4.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *natural resource, goods, ebony wood, incense, archeologist, and artifact*. **(RI.4.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Early African Kingdoms”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

- “The Fire on the Mountain” (FE 1)
- Internet access to “Wonders of the African World: Black Kingdoms of the Nile” video

Core Vocabulary (Student Reader page numbers listed below)

natural resource, n. something from nature that is useful to humans **(14)**

Example: Water was an important natural resource for people living in the earliest African kingdoms.

Variation(s): natural resources

goods, n. items that people want to buy (14)

Example: Traders sell goods at the market.

Variation(s): good

ebony wood, n. a dark, hard wood that comes from tropical trees (16)

Example: Ebony wood was brought from central Africa to be traded in the markets of Kush.

incense, n. something that has a pleasant smell when it is burned (16)

Example: Wealthy people in Kush burned incense to perfume their homes.

archaeologist, n. an expert in the study of ancient people and the objects from their time period that remain (18)

Example: The archeologists studied the ancient vase made by the people of Aksum.

Variation(s): archeologists

artifact, n. an object used during a past period in history (18)

Example: Artifacts from ancient Kush can provide clues about daily life for people who lived there.

Variation(s): artifacts

THE CORE LESSON 35 MIN

Introduce “The Kingdoms of Kush and Aksum”

5 MIN

Remind students that at the end of Chapter 1, they read about the ancient Egyptian civilization. Ask students to describe what they recall about ancient Egypt. Students may note that the ancient Egyptians relied on the Nile River for farming and that because the area was so fertile, fewer farmers were needed to provide food for everyone. As a result, other Egyptians were able to become specialized workers who made the Egyptian civilization grow and become important. (Students at Core Knowledge schools who studied ancient Egypt in Grade 1 may also recall that Egypt was ruled by pharaohs and that the people living there built great pyramids for their deceased rulers.)

Show students the first Chapter 2 Timeline Image Card. Read and discuss its caption. Post the card on the Timeline, under the dates 1500–1000 BCE, emphasizing that the ancient Egyptian civilization started thousands of years ago.

Tell students that they will be learning about two kingdoms that rose to the south of ancient Egypt. Call attention to the Big Question, and encourage students to look for ways that trade contributed to the rise of the kingdoms of Kush and Aksum.

Guided Reading Supports for “The Kingdoms of Kush and Aksum” 30 MIN


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Egypt’s Rivals,” Pages 14–16

Scaffold understanding as follows:

CORE VOCABULARY—Read the section “Egypt’s Rivals” on pages 14–16 aloud. Call attention to the Core Vocabulary terms *natural resources*, *goods*, *ebony wood*, and *incense*, and explain each word’s meaning.

SUPPORT—Ask students to give examples of natural resources. If students have difficulty, assist them by pointing out some examples: “Cotton is a natural resource that was used to make this T-shirt.”

 **SUPPORT**—Call attention to the map on page 19. Have students locate the Nile River, Egypt, and Kush.

After you read the text, ask the following questions:

LITERAL—What natural resources did the Kush kingdom have?

» The Kush kingdom had minerals, including iron.

LITERAL—Whom did the Kushites trade with? What did they trade?

» The Kushites traded with the ancient Egyptians and with people from Central Africa. They traded items they made with iron and gold in exchange for food, ebony, and ivory.

Chapter 2
The Kingdoms of Kush and Aksum

Egypt’s Rivals In addition to the great Egyptian civilization, other African civilizations thrived in ancient times. Two of these were Kush and Aksum.

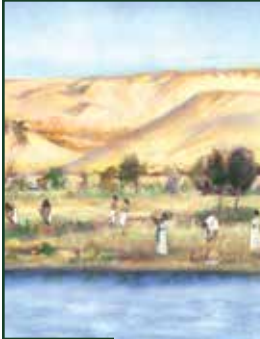
The Big Question
How did trade contribute to the rise of the Kush and Aksum kingdoms?

Kush was the ancient Egyptian name for the African land of Nubia. It is located in eastern Africa, south of Egypt. Nubia was the home of an advanced civilization. Historians believe that the kingdom of Kush began in about 2000 BCE. The Kushites were good farmers, metalworkers, and traders. Because of trade, they had contact with areas throughout eastern Africa.

Vocabulary
natural resource, something that nature has that is useful to humans

Other than the Nile River, Egypt has few natural resources of its own. The Nile provided the water to help Egyptians grow food. For centuries, Egyptians traded the food they raised with the Kushites for other goods. Kushites mined minerals and produced goods. They also traded with people from

Page 14




Trade goods with the Kushites for gold and

Page 15


“Kush Declines, Egypt Expands,” Pages 16–17

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section “Kush Declines, Egypt Expands” on page 16 aloud.

 **SUPPORT**—Ask students to refer to the map on page 19. Have students locate the kingdom of Kush. Remind students of the definition of kingdom and the definition of empire. Note that Egypt became an empire when it began conquering other lands.

Invite volunteers to read the remaining two paragraphs of the section “Kush Declines, Egypt Expands” on pages 16–17 aloud.

 **SUPPORT**—Ask students to locate the Kush capital city of Meroë on the map on page 19.

central Africa. Central Africans sold ebony wood, ivory, incense, and animal skins. Egyptians wore beautiful gold jewelry made by the Kushites. They decorated their homes with ivory and metalwork purchased in the marketplaces of Kush.

Kush Declines, Egypt Expands

In 1500 BCE, the Egyptians were the strongest kingdom in the area as Kush foreign trade and influence declined. They began establishing an empire by conquering the land around them. Egyptian armies conquered lands along the Mediterranean coast to the north and east. They also conquered lands along the Nile, to the south. This included the area of Kush.

Over the next five centuries, 1500 BCE – 1000 BCE, the Kush people seemed to become Egyptian. They wore Egyptian-style clothing and worshipped Egyptian gods. Yet underneath their borrowed robes, the Kush people kept their culture and identity. They adapted pieces of Egyptian culture to their own culture. In about 750 BCE Egypt grew weak. The Kushites struck at the Egyptians with all their might and defeated them. For a few decades, Kushite rulers became the pharaohs of Egypt. This was a great period in the history of Kush. But it lasted only 150 years. In 591 BCE, the Egyptians struck back, defeating Kush and capturing its capital.

capital farther south along the Nile (Meroë). Meroë was surrounded by

Page 16

After volunteers read the text, ask the following question:

LITERAL—Starting in 1500 BCE, how did the struggle between the Egyptians and the Kush change over time?

- » Beginning in 1500 BCE, the Egyptians became stronger and stronger. The Kush seemed to be absorbed by Egyptian civilization until around 730 BCE, when the Egyptian civilization grew weak. Kush fought the Egyptians and seized control for about 150 years. The ancient Egyptians ultimately reconquered the Kush, leading the Kush to move further south along the Nile.

“Land of Wonders,” Pages 17–18

fine grazing land for herds of cattle, goats, and sheep. It was a major trading center. It was also one of Africa's first iron-producing centers. Kush shipped its ironwork across Africa. Incredible rumors of Kush's wealth spread far beyond Africa. The region was called the “Land of Gods.”

Land of Wonders

The Greek historian Herodotus recorded some of the stories that had reached him about Meroë. Herodotus had heard about stone pyramids and a temple covered with sheets of gold shining like beacons in the bright African sun. Indeed, dozens of stone pyramids still stand outside Meroë. These pyramids are steeper than Egyptian pyramids and have flat tops. They were used as burial sites for the Kushite kings, just as the Egyptian pyramids were used as tombs for the pharaohs.



Page 17 of Kush's pyramids had flat tops.

Scaffold understanding as follows:

CORE VOCABULARY—Have students read the section “Land of Wonders” on pages 17–18 independently. After students finish reading the text, call attention to the Core Vocabulary terms *archeologist* and *artifact* and explain each word’s meaning. Ask students to consider how these two terms are connected. Students should recognize that archaeologists search for and study artifacts to better understand the past.

SUPPORT—Call attention to the image on page 18 and read the caption aloud. Explain that the bracelet from Meroë is an example of an artifact that archaeologists may study to discover more about the past.



The gold bracelet was worn by a Kushite queen of Meroë.

Archaeologists have found jewelry and other valuable artifacts in these burial sites. These findings tell us that Meroë was once a wealthy place.

A Bitter Fate

The Kush kingdom ended when it was attacked by its southern neighbor, Aksum, (also spelled Axum). Aksum was a kingdom located in present-day Ethiopia and Eritrea. As a result of war, Aksum destroyed the Kush kingdom. Early in the 300s CE, Aksum's great warrior-king Ezana conquered Kush.

Vocabulary

archeologist, n. an expert in the study of ancient people and the objects from their time period that remain.

artifact, n. an object used during a past period in history.

Page 18

After students read the text, ask the following question:

INFERENTIAL—Why might Kush be called the “Land of Wonders”?

- » Kush had many impressive sights, including great pyramids that were steeper than those built in Egypt. According to Herodotus, the pyramids looked like they were covered in gold when they shone in the sun.

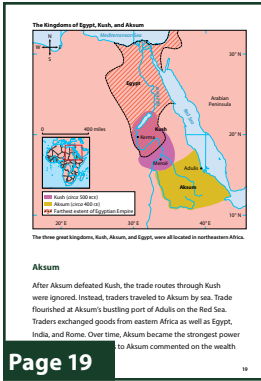
“A Bitter Fate” and “Aksum,” Pages 18–21

Scaffold understanding as follows:

Ask students to read the section “A Bitter Fate” on page 18 independently.

Invite volunteers to read the section “Aksum” on pages 19–21 aloud.

SUPPORT—Have students refer to the map on page 19 and locate the kingdom of Aksum. Note that Aksum had access to the Red Sea. Traders began to travel on the Red Sea instead of using the old overland trade routes through Kush.



After volunteers read the text, ask the following questions:

LITERAL—What caused the fall of Kush?

- » Kush was attacked by its neighbor, Aksum, and destroyed.

LITERAL—What made Aksum an important kingdom?

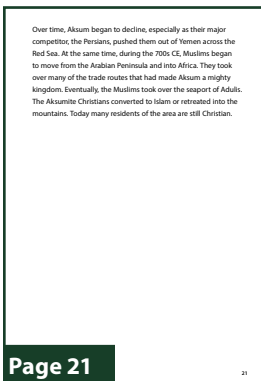
- » Because Aksum had access to the Red Sea, it could encourage trade by sea and increase trade with northern Africa and the Sahara. With its widespread trade, Aksum became the strongest power in eastern Africa.

LITERAL—What caused the fall of Aksum?

- » Muslims gained control of much of the land along the shores of the Red Sea and took over many of the trade routes. Eventually, the Muslims took over the seaport of Adulis on the Red Sea, leading to the fall of Aksum.

EVALUATIVE—How are the geographies of Kush and Aksum similar or different from one another?

- » Aksum was located on the coast of the Red Sea, while Kush was located along the Nile River. Both used trade routes that relied on water rather than land.



Timeline

- Show students the two remaining Chapter 2 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "How did trade contribute to the rise of the Kush and Aksum kingdoms?"
- Post the Timeline cards to their respective places under the Timeline dates 1000 BCE–500 BCE and 1–500 CE. Refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short sentence to the Big Question, “How did trade contribute to the rise of the Kush and Aksum kingdoms?”
 - » Key points students should cite include: Both Kush and Aksum built powerful trade networks. The Kush began trading natural resources such as ebony wood and animal skins and goods such as incense, ivory, and metalwork. After Aksum defeated Kush, Aksum relied heavily on trade on the Red Sea with people from Egypt, India, and Rome.
- Choose one of the Core Vocabulary words (*natural resource, goods, ebony wood, incense, archeologist, and artifact*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



The Kingdoms of Kush and Aksum

20 MIN

Activity Page



AP 2.1

Materials Needed: Sufficient copies of The Kingdoms of Kush and Aksum (AP 2.1)

Distribute The Kingdoms of Kush and Aksum (AP 2.1). Read the directions aloud. The activity page may be completed in class or as homework.

Eyewitness to History: Egypt, Kush, and Aksum

25 MIN

Activity Page



AP 2.2

Materials Needed: Sufficient copies of Eyewitness to History: Egypt, Kush, and Aksum (AP 2.2)

Distribute Eyewitness to History: Egypt, Kush, and Aksum (AP 2.2). Read the directions aloud. Instruct students to complete the activity individually or with partners.

“The Fire on the Mountain” (RI.4.1, W.4.2)

45 MIN

Materials Needed: Sufficient copies of “The Fire on the Mountain” (FE 1). Use this link to download the CKHG Online Resources, where the specific link to the fiction excerpt may be found.

www.coreknowledge.org/ckhg-online-resources

Tell students that during this activity they will read a folk tale from Ethiopia. If students have completed Team Map Challenge: Countries of Africa (AP 1.4), have them locate Ethiopia on the map. Explain that the Kingdom of Aksum was located in the present-day nation of Ethiopia.

Invite student volunteers to read “The Fire on the Mountain” (FE 1) aloud. After students finish reading the story, ask the following questions and encourage class discussion:

1. **LITERAL**—What bet did Arha make with Haptom?
 - » That he could stand on Mount Sululta all night without shelter, clothing, or fire.
2. **LITERAL**—How was Arha able to win the bet?
 - » He focused on a fire lit on another mountaintop by his friend.
3. **EVALUATIVE**—Why do you think watching the distant fire helped Arha survive the cold weather?
 - » Watching the distant fire may have given Arha hope that helped him survive; though he could not actually feel the fire, he could imagine its warmth.
4. **LITERAL**—Why did Haptom and the judge think that Arha had lost the bet?
 - » Haptom said that Arha had used a fire to stay warm because he could see the fire of his friend on the other mountaintop.
5. **LITERAL**—How did Hailu convince the judge that Arha had won the bet?
 - » He cooked a feast and invited the judge and other guests over. They could smell it but not eat it. When they complained, Hailu noted that the smell of the food was as filling as the fire’s sight was warming to Arha.
6. **EVALUATIVE**—Folk tales often have a moral, or a lesson to be learned. Do you think this story has a moral?
 - » Student responses will vary. Some students may note that the moral of the story is that more than one point of view is correct. While Haptom believed that Hailu had broken the agreement in the bet because he looked at a fire, Hailu was able to prove that watching a fire and feeling its warmth are not the same thing.



Virtual Tour of Meroë (RI.4.7)

20 MIN

Materials Needed: Internet access

Prepare for the virtual field trip by previewing the images of the archeological sites of Meroë.

Use this link to download the CKHG Online Resources, where the specific link for the images of Meroë may be found:

www.coreknowledge.org/ckhg-online-resources

Before beginning the activity, explain to students that today they will have the chance to go on a virtual field trip to the city of Meroë. Students should recall that Meroë was a part of the kingdom of Kush, one of the trading empires that emerged along the Nile River.

Begin the activity by sharing with students the map of Meroë. Share with students the slideshow of images from the archaeological site.

Next, display for students images 2, 3, 4, 16, and 17 of the archaeological sites of the island of Meroë, allowing students several moments to fully view each. As students view each image, call attention to the following details.

- Photo 2—The car on the left side of the pyramid demonstrates just how large the structure actually is.
- Photos 3 and 4—The two smoother pyramids in the foreground were built in the 1980s by scholars attempting to recreate Kush building techniques. The dark brown pyramids in the background were originally constructed by the people of Kush.
- Photos 16 and 17—The images here are very similar to images of pyramids built by the ancient Egyptians.

After students view the images, ask them to write a short paragraph (three to five sentences) explaining what they learned and what they found interesting. Time permitting, have students share their responses.

“Wonders of the African World: Black Kingdoms of the Nile”

45 MIN

Materials Needed: Internet access

Background for Teachers: Prior to the activity, preview the video about the kingdom of Kush. **The portion of the video you will share with students is approximately thirty minutes long, from 20:30 to 52:45.** Use this link to download the CKHG Online Resources, where the specific link for this video may be found:

www.coreknowledge.org/ckhg-online-resources

Before you start the video, provide context for students. The kingdom of Kush emerged south of the empire of Egypt. Like Egypt, the Kush kingdom grew around the Nile River.

After watching the video, ask the following discussion questions:

1. What is something that surprised you about the video? (*Answers will vary.*)
2. What evidence did you see of the power of the kingdom of Kush? (*Answers may include the pyramids, the hundred-year rule of Egypt, and the temples.*)
3. How does dam construction threaten Nubian culture? (*The construction of the dam will flood Nubian villages and Nubian archeological sites.*)
4. How old are the discoveries at Meroë? (*The discoveries are between 3,800 and 5,000 years old.*)

CHAPTER 3

Trans-Saharan Trade

The Big Question: How did trade help spread ideas?

Primary Focus Objectives

- ✓ Describe how, what, and by whom trans-Saharan trade was conducted. (RI.4.1)
- ✓ Understand the importance of trans-Saharan trade. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *caravan*, *mosque*, *quarry*, *splay*, *cowrie shell*, and *kola nut*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Trans-Saharan Trade”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.4

- Display and individual student copies of Team Map Challenge: African Countries (AP 1.4), if completed
- Atlas or contemporary map of Africa

Core Vocabulary (Student Reader page numbers listed below)

caravan, n. a group of travelers journeying together, often across a desert (22)

Example: While crossing the desert, the caravan stopped at an oasis for water and food.

Variation(s): caravans

mosque, n. a place of worship for Muslims (24)

Example: The Muslim travelers stopped to pray at the mosque before continuing on their way.

Variation(s): mosques

quarry, n. a place where stone or minerals are taken from the earth (24)

Example: The salt quarry was located in the middle of the Sahara.

Variation(s): quarries

splay, v. to spread out (24)

Example: The camel's toes splay, making it easier to walk in the hot sands of the desert without sinking.

Variation(s): splays, splaying, splayed

cowrie shell, n. a type of shell found in the Indian and Pacific oceans that was used as money in some cultures (25)

Example: The trader paid for the slabs of salt with cowrie shells.

Variation(s): cowrie shells

kola nut, n. the fruit of the kola tree found in tropical regions of Africa (26)

Example: The trader bought kola nuts in the market of Saleh.

Variation(s): kola nuts

THE CORE LESSON 35 MIN

 **Introduce “Trans-Saharan Trade”**

5 MIN

Call students' attention to the map on page 64 of the Atlas, and review what they have learned about kingdoms in the northeastern part of Africa (Egypt, Kush, and Aksum). Explain to students that there were other kingdoms and civilizations in Africa during that time period and after as well. Call attention to the area of the Sahara on the same map, and invite students to recall some of the things they know about this famous desert. Students should note that it is very hot and dry, making it difficult to cross. Explain that despite the difficulties of crossing the Sahara, traders still managed to carry many different things across this wide expanse. Call attention to the Big Question, and encourage students to look for ways that trade helped spread ideas as they read the text.

Guided Reading Supports for “Trans-Saharan Trade”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Traders of Medieval Africa,” Pages 22–24

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the section “Traders of Medieval Africa” on pages 22–24. Call attention to the Core Vocabulary terms *caravan*, *mosque*, and *quarry* and explain each word's meaning.

Chapter 3
Trans-Sahara Trade

Traders of Medieval Africa “I hope we’re near the oasis,” Yusef the trader sighed. Sweat dripped into his eyes. The sun stood at its highest point, and the air shimmered with heat. Yusef’s throat was dry with thirst. His tongue was so dry that it felt like a slab of wood in his mouth.

Yusef felt like sitting down to rest, but he plodded on beside his camels. “It will be worth all this trouble when my salt fetches a great price at market,” he whispered to himself. “Then I can buy more camels and become an important trader.”

The Big Question
How did trade help spread ideas?

Vocabulary
caravan, n. a group of travelers journeying together, often across a desert

Like the other traders in the caravan, Yusef was transporting salt mined from the salt regions in the middle of the Sahara. The caravan was headed to a trading center in the Sahel, on the southern edge of the Sahara.

Page 22



In the 700s CE, when Arabs of the eastern Mediterranean conquered North Africa and Spain, the Caravans were often called “ships of the desert” across vast deserts. Trade helped transport ideas like Islam.

Page 23

SUPPORT—Call attention to the image on pages 22–23 and read the caption aloud.

SUPPORT—Have students turn to the map of Africa on page 64 of the Atlas and locate the Sahara. If students have completed Team Map Challenge: Countries of Africa (AP 1.4), compare the two maps side by side, and name the present-day countries covered by the Sahara.

After you read the text, ask the following questions:

LITERAL—How was trade carried on in medieval Africa?

- » Caravans crisscrossed the vast Sahara, carrying goods to and from west African kingdoms and the northern coast of the continent.

LITERAL—What goods were being transported by the camels in this caravan and why?

- » The caravan was carrying salt from salt quarries. The salt was very valuable and used for many things, including building mosques.

“Ships of the Desert,” Pages 24–26

At the mines, Yusef had watched the enslaved workers dig out 200-pound cakes of salt. They tied two cakes on each camel. “There is so much salt here that we build houses and mosques from it,” the salt quarry owner had said. Yusef had actually seen a couple of these salt houses. They glittered in the sunlight. Now, Yusef’s camels swayed under the 400-pound loads of salt they were hauling south.

Vocabulary
splay, v. to spread out
splay, n. a piece of wood or ironwork used to hold things apart

Ships of the Desert

Yusef’s camels were smelly, and they often spat at their master. But Yusef was glad to have them. He knew that camels were made for the desert. Broad splayed feet let them walk over hot sand without sinking. A double row of eyelashes kept out stinging sand from windstorms. They stored fat in their humps. A camel could live off this fat when there was no food available. Camels could also go without water for days. Yusef was glad his precious cargo was carried on camels, not the horses used for the first desert caravans.

Yusef’s last trip had gone smoothly, with nothing more than stinging bites from sand fleas. But Yusef knew that many traders ran into big problems on their journeys. Yusef had heard stories about traders who got caught in fierce sandstorms. Other traders got lost and had to kill their camels for food. Sometimes even this desperate measure was not enough. Yusef’s own cousin had marched into the desert as part of a caravan. Neither he nor his herd from again. As Yusef thought of

Page 24

Scaffold understanding as follows:

Read the title of the section, “Ships of the Desert,” on page 24 aloud.

Remind students that they have already encountered this phrase in the caption on the previous page. Ask students what the phrase refers to and why it may have been used. (*The camels were used to transport both people and goods across the desert in the same way ships transported people across oceans.*)

CORE VOCABULARY—Preview the Core Vocabulary term *splay* and explain its meaning. Using your hand, demonstrate how fingers might be splayed.

SUPPORT—Call attention to the image on page 25 and read the caption aloud. Point out the shape of the camels’ feet, and explain to students that the unique shape of camels’ feet made it easier for them to walk on the desert sand.

his cousin, a shiver ran down his spine.

Yusef tried to forget about his cousin and the dangers of the desert. Instead, he thought about the goods he and others would buy when they arrived at the markets of the Sahel. He ran over in his mind what could be bought with salt: gold, silks, ivory, leather, and even enslaved workers.

On past trips, the leather pouch Yusef carried had been loaded with cowrie shells from the Indian Ocean and glass beads from Venice, Italy. Yusef had traded these for sweet dates and chewy figs from the oases he passed on the trade route.

Yusef knew that the powerful kingdoms and empires in the west Sahel also sold enslaved workers. Enslaved workers were often prisoners of war. They came from lands that had been conquered by one



Camels have adapted from.

Vocabulary
cowrie shell, n. a type of shell found in the Indian and Pacific oceans that has been used as money in some cultures.

Page 25

Ask students to read the first two paragraphs of this section to themselves quietly or to a partner.

After students read the text, ask the following questions:

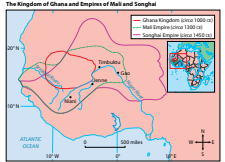
LITERAL—What physical characteristics of camels made them particularly well-suited for long trips across the hot desert?

- » Camels had splayed feet that enabled them to walk on the hot sands without sinking. Their long eyelashes prevented sand from getting in their eyes, while their large humps stored fat that allowed the camels to travel long distances without eating. They could also go days without any water.

LITERAL—What were some of the challenges that traders crossing the Sahara might have faced?

- » Traveling across the desert was very dangerous. Traders could have gotten caught in sandstorms or lost in the desert.

CORE VOCABULARY—Invite volunteers to read the remainder of the section on pages 24–26 aloud. Call attention to the Core Vocabulary terms *cowrie shell* and *kola nut*, and explain their meanings. Tell students that before the kind of money they know existed, earlier peoples traded with one another in many different ways. Cowrie shells were just one medium of exchange.



The Kingdom of Ghana and Empires of Mali and Songhai

West Africans also supplied the trans-Saharan traders with kola nuts, shea butter, and cloth. Traders like Yusef transported these items north and east. There they could trade them for more salt. And then the process would start all over again.

Traders Carry Precious Ideas

Caravans like Yusef's went back and forth across the desert for hundreds of years. Enslaved workers, gold, horses, salt, and other goods they carried with them. The

Vocabulary
kola nut, n. the fruit of the kola tree found in tropical regions of Africa.

Page 26

After volunteers read the text, ask the following questions:

LITERAL—What did traders get from oases? What did they get from western Africa?

- » Traders got water, dates, and figs from oases. They got gold, enslaved workers, kola nuts, shea butter, leather, ivory, and cloth from western Africa.

INFERENTIAL—Why were traders willing to risk crossing the dangerous Sahara?

- » Even though the trip across the Sahara was dangerous, the traders could become very wealthy from trading the goods they gathered.

“Traders Carry Precious Ideas,” Pages 26–27

Scaffold understanding as follows:

Ask students to read the section “Traders Carry Precious Ideas” on pages 26–27 independently.


SUPPORT—Call students’ attention to the map and caption on page 26, and discuss how and why the kingdom of Ghana and empires of Mali and Songhai became such great powers.

tasted, or heard. However, these things had far more impact than all the goods bought and sold.

What else did Yusuf and his fellow traders carry? They carried ideas, art, culture, and religion.

Sometimes teachers, clerics, poets, musicians, and artists traveled with the traders. The teachers and poets on the caravan taught fellow travelers. The musicians sang their songs. The artists sold their work. Traders also brought their religion with them. Most of the traders were Muslims. They built mosques in the West African trading cities. They talked about Islam with people they met. By 1000 CE, many people in western Africa knew about the Islamic faith and culture.

Rulers in West African trading cities controlled the caravan trade. This control allowed them to develop large and powerful kingdoms and empires. Three great powers rose up in western Africa: Ghana, Mali, and Songhai.



Page 27 Trading Cities in West Africa 27

After students read the text, ask the following questions:

LITERAL—What did traders carry and trade that could not be seen, felt, smelled, or tasted?

- » The traders carried ideas, culture, poetry, music, art, and religion. They spread these things with them as they traveled from place to place carrying actual goods.

EVALUATIVE—What effect do you think the exchange of ideas and culture had?

- » Student responses will vary. Students should note that the exchange of ideas and culture led to a number of positive effects, including increased understanding of different peoples and places. Cultural exchange also led to changing ways of life for many people.

Timeline

- Show students the Chapter 3 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did trade help spread ideas?”
- Post the image of the caravan to the Timeline under the dates 500 CE—1000 CE; refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did trade help spread ideas?”
 - » Key points students should cite include: As traders moved from place to place transporting and gathering goods, they carried with them different parts of their culture. Through trade, people from different places and of different backgrounds came into contact with each other. Ideas were spread through this contact.
- Choose one of the Core Vocabulary words (*caravan*, *mosque*, *quarry*, *splay*, *cowrie shell*, or *kola nut*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 4

Ghana, Land of Gold

The Big Question: Why was salt almost as valuable as gold during this time?

Primary Focus Objectives

- ✓ Describe the empire of Ghana at the height of its power. **(RI.4.1)**
- ✓ Understand how Ghana became powerful and wealthy, and why it declined. **(RI.4.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *tax* and *quill*. **(RI.4.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Ghana”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.4

- Display and individual student copies of Team Map Challenge: Countries of Africa (AP 1.4), if completed

Core Vocabulary (Student Reader page numbers listed below)

tax, n. money that people are required to pay to support the workings of the government **(30)**

Example: Salt traders from the desert paid a tax to pass through the kingdom of Ghana.

Variation(s): taxes

quill, n. the central part of a bird’s feather, often used as a tool for writing **(31)**

Example: The scribe used the quill to write a letter for the king.

Variation(s): quills

Introduce “Ghana, Land of Gold”

5 MIN

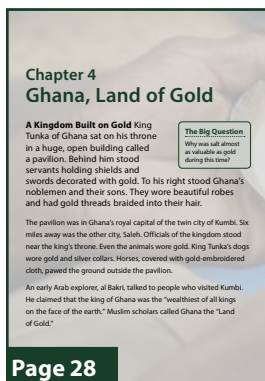
Ask students to recall what they discussed in the previous lesson. Students should remember that trans-Saharan trade carried both goods and ideas from one side of the continent to the other. Ask students to recall which products formed the basis of trans-Saharan trade. (*gold, salt, various foods, enslaved people*) Explain that this lesson is about the empire of Ghana, which became extremely wealthy largely because of trade. Call attention to the Big Question, and encourage students to look for why salt was almost as valuable as gold as they read the text.

Guided Reading Supports for “Ghana, Land of Gold”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Kingdom Built on Gold,” Pages 28–30




Scaffold understanding as follows:

SUPPORT—Read the first three paragraphs of the section “A Kingdom Built on Gold” on page 28 aloud. Before beginning the section, encourage students to visualize the scenes as you read. Tell students that they may close their eyes to help them visualize.

SUPPORT—Call attention to the image on page 29 and read the caption aloud.

SUPPORT—Explain to students that the city of Kumbi was one of the two twin cities in the Kingdom of Ghana. The other was called Saleh and was located about six miles from Kumbi. Kumbi was the royal city, while Saleh was the center of trade. Muslim traders visiting the kingdom of Ghana lived and traded in Saleh.

 **SUPPORT**—Ask students to turn to the map in the Atlas on page 64 and locate the kingdom of Ghana. Point out its location between the Niger and Senegal Rivers.



If students have completed Team Map Challenge: Countries of Africa (AP 1.4), have them compare the two maps to determine which present-day countries were included in the kingdom of Ghana. Point out the location of the present-day country of Ghana. Note that the kingdom and the country are in different locations. Tell students that the founders of the country of Ghana named their country after the famous medieval kingdom.

Instruct students to read the remainder of the section on page 30 independently.

After students read the text, ask the following questions:

LITERAL—What was Ghana’s nickname? How did it get this name?

- » Ghana was called the "Land of Gold" because it controlled the gold trade from the gold mines to the south. By taking advantage of its location on the trade route between salt traders and gold traders, Ghana became incredibly wealthy.

"Ghana's Great Kings" and "Salt, Vital for Life," Pages 30–31

Scaffold understanding as follows:

CORE VOCABULARY—Ask students to read the section "Ghana's Great Kings" on pages 30–31 independently. Before students begin reading, preview the meanings of the Core Vocabulary terms *tax* and *quill*.

SUPPORT—Call attention to the image on page 30 and read the caption aloud. Explain that gold was a symbol of wealth in the kingdom of Ghana just as it is today.

After students read the text, ask the following question:

LITERAL—How specifically did the kings and kingdom of Ghana become so wealthy?

- » Ghana became wealthy from taxes collected from merchants passing through the kingdom. The king also kept any gold nuggets that were found in the mines; the traders were permitted to keep only the gold dust.

Read the section "Salt, Vital for Life" on page 31 aloud.

After you read the text, ask the following questions:

LITERAL—How valuable was salt in western Africa?

- » Salt was as valuable as gold.

EVALUATIVE—Why do you think salt was considered so precious during the time of the kingdom of Ghana?

- » Student responses will vary. Students may answer that salt is vital for various functions of the body, including staying properly hydrated. They may also note that salt was used to preserve and flavor food.


How did Ghana become so rich?

Ancient Ghana was located between the upper Niger and Senegal rivers. Ghana's kings took advantage of their location. Salt mines lay to the north in the Sahara. Gold mines lay farther to the south. Trade routes between the mines ran right through Ghana. Another trade route ran east to the Nile River Valley. Ghana's capital, Kumbi, was at the center of these trade routes.

Ghana's location helped it become a great West African trading kingdom. The kingdom is said to have begun about 300 CE and lasted until the 1200s. It was largest in about 1000 CE. The kingdom of Ghana spread over an area almost as big as the state of Texas.

Ghana's Great Kings

The kings helped the kingdom of Ghana grow by collecting taxes from traders passing through the area. Traders paid taxes on the goods they brought to sell and on the goods they purchased. These taxes went into the king's treasury and helped support his wealthy court. In return, the king protected the trade routes. The traders could travel safely.



The people of Ghana created beautiful gold jewelry.

Page 30

The king claimed all gold nuggets found in Ghana. He let traders keep the gold dust they brought from the gold mines. Gold mines lay south of Ghana along the Senegal River. The miners kept their exact location a secret. The gold was sometimes stuffed into hollow quills for safe travel across the Sahara.

Salt, Vital for Life

You know that gold is valuable because it is rare and beautiful. But do you know why ancient Africans valued salt so highly? Africans prized salt for many important reasons. Salt kept meat and vegetables from spoiling in the hot weather. It made bland food taste better. Salt was also used as a medicine to treat many different illnesses. In addition, people in hot climates such as the Sahara needed—and still need—salt to replace the salt the body loses from sweating.

Although salt was plentiful in the northern deserts, it was rarer in western Africa. By the time a trader like Yusuf had traded his salt to western Africa, its value would have increased greatly. Salt was so valuable in this area that it was traded for an equal amount of gold.

Ghana Flourishes

Ghana became very rich and powerful by controlling the gold-salt trade. Ghana's kings used the profits made from this trade to build beautiful cities. Ghana's citizens admired the king's beautiful

Page 31

“Ghana Flourishes,” Pages 31–33

Iron ore was plentiful in Ghana and easy to mine. Ancient Ghanaians developed ways of working iron into strong tools and weapons. They used iron farming tools to increase the amount of food they could grow. They used iron weapons to win battles and expand their kingdom.

As traders passed through Ghana, they brought many new goods with them. Some traders paid their taxes in gold or salt. Others paid in copper, cloth, dried fruit, or other goods. As a result, the people of Ghana's cities had many fine things to purchase and enjoy.

Many traders from northern Africa and the Middle East moved to Ghana's cities to participate in the rich trade. Most of these traders were Muslims. The traders told the people they met about Islam. Some people of Ghana adopted this new religion. Most people continued to follow their traditional religious beliefs.



Page 32

Look to the markets of Ghana.

Scaffold understanding as follows:

Read the title of the section, “Ghana Flourishes,” on page 31. Explain that the word *flourishes* means that Ghana continued to grow and become even more wealthy.

Invite volunteers to read the first two paragraphs of the section “Ghana Flourishes” on pages 31–32.

SUPPORT—Remind students that iron-making was also a reason for Kush’s success.

Invite volunteers to read the remaining paragraphs of the section “Ghana Flourishes” on pages 32–33.

After volunteers read the text, ask the following questions:

LITERAL—What natural resources were found in the kingdom of Ghana?

» Gold and iron ore were found in the kingdom of Ghana.

LITERAL—What new religion was brought to Ghana, and how did it spread?

» Muslim traders began to share their religion with the people living in Ghana. Some of the Ghanaians converted to Islam as a result.

“Ghana’s Downfall,” Page 33

Scaffold understanding as follows:

Ask students to read the section “Ghana’s Downfall” on page 33 independently to themselves.

After students read the text, ask the following questions:

LITERAL—Why did Muslims from the north invade Ghana?

» They wanted to control Ghana’s gold trade.

LITERAL—Why did the kingdom of Ghana never regain its former power?

» The supply of gold from the south ran low, and trade routes were no longer under its control. Ghana was conquered by Sundiata Keita.

They worshipped one central god, many lesser gods, and spirits in nature. The religion of ancient Ghana also taught people to respect their ancestors.

Ghana’s Downfall

Of course, neighbors envied a country as rich as Ghana. Enemies often attacked, hoping to get their hands on Ghana’s gold.

Beginning in the late 900s, Ghana was attacked by various groups from North Africa. The Ghanaians fought off the first few attacks. However, in 1076, Kumbi was conquered. Muslim conquerors seized control. This was the beginning of Ghana’s decline.

Ghana regained control of Kumbi in the late 1000s, but the kingdom never recovered its former power. As it became weaker, Ghana’s gold production dropped. Ghana was further weakened when important trade networks slipped from its control.

In the early 1200s, Kumbi came under attack yet again. This time the attacker was a West African king named Sundiata Keita, whose people had previously served Ghana as a conquered state. In 1240 Sundiata Keita and his army captured Kumbi. They added the defeated kingdom of Ghana to the new empire of Mali.

Page 33

33

Timeline

- Show students the Chapter 4 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why was salt almost as valuable as gold during this time?”

- Post the image of the Ghanaian gold to the Timeline under the dates 500 CE–1000 CE; refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why was salt almost as valuable as gold during this time?”
 - » Key points students should cite include: Salt was as valuable as gold because it had many different purposes. It could be used to preserve and season foods, to treat different diseases, and to replace salt the body lost sweating in the heat.
- Choose one of the Core Vocabulary words (*tax* or *quill*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Ghana, Mali, and Songhai (RI.4.7)

20 MIN

Activity Page



AP 4.1

Materials Needed: Sufficient copies of Ghana, Mali, and Songhai (AP 4.1)

Distribute Ghana, Mali, and Songhai (AP 4.1). Read the directions aloud. Allow students to complete the activity independently or with partners. The activity page may also be assigned for homework.

Timeline of the Kingdom of Ghana (RI.4.1)

30 MIN

Activity Page



AP 4.2

Materials Needed: Sufficient copies of Timeline of the Kingdom of Ghana (AP 4.2)

Distribute Timeline of the Kingdom of Ghana (AP 4.2). Read the directions aloud. Allow students to complete the activity independently or with partners. The activity page may also be assigned for homework.

Domain Vocabulary: Chapters 1–4 (RI.4.4)

30 MIN

Activity Page



AP 4.3

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–4 (AP 4.3)

Distribute Domain Vocabulary: Chapters 1–4 (AP 4.3). Read the directions aloud. Allow students to complete the activity independently or with partners. The activity page may also be assigned for homework.

Mali and Sundiata Keita

The Big Question: Why might legendary stories have sprung up around Sundiata?

Primary Focus Objectives

- ✓ Describe the origin and flowering of the kingdom of Mali. **(RI.4.1)**
- ✓ Understand the importance of Sundiata, Islam, and Timbuktu to the history of Mali. **(RI.4.1)**
- ✓ Note the spiritual purposes and significance of many African works of art, such as masks used in ceremonies for planting, harvesting, or hunting. **(RI.4.7)**
- ✓ Become familiar with examples of art from specific regions and peoples in Africa. **(RI.4.7)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *Mandinka*, *legend*, *mansa*, and *university*. **(RI.4.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Mali”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.4

- Display and individual student copies of World Map (AP 1.1) and Team Map Challenge Countries of Africa (AP 1.4), if completed
- Internet access to images of medieval African art and to “Wonders of the African World: The Road to Timbuktu” video

Core Vocabulary (Student Reader page numbers listed below)

Mandinka, n. the group of people living in West Africa who ruled the Mali Empire **(36)**

Example: The Mandinka people built a powerful empire on the salt and gold trade.

legend, n. an old, well-known story that is usually more entertaining than truthful **(37)**

Example: The legend about Sundiata Keita was well-known among the people of the empire of Mali.

Variation(s): legends

mansa, n. the title used by kings in the Mali Empire (38)

Example: Mansa Musa made a pilgrimage to Mecca.

Variation(s): mansas

university, n. a school where advanced learning is taught (39)

Example: Many students go to a university after they finish high school.

Variation(s): universities

THE CORE LESSON 35 MIN

Introduce “Mali and Sundiata Keita”

5 MIN

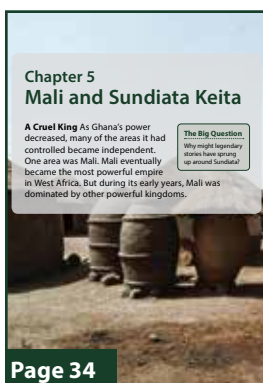
Have students recall what they learned about the kingdom of Ghana in the previous lesson. Encourage students to share what they remember aloud. Students should note that Ghana was the first powerful West African trading kingdom. It became very wealthy and very powerful from the gold and salt trade. Read aloud the last paragraph of Chapter 4 on page 33 of the Reader, in which Mali is described as a successor to Ghana. Explain that this lesson is about a famous leader of the empire of Mali, Sundiata Keita. Call attention to the Big Question, and encourage students to look for reasons people tell legendary stories about Sundiata as they read the text.

Guided Reading Supports for “Mali and Sundiata Keita”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.


“A Cruel King” and “A Moment of Mercy,” Pages 34–36



Scaffold understanding as follows:

Invite student volunteers to read the section “A Cruel King” on pages 34–36 aloud.

SUPPORT—Call attention to the image on pages 34–35 and read the caption aloud. Explain that the village shown still exists today.

 **SUPPORT**—Have students refer to the Atlas map on page 64 and locate the empire of Mali. If students have completed Team Map Challenge: Countries of Africa (AP 1.4), have them compare the two maps to determine where the empire of Mali was located relative to present-day countries.

CORE VOCABULARY—Read the first paragraph of the section “A Moment of Mercy” on page 36 aloud. Call attention to the Core Vocabulary term *Mandinka* and explain its meaning.

Activity Page



AP 1.4



Page 35

Scenes from the foundation of Sundiata's empire
great threat used for keeping the grain dry.

SUPPORT—Call attention to the pronunciation key for Sundiata on page 36. Encourage students to correctly pronounce the word.

Have students read the remainder of the section on page 36 independently.

After students read the text, ask the following questions:

LITERAL—Who was Sumanguru?

- » Sumanguru was the cruel leader of the Soso people. He conquered and briefly ruled Mali.

LITERAL—The text describes Sundiata as having “a strong will.” What evidence from the text shows that this was the case?

- » The text explains that Sundiata overcame many obstacles with his strong will. Even though Sundiata had a sickness that had prevented him from walking, Sundiata didn’t give up. He learned to walk with, and eventually without, a cane. He even learned to ride horses.

INFERENTIAL—Why did the Mandinka look to Sundiata to rescue them from Sumanguru?

- » The Mandinka had heard of Sundiata’s bravery, accomplishments, and determination.

One of Mali's early rivals was the Soso kingdom. The Soso lived in the coastal regions south of Ghana. Sumanguru (su'man'gu'ru), king of the Soso people, marched into Mali and conquered it. Cunning and cruel, Sumanguru taxed the people of Mali without mercy. He took their daughters and wives. To eliminate any rivals for his throne, Sumanguru decided to kill all of the former king's sons.

A Moment of Mercy

Sumanguru decided to spare the life of a young Mandinka prince named Sundiata (su'n'di'ah'ta'). Little Sundiata could not even stand up or walk. Even when he was seven, he crawled from place to place. Sumanguru decided that this child could not possibly be a threat to him.

Sumanguru was wrong about that. Sundiata eventually grew up to be a great leader, known as “the hungering lion.” Sundiata had a strong will. He refused to submit to his sickness. After months and months of trying, Sundiata forced himself to walk. Leaning on an iron cane, he hobbled around his village. Sundiata pushed himself further and harder. Years later, he was able to walk without a cane. Sundiata even became a great horseman and hunter.

The Mandinka people admired Sundiata and his bravery. They looked to Sundiata to rescue them from Sumanguru's hard rule. Sundiata's people counted on him to get rid of Sumanguru.

Vocabulary

Mandinka is the group of people living in West Africa who ruled the Mali Empire.

Page 36

“Sundiata Versus Sumanguru,” Page 37

Scaffold understanding as follows:

CORE VOCABULARY—Invite volunteers to read the section “Sundiata Versus Sumanguru” on page 37 aloud. Call attention to the Core Vocabulary term *legend* and explain its meaning.

After volunteers read the text, ask the following questions:

EVALUATIVE—How reliable do you think the legends about Sundiata are?

- » Some students may say that oral history is unreliable because people forget things and stories get exaggerated through retelling. Others may believe that, lacking a written language, West Africans preserved their history accurately through the stories they passed along.

EVALUATIVE—Why is it significant that so many legends about Sundiata are still told today, even if they are not factual?

- » The fact that people still share legends about Sundiata today shows what an impressive leader he was. His achievements were so great that they are still considered important to discuss today.

Sundiata versus Sumanguru

In 1230, the other leader of Mali rallied around Sundiata. They proclaimed him the king of Mali. Sumanguru realized that Sundiata was a leader who could defeat him. But Sumanguru would not give up without a fight. He had a large, powerful army. His people believed that he had special powers that protected him from injuries during battle. Their belief in him made Sundiata's people strong, fearless warriors.

In 1235, Sumanguru's army met Sundiata's army in battle. During this battle Sundiata's Mali warriors crushed Sumanguru's army.

According to one Mandinka legend,

Sumanguru disappeared when an arrow struck him. A giant tree sprang up where Sumanguru had stood. There are also legends that tell of Sundiata's bravery. Whichever legend you decide to believe, no one disagrees that Sundiata defeated Sumanguru. Sundiata had shown great bravery in battle. Even today, the Mandinka people celebrate Sundiata as a hero.

Sundiata went on to conquer other lands. In 1240, he and his generals captured Kumbi, the old capital of Ghana. The empire of Mali became the most powerful empire in West Africa.

Mali's Power Grows

Like Ghana, Mali controlled West African trade. The leaders of Mali set up a system of trade. Mali had far leaders. They created a strong empire and farming to help Mali become rich.

Vocabulary

Legend is an old, well-known story that is usually more entertaining than factual.


Page 37

“Mali’s Power Grows,” Pages 37–38

Sundiata proved to be as powerful a leader in peace as he had been in war. He created a strong central government that brought peace and order to the entire empire of Mali. This helped him gain control of the trade routes. Mali was self-sufficient in food production because villages and slave communities were purposefully organized for agricultural production. The leaders of Mali also increased trade in the cities along the Niger River. The new leaders of Mali took the proud title *mansa*, which means emperor.

Vocabulary
mansa, the title used by kings in the Mali Empire

A Muslim Empire
Islam had been a presence in West Africa since the kingdom of Ghana. However, most Mandinka did not convert to Islam until the end of the 1200s. Under a Muslim king, Islam became the most powerful religion in the Mali Empire. The Muslim holy book, the *Koran*, had become the basis of Mali culture. Mali had new laws, a tax system, and a dedication to education, all based



Page 38

Mosque of Mansa Musa in Timbuktu today

Scaffold understanding as follows:

Ask students to read the section “Mali’s Power Grows” on pages 37–38 with a partner.

CORE VOCABULARY—Call attention to the Core Vocabulary term *mansa* and explain its meaning.

After students read the text, ask the following questions:

LITERAL—How did Mali grow to become the most powerful kingdom in West Africa?

- » Mali leaders were fair. They created a strong government and used trade and farming to help Mali become rich.

LITERAL—What were some of Sundiata’s greatest accomplishments off the battlefield?

- » Sundiata created a central government that brought peace and order to Mali. He also gained control of trade routes that helped Mali prosper.

“A Muslim Empire” and “Timbuktu, a Center of Learning,” Pages 38–39


Timbuktu, a Center of Learning

Many important cities developed and prospered in the Mali Empire. One of these was the capital city of *Mansa* (meh’ah’nee’). Others were the trading cities of *Gnina*, *Gao*, and *Timbuktu*. Timbuktu is located at the bend of the Niger River. The people of the desert and the people of the river met at this spot to trade their goods. Over the years, Timbuktu grew from a group of tents into a great center for learning and trade. People throughout the Islamic world recognized its name.

Timbuktu had many mosques, libraries, and schools. The city also had a famous Muslim university. Muslim scholars throughout Africa traveled to Timbuktu to study at the university.

A new ruler helped the world hear of Timbuktu and Mali. His name was *Mansa Musa*.

Vocabulary
university, a school where advanced learning is taught



Page 39

Timbuktu hundreds of years ago

Scaffold understanding as follows:

Invite a volunteer to read the section “A Muslim Empire” on page 38 aloud.

SUPPORT—Explain that the people of the Mali Empire converted to Islam gradually. When a king was Muslim, he often promoted Islamic education to encourage the spread of Islam.

SUPPORT—Call attention to the image of the Great Mosque on page 38 and read the caption aloud.

CORE VOCABULARY—Read the section “Timbuktu, a Center of Learning” on page 39 aloud. Call attention to the Core Vocabulary term *university* as it is encountered in the text and explain its meaning. Explain that in medieval Africa, as is true today, people attended universities to gain advanced knowledge about specific subjects. Remind students who are using the entire grade-level series of the Core Knowledge History and Geography materials that they have read about universities and other centers of learning in *Medieval Europe and Medieval Islamic Empires* in Units 3 and 4.

SUPPORT—Have students look at the map of Africa on page 64 and locate Timbuktu. Tell students that although Timbuktu was a center of learning, it was also on the edge of the Sahara. This isolated it from people on the other side of the desert. Over time, Timbuktu became a symbol to Europeans of someplace magnificent and far away. Today we still use the expression “from here to Timbuktu” to mean something very far away.

SUPPORT—Call attention to the image on page 39 and read the caption aloud.

After you read the text, ask the following questions:

LITERAL—How and why did Islam become the most powerful religion in the Mali Empire?

- » At the end of the 1200s, under a Muslim king, Islam and the Muslim holy book, the Koran, became the basis for new laws, the tax system, and education in Mali.

LITERAL—For what aspects did Timbuktu become most famous?

- » Timbuktu became a center for learning, with a Muslim university, mosques, and libraries, as well as a center for trade.

Timeline

- Show students the Chapter 5 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why might legendary stories have sprung up around Sundiata?”
- Post the image card to the Timeline under the dates 1000 CE–1500 CE: refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why might legendary stories have sprung up around Sundiata?”
 - » Key points students should cite include: Sundiata was an accomplished warrior and leader. He helped overthrow Sumanguru and his army despite the obstacles he had to overcome.
- Choose one of the Core Vocabulary words (*Mandinka*, *legend*, *mansa*, or *university*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Emperors of Mali (RI.4.1)

20 MIN

Activity Page



AP 5.1

Materials Needed: Sufficient copies of Emperors of Mali (AP 5.1)

Distribute Emperors of Mali (AP 5.1). Read the directions aloud. Allow students to complete the activity independently or with partners. This activity page can also be assigned for homework.

Virtual Trip to Timbuktu (RI.4.7)

15 MIN

Background for Teachers: Preview the video of Timbuktu prior to the activity. The video is approximately six minutes long.

Use this link to download the CKHG Online Resources, where the specific link for the Timbuktu video may be found:

www.coreknowledge.org/ckhg-online-resources

Before sharing the video for students, provide context for the activity. Remind students that they have learned that Timbuktu is a city that became a center of learning during the Mali Empire. Play the video for students.

After watching the video, guide a discussion with students using the following questions:

- How does the world's idea of Timbuktu compare to what you read in this chapter? (*Students should note that Timbuktu is seen as being in the middle of nowhere, but it was really a center of trade and scholarship.*)
- What images of Timbuktu surprised you? (*Answers will vary.*)
- What words would you use to describe Timbuktu? (*Answers will vary.*)



Medieval African Art: Bamana Headdress and Mask (RI.4.7, W.4.2)

45 MIN

Activity Pages



AP 1.1
AP 1.4

Materials Needed: World Map (AP 1.1); Team Map Challenge: Countries of Africa (AP 1.4); Internet access

Alternate Art Activity for Bamana Headdress and Mask: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resources Packet for Grade 4, available at:

www.coreknowledge.org/store



Background for Teachers: Prepare for the activity by previewing the two images,

the Bamana headdress and the mask. Use this link to download the CKHG Online Resources for this unit, where the specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

Before beginning the lesson, provide context for students. It is essential that students understand that the African art in this section comes from the past. Today many people in African countries live in large, highly populated cities, working as lawyers, bankers, teachers, and so forth. Children attend school, wear modern clothing, play sports, and go to the movies. There are stores, restaurants, and businesses. In rural areas, people often participate in agricultural lifestyles. While living in contemporary society, some African peoples simultaneously link to their past through the continuation of traditions and beliefs, many of which are associated with the types of objects discussed in this section.

Africa is a patchwork of societies, each with its own distinct religions, belief systems, culture, and history. African art varies depending upon the intentions of the creator and the community from which it comes, each of which generally has its own aesthetic and artistic models.

Traditionally, Africans didn't make a definitive distinction between art and life. In most of the one thousand or so languages still spoken in Africa, there is no historic word for art, at least in the Western European sense of an object to be admired solely for aesthetic purposes.

Explain to students that African art was and still is admired for its beauty. But African artworks also had many practical and traditional purposes: honoring the dead, royalty, or other important individuals; pleasing the spirits; conquering one's enemies; and signifying power and status. Remind students that art in other cultures (Rome, Greece, and Native American cultures) had similar purposes.

African art was used in ceremonies, rituals, festivals, and celebrations. Often, only certain people had access to particular objects. For instance, only royalty or chiefs could commission and use carved staffs, thrones, or elaborately beaded crowns. Masks and other items related to secret societies were typically limited to members, who cared for the items and stored them in special places out of the public eye when not in use.

Display for students the image of the Bamana headdress, making sure to cover any text that would disclose information about the image. Give students time to examine the image. Tell students that this headdress was made by a Bamana artist who lived in west-central Mali. Using Team Map Challenge: Countries of Africa (AP 1.4), have students locate the country of Mali from where the artwork originated. If students have not completed Team Map Challenge: Countries of Africa (AP 1.4), you may use World Map (AP 1.1) and show students the location of Mali on the map.

Tell students that this work of art is a relatively modern work of art from Mali, probably made sometime in the 1800s–1900s by an unknown artist. Make sure students understand that this was not made during the period they read about in this chapter.

Read the following Looking Questions one at a time. Encourage students to share and discuss responses.

Looking Questions

- What animal is depicted here? *(Answers will vary. Explain that it is an antelope with horns.)*
- What kind of artwork would you say this is? *(Students should note that the artwork is a sculpture. Tell them that this is also a headdress, a decorative item to be worn on the head during ceremonies and dances.)*
- How would you feel if you had to dance while wearing this headdress? *(Students may say proud, embarrassed, or afraid it might tip over and fall off.)*
- Why do you think the Bamana people wore these headdresses? *(Answers will vary. The headdress seems to have been a part of ceremonies connected with farming and planting.)*
- Which features of the antelope stand out the most on the headdress? *(The horns are especially prominent.)*
- Which features of the antelope are especially prominent in the headdress? *(Answers will vary. Students might note that the horns are meant to make the headdress look scary and its wearer to appear intimidating.)*

Next, display for students the ivory mask, making sure to cover any text that would disclose information about the image. Give students time to examine the image. Tell students that this artwork was created during the 1500s by an unknown African artist.

Read the following Looking Questions one at a time. Encourage students to share and discuss responses.

- What do you see? *(It is a mask.)*
- How did the artist vary the texture of the ivory? *(The smooth surface of the face, the etched lines of the loops, and the pattern of the head and neck-wear are examples of the way that the artist varied the texture of the ivory.)*
- From what animal does ivory come? Why, centuries ago, would ivory have been considered a rare material? *(Ivory comes from elephants. Because elephants are dangerous and difficult animals to hunt, ivory would have been considered a rare material.)*

Note: Explain to students that today, governments in Africa have laws that prevent people from hunting elephants for their ivory. A number of preserves act as sanctuaries for the elephants.

- If you had to guess what sort of person the mask shows, what would you say? (Answers will vary. Share with students that this is a mask to honor the Queen Mother of Benin.)



Medieval African Art: Ife Brass Head and Benin Bronze Head (RI.4.7, W.4.2) 45 MIN

Activity Pages



AP 1.1
AP 1.4

Materials Needed: World Map (AP 1.1); Team Map Challenge: Countries of Africa (AP 1.4); Internet access

Alternate Art Activity for Ife Portrait and Benin Bronze Head: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resources packet for Grade 4, available at:

www.coreknowledge.org/store



Background for Teachers: Prepare for the activity by previewing the two images, the Ife king brass head and the Benin bronze head. Use this link to download the CKHG Online Resources for this unit, where the specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

Before beginning the lesson, provide context for students. If students have already completed Medieval African Art: Bamana Headdress and Mask, you may choose to only briefly review this section regarding the significance of African art. Otherwise, share with students the following:

The African art in this section comes from the past. Today many people in African countries live in large, highly populated cities, working as lawyers, bankers, teachers, and so forth. Children attend school, wear modern clothing, play sports, and go to the movies. There are stores, restaurants, and businesses. In rural areas, people often participate in agricultural lifestyles. While living in contemporary society, some African peoples simultaneously link to their past through the continuation of traditions and beliefs, many of which are associated with the types of objects discussed in this section.

Africa is a patchwork of societies, each with its own distinct religions, belief systems, culture, and history. African art varies depending upon the intentions of the creator and the community from which it comes, each of which generally has its own aesthetic and artistic models.

Traditionally, Africans didn't make a definitive distinction between art and life. In most of the one thousand or so languages still spoken in Africa, there is no historic word for art, at least in the Western European sense of an object to be admired solely for aesthetic purposes.

Explain to students that African art was and still is admired for its beauty. But African artworks also had many practical and traditional purposes: honoring the dead, royalty, or other important individuals; pleasing the spirits; conquering

one's enemies; and signifying power and status. Remind students that art in other cultures (Rome, Greece, and Native American cultures) had similar purposes.

African art was used in ceremonies, rituals, festivals, and celebrations. Often, only certain people had access to particular objects. For instance, only royalty or chiefs could commission and use carved staffs, thrones, or elaborately beaded crowns. Masks and other items related to secret societies were typically limited to members, who cared for the items and stored them in special places out of the public eye when not in use.

First, display for students the image of the Ife king brass head from Nigeria. Using Team Map Challenge: Countries of Africa (AP 1.4), have students locate the country of Nigeria, from where the artwork originated. If students have not completed Team Map Challenge: Countries of Africa (AP 1.4), you may use World Map (AP 1.1) and show students the location of Nigeria on the map. Explain to students that this sculpture of an Ife king was made sometime between the 1300s and 1400s.

Have students study the image, covering any other text that may disclose information about the image.

Read the following Looking Questions one at a time. Encourage students to share and discuss responses.

Looking Questions

- What clues does the artist provide to help you know that this was an important person in Yoruba culture? (*The elaborate headdress and strong, dignified face show that the subject was an important person in Yoruba culture.*)
- The headdress or crown is decorated with many geometric shapes and objects. Which ones can you name? (*Decorations include a round bead, rings forming a cone, and a braid ending in a point.*)
- This sculpture is known for its naturalistic style. What do you think that means? (*The features are very lifelike.*)
- Figures such as this one may have been buried and dug up for special ceremonies. If you were to bury one of your most valued objects and look at it only once a year, how would your view of it change? (*Answers will vary.*)
- Point out to students the sweep of the lines down the face. What, if anything, do they add? (*Answers will vary. Some students may say that the lines add to the gracefulness of the face and make it more lifelike. By contrast, the eyes and lips are smooth.*)

Next, display the image of the Benin bronze head. Using Team Map Challenge: Countries of Africa (AP 1.4), have students locate the country of Benin from where the artwork originated. If students have not completed Team Map Challenge: Countries of Africa (AP 1.4), you may use World Map (AP 1.1) and show students the location of Benin on the map. Explain that the Benin bronze head was created during the 1500s.

Allow students several minutes to appreciate the artwork. Read the following Looking Questions one at a time. Encourage students to share and discuss responses.

Looking Questions

- Who might this person be? (*It is a sculpture of an unknown queen.*)
- How can you tell from the image that this head is made from a hard material? (*The reflection of light on the surface of the head and its hard edges show that it is made from a hard material.*)
- Can you tell what the sculpture is made from? (*Answers will vary. It's made of bronze.*)
- Do you think this is exactly what the woman looked like in real life? Why or why not? (*Answers will vary.*)
- What details help you understand that this was an important woman in her society? (*The decorative headpiece, forehead markings [scarification], and neck ornament show that the subject of this work was an important woman in her society.*)

“Wonders of the African World: The Road to Timbuktu”

45 MIN

Materials Needed: Internet access

Background for Teachers: Prior to the activity, preview the four video clips from “The Road to Timbuktu.” Use this link to download the CKHG Online Resources, where the specific links for these videos may be found:

www.coreknowledge.org/ckhg-online-resources

Before beginning the video, provide context for students. Explain that during this activity they will watch four clips from a video about Timbuktu, an important city of the Mali Empire.

Begin by sharing the first video clip from minutes 2:45 to 9:45. After students view the clip, pose the following discussion questions:

- How do people mine gold today? (*They pan for gold in the soil that is brought up from under the ground.*)
- How is Sundiata’s legacy kept alive today? (*Musicians sing stories of Sundiata today.*)

Next, share the second video clip from minutes 13:30 to 14:55. After students view the clip, pose the following discussion question:

- How is the salt mined in the Sahara different from the salt we see in our kitchens? (*The salt from the Sahara is in slabs, but our salt is in small crystals.*)

Next, share the third video clip from minutes 19:30 to 21:30. After students view the clip, pose the following discussion questions:

- What do you think of the mosque of Jenne? *(Answers will vary.)*
- What would be the advantages and disadvantages of constructing a large building out of mud? *(Possible answers: One advantage is that mud is an easy resource to find. One disadvantage is that mud washes away.)*

Finally, share the fourth video clip from minutes 42:00 to 52:45. After students view the clip, pose the following discussion questions:

- How does the Timbuktu of today compare with the Timbuktu of the Mali Empire? *(Timbuktu of today is less rich and less busy than it was during the Mali Empire.)*
- How many students studied at the university in Timbuktu? *(There were 25,000 students.)*
- What were some of the things the students studied? *(The students studied such things as astronomy, the Koran, mathematics, and medicine.)*
- Where are the old manuscripts of Timbuktu? *(The old manuscripts are in private libraries of families in Timbuktu.)*

Mansa Musa and His Pilgrimage

The Big Question: What was so extraordinary about Mansa Musa’s pilgrimage to Mecca?

Primary Focus Objectives

- ✓ Understand the significance of Mansa Musa’s reign in Mali. (RI.4.1)
- ✓ Describe Mansa Musa’s pilgrimage to Mecca. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *pilgrimage*, *lavish*, and *captive*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Mansa Musa”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.4

- Display and student copies of Team Map Challenge: Countries of Africa (AP 1.4), if completed

Core Vocabulary (Student Reader page numbers listed below)

pilgrimage, n. a journey undertaken for a religious purpose (42)

Example: Many Muslims go on a pilgrimage to the holy city of Mecca.

Variation(s): pilgrimages

lavish, adj. rich or expensive (43)

Example: The king served a lavish feast with dozens of different dishes.

captive, n. a prisoner (44)

Example: During the battle, the soldier was taken as a captive by the enemy.

Variation(s): captives

Introduce “Mansa Musa and His Pilgrimage”

5 MIN

Ask students to consider what they’ve learned about the kingdoms in West Africa so far. Students should recall that Ghana was the first important trading kingdom in the region. It was then followed by the empire of Mali that became powerful under the leadership of Sundiata. Students may also recall that the religion of Islam was increasingly important in the Mali Empire. Explain to students that in this lesson, they will learn about an important mansa, or king, of Mali whose religious beliefs took him all the way from Mali to the Middle East. Call attention to the Big Question, and encourage students to look for what made Mansa Musa’s pilgrimage so extraordinary as they read the text.

Guided Reading Supports for “Mansa Musa and His Pilgrimage”


30 MIN


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Glorious Reign,” Pages 40–41

Scaffold understanding as follows:

Ask students to read the section “A Glorious Reign” on page 40 with partners.

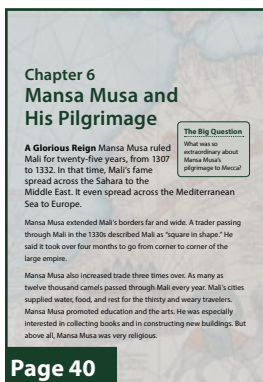
 **SUPPORT**—Have students refer to Ghana and Mali on the Atlas map on page 64. Ask students to consider the size of the Mali Empire compared to the kingdom of Ghana. Students should recognize that the Mali Empire is much larger. Explain that much of Mali’s expansion happened under Sundiata, but Mansa Musa was just as important in making Mali strong.

 **SUPPORT**—Call attention to the map on pages 40–41 and read the caption aloud.

After students read the text, ask the following question:

LITERAL—What were some important ways Mali benefited from Mansa Musa’s rule?

- » The kingdom grew larger, increased trade made it wealthier, and the arts and education flourished.



“A Golden Pilgrimage” and “Sharing the Wealth,” Pages 42–44

Scaffold understanding as follows:

CORE VOCABULARY—Read the first paragraph of “A Golden Pilgrimage” on page 42 aloud. Call attention to the Core Vocabulary term *pilgrimage* and explain its meaning. Students in Core Knowledge schools should be familiar with the word from previous units.

Invite volunteers to read the remainder of the section aloud.

SUPPORT—Call attention to the image on page 42 and read the caption aloud.

CORE VOCABULARY—Preview the Core Vocabulary word *lavish* on page 43 and explain its meaning.

Instruct students to read the section “Sharing the Wealth” on pages 43 and 44 independently.

After students read the text, ask the following questions:

LITERAL—Why did Mansa Musa make a pilgrimage to Mecca?

- » Mansa Musa was a devout Muslim. According to the religion of Islam, followers who are physically able and can afford to travel must make a pilgrimage to Mecca.

LITERAL—What impact did Mansa Musa’s generosity have on the city of Cairo in Egypt?

- » Mansa Musa gave away so much gold that he caused the price of gold in Cairo to drop. It had less value.

SUPPORT—Explain to students that supply and demand can influence how much something is worth. Before Mansa Musa arrived in Egypt, gold was much more expensive. This is because there was not much of it to go around and many people wanted it. After Mansa Musa’s visit, however, there was much more gold. Because more gold was available, the prices dropped.

EVALUATIVE—The first page of this chapter said that Mansa Musa was very famous, even outside of Mali. How and why do you think tales of Mansa Musa spread from Africa and the Middle East to Europe and Asia?

- » Seeing all the gold and the lavish way that Mansa Musa spent it could not fail to impress people. Traders and other travelers likely spread stories about Mali’s wealth far and wide.

A Golden Pilgrimage

In 1124, after converting to Islam, Mansa Musa decided to make a pilgrimage to Mecca, located in present-day Saudi Arabia. In Islam, Mecca is considered the holiest city in the Muslim world. Followers of Islam are required to travel to Mecca during their lifetime if they can afford to do so. Muslims call the pilgrimage to Mecca the Hajj. Making the pilgrimage is one of the five pillars of Islam.

The fact that Mansa Musa made a pilgrimage to Mecca wasn't unusual. Other West African rulers of Mali had already made pilgrimages there. It was how Mansa Musa made his pilgrimage that was so amazing.

Mansa Musa traveled with a huge caravan. Family, friends, teachers, and doctors came along. Mansa Musa also brought

Vocabulary
pilgrimage, n. a journey undertaken for a religious purpose



Page 42 Spain: understanding for Muslims.

along certain important chiefs. This was smart for two reasons. First, being part of Mansa Musa's pilgrimage brought honor to the chiefs. Second, getting the chiefs out of Mali reduced problems while Mansa Musa was away.

The caravan included thousands of people. It was very likely the biggest caravan ever to cross the Sahara. Mansa Musa also brought lots of gold. As a result, the caravan included as many as one hundred camels weighed down with sacks of gold.

Sharing the Wealth

In 1124, Mansa Musa's extraordinary caravan entered Cairo, Egypt. Everyone in Cairo was impressed by Mansa Musa's wealth. Mansa Musa's generosity was as impressive as his religious faith. Everywhere he stopped on his pilgrimage, Mansa Musa gave away gold. He gave lavish gifts of gold in the Muslim holy cities of Mecca and Medina. He gave gold to everyone who helped him on his journey, too. He gave away so much gold that the price of gold

Vocabulary
lavish, adj. with expensive



Page 43 43


On his return journey from Mecca back to Mali, Mansa Musa once more passed through Cairo—and gave away more gold.

“The Century of Musa”

Mansa Musa returned from his pilgrimage to Mecca in 1125. Mansa Musa's son had done quite a good job ruling Mali during the time Mansa Musa had been on his pilgrimage. His son had even extended the empire to the east. He did this by conquering the city of Gao, the capital of the neighboring territory of Songhai. To make sure that Songhai would not revolt against Mali, Mansa Musa's son took two Songhai princes as captives.

Mansa Musa continued to support education and building in Mali. He persuaded a North African architect to return to Mali with him to build mosques in Mali's cities. He exchanged ambassadors with other Muslim countries such as Egypt and Morocco. He established religious schools to teach about Islam. However, he also allowed his people to choose which religion to follow. Some, including the people near the gold mines, continued to follow traditional religions.

Vocabulary
captives, n. a prisoner



Page 44 in Musa's reign.

“The Century of Musa” and “Mali Declines,” Pages 44–45

Mansa Musa died in 1332. He had ruled Mali for twenty-five years. His reign was so successful that some historians describe the history of western Africa in the 1300s as “the century of Musa.” Mansa Musa’s fame had spread beyond Africa’s borders to Europe. European mapmakers began to include Mali on their maps.

Mali Declines

After Mansa Musa’s death, his son Mansa Maghan (mah’gan’) succeeded to the throne. Mansa Maghan ruled for only four years, but his reign was a disaster. First, Mali lost the city of Timbuktu. Second, Mansa Maghan allowed the two Songhai princes to escape. The princes established a new government that would become the Songhai Empire.

As you will discover in the next chapter, the growing threat of the Songhai Empire eventually proved too much for Mali. By 1500, Mali had lost its hold on the gold and salt trade across the Sahara. In the late 1400s, the Songhai Empire replaced Mali as the richest and most powerful empire in West Africa. And two captive princes made this happen.

Page 45

Scaffold understanding as follows:

CORE VOCABULARY—Read the first two paragraphs of the section “The Century of Musa” aloud. Call attention to the Core Vocabulary term *captive* and explain its meaning.

Invite volunteers to read the remainder of the section on pages 44–45 aloud.

SUPPORT—Call attention to the image on page 44 and read the caption aloud. Tell students that Mansa Musa’s effect can still be seen today in Mali. Timbuktu still has a mosque built by Mansa Musa. In addition, the University of Sankore, established during Mansa Musa’s reign, still exists.

Have students read the section “Mali Declines” on page 45 independently.

After students read the text, ask the following questions:

LITERAL—What were some ways Mali benefited from Mansa Musa’s rule?

- » Mansa Musa increased the size of the Mali empire as well as trade with other countries. He also built mosques, exchanged ambassadors with other Muslim countries, and started schools to teach about Islam. He still allowed his people, however, to choose which religion they wanted to follow.

LITERAL—How did the Mali Empire weaken during Mansa Maghan’s reign?

- » The Mali Empire lost control of the city of Timbuktu. Mansa Maghan also let two captive princes escape; they went on to form the Songhai Empire.

Timeline

- Show students the two Chapter 6 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Questions: “What was so extraordinary about Mansa Musa’s pilgrimage to Mecca?”
- Post the images of Mansa Musa to the Timeline under the dates 1000 CE–1500 CE; refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What was so extraordinary about Mansa Musa’s pilgrimage to Mecca?”
 - » Key points students should cite include: Mansa Musa’s pilgrimage to Mecca was unusual because of the lavish way he traveled. He spent a lot of gold on his travels and had a massive caravan. He was also very generous on his pilgrimage, giving riches away to many people.
- Choose one of the Core Vocabulary words (*pilgrimage*, *lavish*, or *captive*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



The Catalan Atlas (RI.4.7)

20 MIN

Background for Teachers: Prepare for the activity by previewing the images of the Catalan Atlas. Use this link to download the CKHG Online Resources, where the specific links for the images may be found:

www.coreknowledge.org/ckhg-online-resources

Before beginning the activity, provide context for students. They may recognize this image from the very beginning of Chapter 6. This Catalan Atlas was created for Charles V of France around the year 1375. The atlas contains details of the world as European mapmakers knew them in the 1300s. The map extends into western Africa and shows the Mali Empire.

Display the image of the Catalan Atlas from the first link and allow students several minutes to study the image. Then ask these Looking Questions, and have students share and discuss their responses:

Looking Questions

- What areas are shown on this map? (*England, Ireland, Spain, Western Europe, North Africa, and West Africa. Accept all correct answers.*)
- How is this map different from most maps we see today? (*Possible answer: This map includes pictures of people on the map. Accept all reasonable answers.*)
- Where is the king of Mali on this map? (*in the lower right-hand corner*)
- What other details stand out to you about the map? (*Answers will vary.*)

Display the image of the Catalan Atlas from the second link that features a close-up of Mansa Musa.

Allow students several minutes to study the image. Then ask these Looking Questions, and have students share and discuss their responses:

Looking Questions

- How can you tell that the seated man is a king? *(He is wearing a crown. He is holding a scepter.)*
- What is the king holding in his hand? *(a piece of gold)*
- Why do you think he is holding a piece of gold in his hand? *(Mali controlled the gold trade. Also, Mali was known for its wealth.)*

Songhai and Askia Muhammad

The Big Question: As Askia Muhammad expanded his empire, how did Islam grow within it?

Primary Focus Objectives

- ✓ Describe the social structure of the Songhai Empire. **(RI.4.1)**
- ✓ Understand how Sonni Ali Ber and Askia Muhammad came to power and their contributions to Songhai. **(RI.4.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *dynasty, sack, siege, queen mother, social system, devout, and sacred*. **(RI.4.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Songhai and Askia Muhammad”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

dynasty, n. a series of rulers who are all from the same family **(48)**

Example: The Sonni dynasty ruled Mali for more than 150 years.

Variation(s): dynasties

sack, v. to destroy and steal things in a city or building, usually with an army **(48)**

Example: When an army captures a city, the soldiers often sack it as well.

Variation(s): sacks, sacking, sacked

siege, n. a battle strategy in which enemy soldiers surround a building or place so that those under attack cannot receive supplies **(49)**

Example: If a city has enough food and water, a siege can last for years.

Variation(s): sieges

queen mother, n. the mother of the current king; often seen as a person with power in African kingdoms **(51)**

Example: The queen mother advised the king on how to govern.

social system, n. how a society is organized in terms of who is given power and respect (51)

Example: The king of Songhai was at the top of the empire’s social system.

devout, adj. showing deep religious feelings (52)

Example: Mansa Musa was a devout Muslim who traveled on a pilgrimage to Mecca.

sacred, adj. related to religion; holy (53)

Example: The city of Mecca is sacred to Muslims.

THE CORE LESSON 35 MIN

Introduce “Songhai and Askia Muhammad”

5 MIN

Explain that the empires of West Africa followed a similar pattern: they rose by conquering an empire that was getting weak, flourished for a time, and in turn they declined and were eclipsed by a new group. Ask students which empires they have read about in this unit followed this pattern. (*Ghana and Mali*) Explain to students that during this lesson, they will learn about one last great trading empire located in West Africa. Call attention to the Big Question, and encourage students to look for information on how Islam grew within Askia Muhammad’s empire as they read the text.

Guided Reading Supports for “Songhai and Askia Muhammad”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Prisoners of War” and “The Great Escape,” Pages 46–48

Scaffold understanding as follows:

Remind students that in the last chapter they read about two Songhai princes who were captured and held as prisoners by Mansa Maghan, Mansa Musa’s son. Invite volunteers to read the section “Prisoners of War” on page 46 aloud to find out more about these prisoners.

CORE VOCABULARY—Read the section “The Great Escape” on page 48 aloud. Call attention to the Core Vocabulary term *dynasty* and explain its meaning.

SUPPORT—Call attention to the pronunciation keys for *Sonni* and *Sonni Ali Ber* on page 48. Encourage students to correctly pronounce the words.

Chapter 7 Songhai and Askia Muhammad

Prisoners of War The two Songhai princes were named Ali Kolon and Suljaman Nar. Ali Kolon was a fierce warrior and a natural leader. Mansa Musa had even had him lead military expeditions for Mali.

The Big Question
As Askia Muhammad expanded his empire, how did Islam grow within it?

But Ali Kolon had some big plans of his own. According to legend, he cleverly used his military expeditions to plan his escape from Mali. On each military expedition for Mansa Musa, Ali Kolon got a little closer to his home in Gao. At every stop, he hid weapons and food in secret places that only he knew.

Mansa Maghan, who had gained the throne after his father’s death, was a weak leader. This gave Ali Kolon the chance he had been waiting for during his seven years in Mali.

Page 46



SUPPORT—Have students refer to the Atlas map on page 64 and locate the Songhai Empire. If students have completed Team Map Challenge: Countries of Africa (AP 1.4), have them compare the two maps to determine what present-day countries were encompassed by the Songhai Empire.

After you read the text, ask the following questions:

LITERAL—Even though Ali Kolon was a prisoner of Mali, Mansa Musa gave him some unusual responsibilities and freedoms. What did Mansa Musa ask Ali Kolon to do during his captivity as a prisoner?

- » Mansa Musa recognized that Ali Kolon was a fierce warrior, so he asked Ali Kolon to lead military expeditions and battles on behalf of Mali.

LITERAL—How did Ali Kolon finally manage to escape?

- » Each time he was released from captivity to lead a military expedition, he secretly hid the food and weapons he would need for an escape.

LITERAL—What happened to Ali Kolon after he escaped?

- » He became the new chief of Gao, part of the Songhai Empire. The Mali and Songhai Empires continued to battle one another.

“Hard Times for Timbuktu,” Pages 48–49

Scaffold understanding as follows:

CORE VOCABULARY—Read the section “Hard Times for Timbuktu” on pages 48–49 aloud. Call attention to the Core Vocabulary term *sack* and explain its meaning.

SUPPORT—Call attention to the pronunciation key for *Akil*. Encourage students to correctly pronounce the word.

After you read the text, ask the following questions:

LITERAL—What happened to the city of Timbuktu that was part of the Mali Empire?

- » The people living in Timbuktu were not happy with the rule of the nomadic Chief Akil. They sent a letter to the Songhai chief offering him their city if he would get rid of Chief Akil. The Songhai king, Sonni Ali Ber, agreed and sent his army into Timbuktu. The army sacked the city.

EVALUATIVE—Why was Timbuktu such a prize for the Songhai Empire?

- » As an important trading center, Timbuktu was a famous and prosperous city, a source of wealth for any conquering group. Because the city had also been a center of Muslim religion and learning, universities, books and, the ideas contained in them also came under Songhai rule.

The Great Escape

Along with his brother and a few loyal supporters, Ali Kolon escaped from Niani, Mali's capital.

Ali Kolon became the new chief of Gao, the capital of the Songhai people. He started the Sonni (soo'nee) Dynasty. For most of the 1300s and during the early part of the 1400s, Mali and Songhai tried to overpower each other. Neither side had much luck. However, in 1464, the fierce Songhai king Sonni Ali Ber (soo'nee'ah'ber) came to the throne.

Hard Times for Timbuktu

In the early 1400s, nomads from the desert had invaded Timbuktu. Led by Chief Akil (ah'kee'l), the nomads decided not to live in the city they had conquered. Instead, they lived in the desert. They appointed allied representatives to collect taxes on behalf of Chief Akil. Also, Tuareg raiders threatened the prosperous trade of the city. The residents of Timbuktu hoped that Sonni Ali Ber could bring back peace, stability, and prosperity to the city.

And so the leaders of Timbuktu sent a letter to Sonni Ali Ber. They offered to give Timbuktu to the Songhai chief if he would get rid of Chief Akil.

Sonni Ali Ber wanted to control this important trading town. In Timbuktu, his troops **sacked** Timbuktu.

Vocabulary

dynasty, n. a series of rulers who are all from the same family

sack, v. to destroy and steal things in a city or building, usually with an army

Page 48

“The Capture of Jenne,” Pages 49–51

Scaffold understanding as follows:

CORE VOCABULARY—Ask students to read the section “The Capture of Jenne” on pages 49–51 independently. Encourage students to review the Core Vocabulary terms *siege* and *queen mother* before reading the text.

SUPPORT—Have students refer to the Atlas map on page 64 and compare the size of the Songhai Empire to the kingdom of Ghana and the Mali Empire. Students should recognize that the Songhai Empire was larger than Ghana but slightly smaller than Mali.

SUPPORT—Call attention to the images on page 50 and read the captions aloud. Explain to students that Jenne remains an important village in West Africa today.

After students read the text, ask the following questions:

EVALUATIVE—How was the capture of Jenne different from the capture of Timbuktu?

- » Unlike Timbuktu, which was sacked, Jenne was held under siege for seven years.

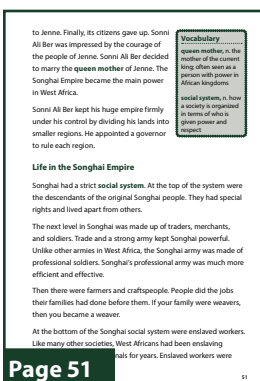
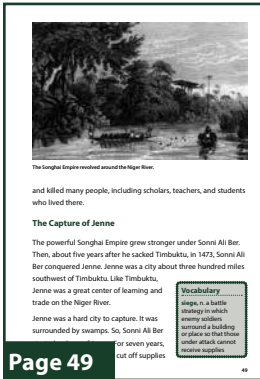
EVALUATIVE—Why do you think Sonni Ali Ber decided to marry the queen mother? How do you think this decision impacted his rule in Jenne?

- » Sonni Ali Ber greatly admired the bravery of the people of Jenne. Marrying their queen mother may have been a sign of respect. By marrying a person native to Jenne, Sonni Ali Ber helped make the village more a part of his empire.

“Life in the Songhai Empire” and “Askia Muhammad Rules,” Pages 51–52

Scaffold understanding as follows:

CORE VOCABULARY—Read the first paragraph of the section “Life in the Songhai Empire” on page 51 aloud. Call attention to the Core Vocabulary term *social system* and explain its meaning. Tell students who are using the complete grade-level series of the Core Knowledge History and Geography materials that they have encountered other social systems in other Core Knowledge units. For example, in the *Medieval Europe* unit, they learned about the feudal social system made up of kings, lords, knights, and peasants.



often sold to other African kingdoms. Local enslaved workers kept some rights, including the right to buy their freedom and to marry. Both Islam and traditional religions influenced life in Songhai. Throughout the 1400s, the Songhai kings somewhat followed the teachings of Islam. However, they were not very religious. Most people in Songhai shared their leader's attitude toward Islam. Some continued to worship their own traditional gods.

Askia Muhammad Rules

Sonni Ali Ber died in 1492. He had ruled for twenty-eight years. The Muslims in Songhai refused to accept his son, Sonni Baru, as king. Like his father, Sonni Baru did not follow Islam closely. Askia Muhammad Iouare, one of the king's soldiers, was also unhappy. Unlike the rulers of the Sonni dynasty, Askia Muhammad was a very devout Muslim. He led a revolt against the new king.

In 1493, Askia Muhammad's army defeated the king; he established the Askia dynasty, which was named after him. The Muslims of Songhai celebrated their new leader and his deep faith in Islam. With Askia Muhammad in control of the government, Muslim scholars, teachers, and students once again settled in Timbuktu. They knew they would be safe from religious persecution. Askia Muhammad respected their vast learning. He protected them and asked them for advice.

Page 52

Vocabulary
devout, adj. showing deep religious feelings

Invite volunteers to read the remainder of the section on pages 51–52 aloud.

SUPPORT—Draw a triangle on the board or chart paper, labeling the following levels from top to bottom to illustrate the social system and hierarchy in the Songhai Empire: (1) descendants of the original Songhai people; (2) traders, merchants, and soldiers; (3) farmers and craftspeople; and (4) enslaved workers.

CORE VOCABULARY—Read the first paragraph of the section “Askia Muhammad Rules” on page 52. Call attention to the Core Vocabulary term *devout* and explain its meaning. Students may recognize the term from Unit 3, *Medieval Europe*.

Have students read the remainder of the section on page 52 independently.

After volunteers read the text, ask the following questions:

LITERAL—What was the social system of the Songhai Empire like?

- » The Songhai had a very strict social system. The descendants of the original Songhai Empire at the top of the system had special rights and privileges. Enslaved workers were at the bottom, with few rights. In between were traders, merchants, and soldiers, followed by farmers and craftspeople.

EVALUATIVE—Why do you think Askia Muhammad started a new dynasty in Songhai rather than continue the Sonni dynasty?

- » Many people in Songhai were unhappy with the rule of Sonni Ali Ber because he was not a devout Muslim. When Askia Muhammad overthrew Sonni Ali Ber's son, he established a new dynasty to separate himself from the Sonni dynasty and mark his loyalty to Islamic teachings. Askia Muhammad also belonged to a different family from the leaders of the Sonni dynasty.

“The Songhai Empire Expands” and “Askia Muhammad’s Pilgrimage,” Pages 53–55

The Songhai Empire Expands

As other rulers before him had done, Askia Muhammad began to expand his empire. In the west, he took land that had belonged to Mali. He also conquered lands to the south of Songhai. Askia Muhammad took many prisoners. Many of these prisoners were children who became soldiers in his army. Around 1513, Askia Muhammad's soldiers invaded the lands of the Hausa people east of the Niger River. Though he exercised little control over the Hausa, all of Askia Muhammad's conquests created a huge, tightly knit empire.

Askia Muhammad's Pilgrimage

Askia Muhammad knew that it was his duty to make a trip to Mecca. So in 1495, he set off to Mecca on a two-year pilgrimage. As you would expect, his caravan was huge. About five hundred horsemen and one thousand soldiers accompanied the king. He also took a great deal of gold, expected to be 300,000 pieces. About a third of the gold went to charity. Another third paid his traveling expenses. The remaining third paid for wonderful souvenirs. He also bought buildings so that other West African Muslims who were making the pilgrimage could find places to stay. But Askia Muhammad didn't travel to Mecca just to give charity and buy beautiful things. Far from it. As a serious Muslim, he tried to set an example for all Muslims through his faith and worship. Askia Muhammad wanted all related to religion, truly to spread Islam.

Page 53

Vocabulary
sacred, adj. related to religion, truly

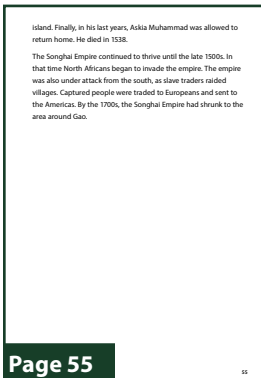
Scaffold understanding as follows:

Invite a volunteer to read the section “The Songhai Empire Expands” on page 53 aloud.

CORE VOCABULARY—Read the first three paragraphs of the section “Askia Muhammad’s Pilgrimage” on pages 53–54 aloud. Call attention to the Core Vocabulary word *sacred* and explain its meaning.

Invite volunteers to read the remainder of the section aloud.

SUPPORT—Call attention to the image on page 54 and read the caption aloud. Explain that even though Askia Muhammad lived hundreds of years ago, his tomb is still an important historical place.



After the volunteers read the text, ask the following questions:

LITERAL—How did Askia Muhammad spread Islam throughout the Songhai Empire?

- » Askia Muhammad spread Islam throughout the Songhai Empire by appointing Muslim judges in each district. Traditional laws were replaced by Muslim law.

LITERAL—What factors led to the downfall of the Songhai Empire?

- » Askia Muhammad was overthrown by one of his sons. In the later years of the empire, slave traders from North Africa began to invade and capture the people of Songhai.

Timeline

- Show students the Chapter 7 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “As Askia Muhammad expanded his empire, how did Islam grow within it?”
- Post the images of the map and Askia Muhammad’s tomb to the Timeline under the dates 1500 CE–2000 CE; refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Ask students to write a short answer to the Big Question, “As Askia Muhammad expanded his empire, how did Islam grow within it?”
 - » Key points students should cite include: Askia Muhammad spread Islam through the appointment of Muslim judges in districts of the empire. He enforced Muslim law instead of traditional laws. Askia Muhammad’s respect for Muslim scholars and his pilgrimage to Mecca also helped spread his faith.

- Choose one of the Core Vocabulary words (*dynasty, sack, siege, queen mother, social system, devout, or sacred*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Puzzling Out the Songhai Empire (RI.4.4)

15 MIN

Activity Page



AP 7.1

Materials Needed: Sufficient copies of *Puzzling Out the Songhai Empire* (AP 7.1)

Distribute *Puzzling Out the Songhai Empire* (AP 7.1). Read the directions aloud. Tell students that they may use their Student Reader for assistance. Allow students to complete the activity independently or with partners.

The Travels of Ibn Battuta

The Big Question: Why were the travels of Ibn Battuta so extraordinary for the time in which he lived?

Primary Focus Objectives

- ✓ Identify Ibn Battuta and describe his travels and his book, *Rihlah*. (RI.4.1)
- ✓ Understand the value of Ibn Battuta’s eyewitness account of the medieval Muslim world. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *steppe*, *sultan*, *tunic*, and *crater*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Ibn Battuta”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

steppe, n. grassland plain (59)

Example: The steppe in central Asia is very flat.

Variation(s): steppes

sultan, n. a king or ruler of a Muslim country (59)

Example: The sultan decided which laws to make.

Variation(s): sultans

tunic, n. a long shirt that extends below the hips, often to the knees (61)

Example: The sultan wore a ceremonial tunic decorated with beads and gold thread.

Variation(s): tunics

crater, n. a large hole in the ground made by an explosion or something falling out of the sky (63)

Example: The crater was created by an asteroid that struck Earth.

Variation(s): craters

Introduce “The Travels of Ibn Battuta”

5 MIN

To prepare students for this lesson about Ibn Battuta’s astonishing quarter century of journeys across most of the Muslim world of the 1300s, ask students where they would most like to travel and how they would get there. If the year were 1325, would they be able to travel to their chosen destination, and if so, how would they do it? Have students compare contemporary travel to travel in the 1300s in terms of modes of transportation, length of journeys, personal commitment involved, safety and health risks, and so on.

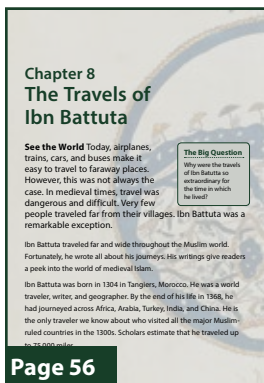
Tell students that this lesson is about a man who spent most of his adult life traveling through Africa, the Middle East, India, and China. Call attention to the Big Question, and encourage students to look for information on why the travels of Ibn Battuta were so extraordinary as they read the text.

Guided Reading Supports for “The Travels of Ibn Battuta”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“See the World” Pages 56–57



Scaffold understanding as follows:

Invite volunteers to read the section “See the World” on page 56 aloud.

SUPPORT—Call attention to the image on pages 56–57 and read the caption aloud. Explain that maps created during the time of Ibn Battuta were very different from the ones we use today. Cartographers, or people who make maps, had far less knowledge about their world than we do today. Maps were also much more decorative than they are now; they were like works of art.

After volunteers read the text, ask the following question:

LITERAL—What are some of the places that Ibn Battuta traveled to?

- » Ibn Battuta traveled to many places, including Africa, Arabia, Turkey, India, and China.



“It All Started with a Pilgrimage,” Pages 58–59



Scaffold understanding as follows:

Have students read the section “It All Started with a Pilgrimage” on pages 58–59 independently.

SUPPORT—Call attention to the image on page 58 and read the caption aloud.

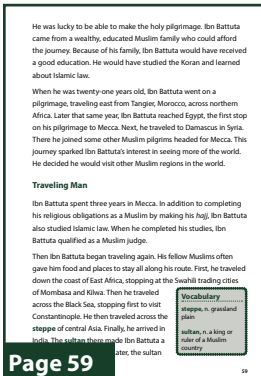
SUPPORT—Have students look at the map of Ibn Battuta’s Travels on page 62. Instruct students to trace Ibn Battuta’s pilgrimage from the city of Tangier in Morocco through Cairo, Egypt, and Damascus, Syria, to Mecca.

After students read the text, ask the following question:

EVALUATIVE—Do you think Ibn Battuta would have been interested in traveling to as many parts of the world as he did if he had not made his pilgrimage to Mecca?

- » Student responses will vary. Some students may say that if Ibn Battuta had seen nothing of the rest of the world, his curiosity may have been limited. Others may think that a person with such an interest in the rest of the world would probably have wanted to travel anyway.

“Traveling Man,” Pages 59–61



Scaffold understanding as follows:

CORE VOCABULARY—Read the first two paragraphs of the section “Traveling Man” on pages 59–60 aloud. Call attention to the Core Vocabulary terms *steppe* and *sultan*, and explain their meanings.

SUPPORT—Have students return to the map on page 62. Assist students in locating Mombasa and Kilwa in Africa, the Black Sea, Constantinople, and Delhi.

Invite volunteers to read the two paragraphs on page 60 aloud.

SUPPORT—Call attention to the image on page 60 and read the caption aloud.

SUPPORT—Have students return to the map of Ibn Battuta’s travels on page 62. Have students trace Ibn Battuta’s trip from India to the Maldives, Sri Lanka, and China.



But Ibn Battuta's travels were not over. Instead, he traveled to the city of Granada in Spain. After two years in Spain, he traveled to the Mali Empire in 1352.

Ibn Battuta traveled by camel caravan across the Sahara. He visited the people who lived along the Niger River in West Africa. Ibn Battuta trudged along the trade routes that you read about in previous chapters. He stayed for months at a time with chiefs in the territories of the great empire of Mali. He even visited and stayed in Timbuktu and Gao, and with the nomads who camped along the Niger River.

Ibn Battuta's Travel Book

Ibn Battuta's extraordinary travels made him famous in his own day, but because he wrote down his adventures, he is still famous today.

Ibn Battuta's travel book contains colorful details and descriptions. Battuta visited Mali at the height of that empire's power. For example, in his book he describes seeing a sultan appearing in his palace gardens. He carried a bow and a quiver of arrows. The sultan wore a gold cap and a red velvet tunic. The sultan was surrounded by musicians who played gold and silver instruments.

Vocabulary
tunic, is a long shirt that extends below the hips, often to the knees.

Ibn Battuta called his book *Rihlah*, which means the journey. A fitting name, indeed! Scholars still consider *Rihlah* a reliable account of the medieval Islamic world.

Page 61

Invite volunteers to read the remaining paragraphs of the section on page 61 aloud.

SUPPORT—Have students refer to the map on page 62. Assist them in locating Granada on the map and have them trace Ibn Battuta's journey from Spain into West Africa.

After volunteers read the text, ask the following questions:

LITERAL—What kind of work did Ibn Battuta do during his travels?

- » While in Delhi and the Maldives, Ibn Battuta worked as a judge.

EVALUATIVE—How did Ibn Battuta's stay in Mecca help him when he started his many years of travels?

- » His pilgrimage to Mecca and his studies there proved that he was a devout Muslim, so other Muslims were willing to feed and shelter him as he traveled. He also became a judge, a skill he used during his travels.

"Ibn Battuta's Travel Book" and "The Traveler of Islam," Pages 61–63

Page 62

Scaffold understanding as follows:

CORE VOCABULARY—Read the section "Ibn Battuta's Travel Book" on page 61 aloud. Call attention to the Core Vocabulary term *tunic* as it is encountered in the text, and explain its meaning.

CORE VOCABULARY—Have students read the section "The Traveler of Islam" on page 63 independently. Encourage students to review the meaning of the Core Vocabulary term *crater* before they read the text.

After students read the text, ask the following questions:

LITERAL—Why is Ibn Battuta's book, *Rihlah*, such a valuable source of information about the Muslim world in the late 1300s?

- » Ibn Battuta visited nearly every Muslim country. He recorded specific details in his book about the people he met and what he saw.

LITERAL—Why were world travelers so rare in Ibn Battuta's time?

- » Travel was so difficult and expensive that few people attempted to journey far from home.

The Traveler of Islam

Ibn Battuta's extensive journeys to Muslim countries earned him the nickname "the Traveler of Islam." He claimed to have met sixty rulers and thousands of people during his travels. Along the way, Ibn Battuta rode in a dog sled, sailed on a Chinese ship called a junk, and crossed the Atlas Mountains in northern Africa during a blizzard.

After his last journey, Ibn Battuta returned home where he spent his last days. He died in about 1368.

In 1829, an English scholar discovered Ibn Battuta's book and translated it into English. Ibn Battuta's name and adventures spread to new generations of readers. People celebrated his bravery, intelligence, and courage. Modern scientists even named a crater on the moon after him.

Vocabulary
crater, is a large hole in the ground made by an explosion or something falling out of the sky.

Page 63

Timeline

- Show students the Chapter 8 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why were the travels of Ibn Battuta so extraordinary for the time in which he lived?”
- Post the image of the map to the Timeline under the dates 1000 CE–1500 CE; refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to:

- Write a short answer to the Big Question, “Why were the travels of Ibn Battuta so extraordinary for the time in which he lived?”
 - » Key points students should cite include: Travel during the time of Ibn Battuta was very slow, expensive, and dangerous. Ibn Battuta made the long journey to Mecca, which alone is very impressive. During his lifetime, he also visited and wrote about many other places in Africa, Arabia, Turkey, India, and China.
- Choose one of the Core Vocabulary words (*steppe, sultan, tunic, or crater*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

The Travels of Ibn Battuta (RI.4.7)

30 MIN

Activity Page



AP 8.1

Materials Needed: Sufficient copies of The Travels of Ibn Battuta (AP 8.1)

Distribute The Travels of Ibn Battuta (AP 8.1). Read the directions aloud. Allow students to complete the activity independently or with partners. This activity page may also be completed for homework.

Domain Vocabulary: Chapters 5–8 (RI.4.4)

30 MIN

Activity Page



AP 8.2

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 5–8 (AP 8.2)

Distribute Domain Vocabulary: Chapters 5–8 (AP 8.2). Read the directions aloud. Allow students to complete the activity independently or with partners. This activity page may also be completed for homework.

Materials Needed: Internet access

Numerous resources and activities related to Ibn Battuta's travels are available online.

Use this link to download the CKHG Online Resources, where the specific links for this image may be found:

www.coreknowledge.org/ckhg-online-resources

Teacher Resources

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The following fiction excerpt and related activity page can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

- "The Fire on the Mountain" (FE 1)

Unit Assessment: *Early and Medieval African Kingdoms*

A. Circle the letter of the best answer for each question.

1. Which of the following best describes the size of Africa?
 - a) Africa is smaller than the United States
 - b) Europe, the United States, China, and India could all fit inside Africa.
 - c) All of North America and Asia could fit inside Africa.
 - d) Africa is larger than Asia.

2. Which ocean borders Africa on the east?
 - a) Pacific
 - b) Indian
 - c) Southern
 - d) Mediterranean

3. Which of the following statements is *not* true about the Sahara?
 - a) The Sahara is nothing but sand.
 - b) The Sahara is the largest desert on Earth.
 - c) The Sahara experiences large changes in temperature.
 - d) There are lots of oases in the Sahara.

4. What is the Sahel?
 - a) a desert to the south of the Sahara
 - b) a semi-dry rolling plain south of the Sahara
 - c) the Arabic word for desert
 - d) a rainforest in central Africa

5. Which are important rivers in Africa?
 - a) Nile, Amazon, Congo
 - b) Yellow, Niger, Nile
 - c) Nile, Congo, Niger
 - d) Victoria, Niger, Congo

6. What contributed the most to Aksum's power?
 - a) war
 - b) its many oases
 - c) trade
 - d) slaves

7. In what way was salt used in northern Africa?
 - a) as a building material
 - b) to flavor and preserve food
 - c) as a medicine
 - d) all of the above

8. Which qualities do *not* help camels survive in the desert?
 - a) They hiss and spit.
 - b) They have broad, splayed feet.
 - c) They store fat in their humps.
 - d) They have a double row of eyelashes.

9. What did Muslim scholars call Ghana?
 - a) King Tunka's land
 - b) Kumbi-Saleh
 - c) Land of Gold
 - d) Land of Salt

10. How was Ghana's location important for its success?
 - a) It was located on the Mediterranean Sea.
 - b) It was located in the middle of many trade routes.
 - c) It was located where the Nile and Congo rivers meet.
 - d) It was surrounded by mountains and protected from its neighbors.

11. Why was salt so valuable?
 - a) It kept food from spoiling.
 - b) It was a good fertilizer for crops.
 - c) It was used in gold mining.
 - d) all of the above

12. Why didn't Sumanguru kill young Sundiata?
 - a) Sumanguru thought Sundiata was weak.
 - b) Sumanguru couldn't find Sundiata.
 - c) Sumanguru was afraid of Sundiata.
 - d) Sumanguru could not recognize Sundiata.

13. For what was Timbuktu *not* famous?
 - a) its universities
 - b) its great army
 - c) its mosques
 - d) its libraries

- 14.** Why did Mansa Musa make a pilgrimage to Mecca?
- a) His family lived there.
 - b) As a Muslim, he was required to.
 - c) He was invited to visit Mecca.
 - d) He was forced to leave Mali by the new king.
- 15.** Why is Mansa Musa remembered in African history?
- a) because Mansa Musa defeated the kingdoms of Kush and Askum
 - b) because Mansa Musa traveled widely throughout Africa and Asia
 - c) because Mansa Musa's reign in Mali was so long and successful
 - d) because Mansa Musa was the first Islamic king in Africa
- 16.** What happened in the years after Mansa Musa's death?
- a) Mali became the strongest empire in Africa.
 - b) Mali had a civil war.
 - c) Mali was taken over by the Songhai Empire.
 - d) There was an earthquake, and Mali was destroyed.
- 17.** In what important way was Askia Muhammad different from Sonni Ali Ber and other Sonni kings?
- a) He was a devout Muslim.
 - b) He believed in democracy.
 - c) He was fierce and brave.
 - d) He came from a different country.
- 18.** Why do we remember the travels of Ibn Battuta today?
- a) He wrote a book about his travels.
 - b) He talked about his travels to everyone.
 - c) People started legends about Ibn Battuta.
 - d) An important author wrote a book about him.
- 19.** Which place did Ibn Battuta *not* visit?
- a) Arabia
 - b) China
 - c) India
 - d) England
- 20.** What did Ibn Battuta call his book?
- a) Koran
 - b) *Rihlah*
 - c) Africa
 - d) autobiography

B. Match each term with its definition. Write the correct letter on the line.

Terms

Definitions

- | | |
|----------------------|---|
| 21. _____ artifact | a) showing deep religious feelings |
| 22. _____ caravan | b) a group of countries controlled by a single authority |
| 23. _____ devout | c) place of worship for Muslims |
| 24. _____ dynasty | d) an object used during a past period in history |
| 25. _____ empire | e) a place where stone or other minerals are taken from the earth |
| 26. _____ kingdom | f) a small, deep, narrow valley |
| 27. _____ mosque | g) a school where advanced learning is taught |
| 28. _____ quarry | h) a group of travelers journeying together |
| 29. _____ ravine | i) a country ruled by a king or queen |
| 30. _____ university | j) a series of rulers who are all from the same family |

Performance Task: *Early and Medieval African Kingdoms*

Teacher Directions: Trade was central to the rise of kingdoms throughout Africa and shaped many of their characteristics. From Kush, which controlled trade along the Nile River, to Ghana, which controlled the gold-salt trade, trade enriched these kingdoms. Trade also spread religions such as Christianity to Aksum and Islam to Mali.

Ask students to write a brief essay that describes the role of trade in the development of African kingdoms and empires. Encourage students to use their Student Readers to take notes and organize their thoughts on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five specific examples of how trade influenced African kingdoms and empires, from at least three different kingdoms or empires, in their essay.

Kingdom or Empire	Trade and the Development of Kingdoms and Empires
Kush	<ul style="list-style-type: none">• Controlled trade between central Africa and Egypt• Produced iron• Was conquered by and conquered the Egyptians
Aksum	<ul style="list-style-type: none">• Controlled trade from the Red Sea into eastern Africa• Traded goods from eastern Africa, India, Egypt, and Rome• Christianity arrived in Aksum.
Ghana	<ul style="list-style-type: none">• Controlled the gold-salt trade• Taxed and protected traders traveling through Ghana• The kingdom grew rich through taxes on trade.• Muslim traders brought Islam to Ghana, although few converted.
Mali	<ul style="list-style-type: none">• Controlled the gold-salt trade• Included the trading and scholarly city of Timbuktu• Controlled trade along the Niger River• More people converted to Islam.• Travelers such as Ibn Battuta traveled with trade caravans to visit Mali and write about it.
Songhai	<ul style="list-style-type: none">• Controlled the gold-salt trade• Included the trading and scholarly city of Timbuktu• Controlled trade along the Niger River• More people converted to Islam.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essays using the rubric.

Students should not be evaluated on the completion of the Notes Table, which is intended to be a support for students as they first think about their written responses.

Above Average	Response is accurate, detailed, and persuasive with at least five examples of how trade influenced development of at least three different African kingdoms and empires. The references clearly show how trade influenced the development of African kingdoms and empires. The writing is clearly articulated and focused, and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed with at least four examples of how trade influenced development of at least three different African kingdoms and empires. The references show how trade influenced the development of African kingdoms and empires. The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail. The essay helps show how trade influenced the development of African kingdoms and empires but references only three examples of how trade influenced development of different African kingdoms and empires. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.
Inadequate	Response is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of historical events. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

Early and Medieval African Kingdoms Performance Task Notes Table

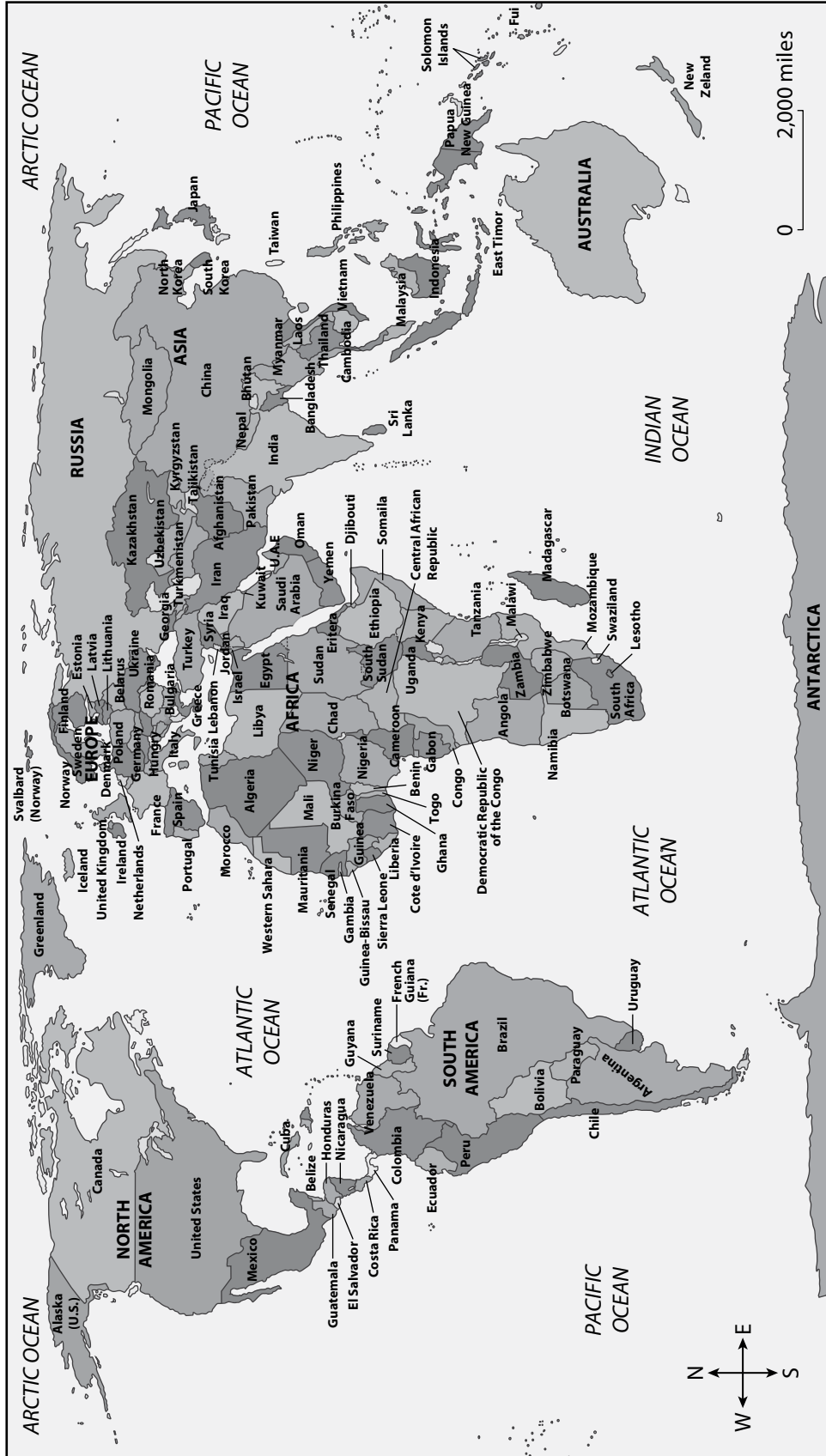
Use the table below to help organize your thoughts as you refer to *Early and Medieval African Kingdoms*. You do not need to complete the entire table to write your essay, but you should try to have three to five specific examples from at least three different kingdoms or empires.

Kingdom or Empire	Trade and the Development of Kingdoms and Empires
Kush	
Aksum	
Ghana	
Mali	<ul style="list-style-type: none">• Controlled the gold-salt trade
Songhai	

Name _____

Date _____

World Map



Name _____

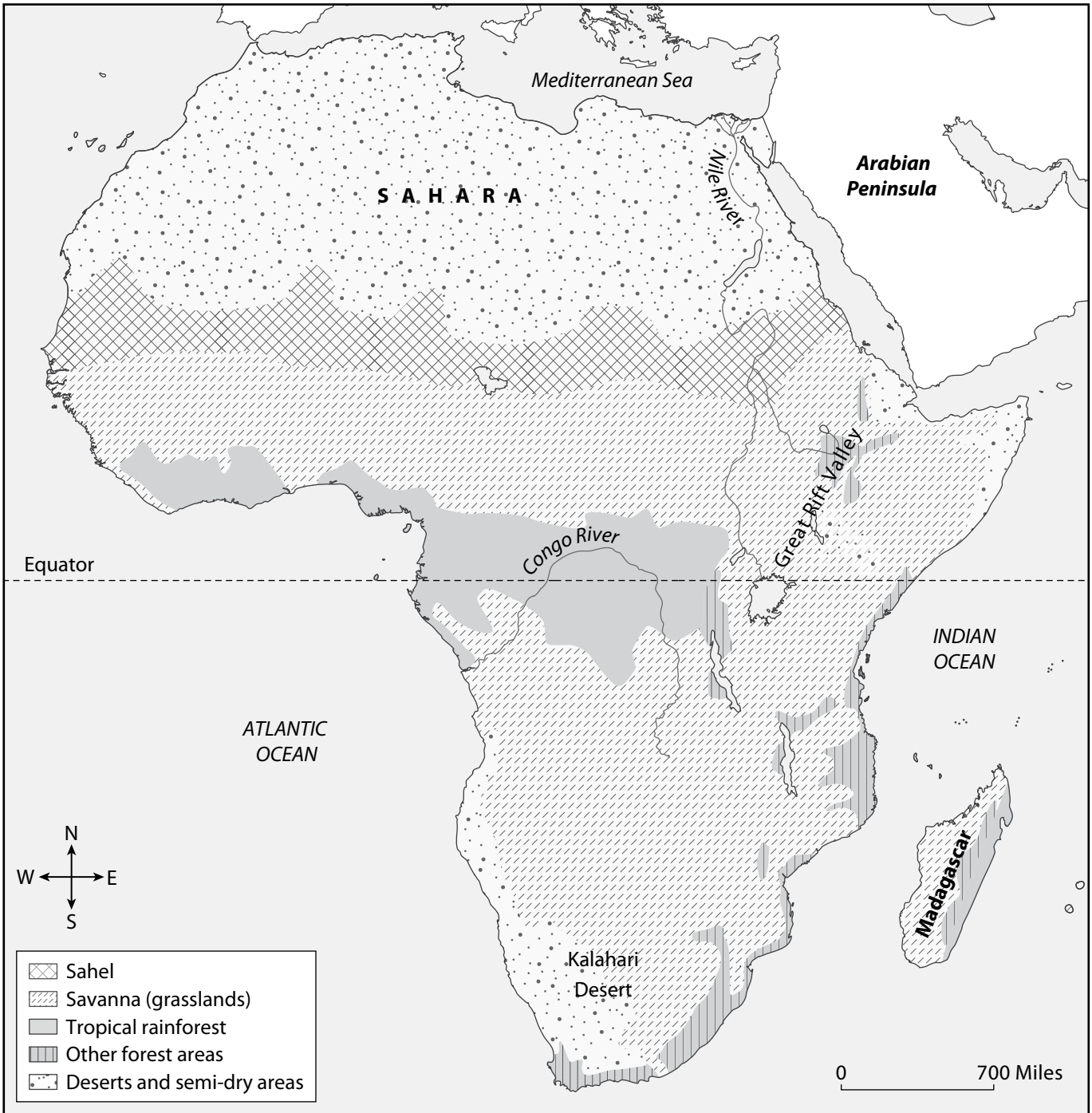
Date _____

Activity Page 1.2

Use with Chapter 1

The African Continent

Directions: Study the map. Use it to answer the questions on the next page.



Name _____

Date _____

Activity Page 1.2 *Continued*

Use with Chapter 1

1. About how wide is the Sahara in miles at its widest?

2. How many different geographic zones or areas are shown on the map?

3. List each different geographic area or zone that you would pass through in order, if you were to go on a journey through the middle of Africa from north to south. The first answer is given, starting from the north.

desert

Name _____

Date _____

Activity Page 1.3

Use with Chapter 1

Geography of Africa

Directions: Study the terms in the box. Then read each paragraph below. Write the term that the paragraph describes on the line provided.

Sahara	Sahel	Mediterranean Sea	Nile River	Atlas Mountains
Red Sea	Kalahari Desert			

1. I am the longest and most important river in Africa. I start in east-central Africa and flow generally north to the Mediterranean Sea.

2. Many goats, sheep, and cattle graze on the grasses that grow on my land. Some crops are raised here, too. June, July, and August are mostly rainy here.

3. I separate Africa from the Arabian Peninsula. Thousands of years ago, traders used me as a link between eastern Africa and Asia.

4. Hardly any rain falls on my land, but grass and scrub grow in some parts of my region. I am home to many animals, such as elephants and zebras.

5. Three continents surround me—Europe, Asia, and Africa. I once served as an important trade route to Europe and western Asia.

Name _____

Date _____

Activity Page 1.4

Use with Chapter 1

Team Map Challenge: Countries of Africa

Directions: Label the map of Africa with the name of each country. Use a current atlas or map of Africa as a reference.



Name _____

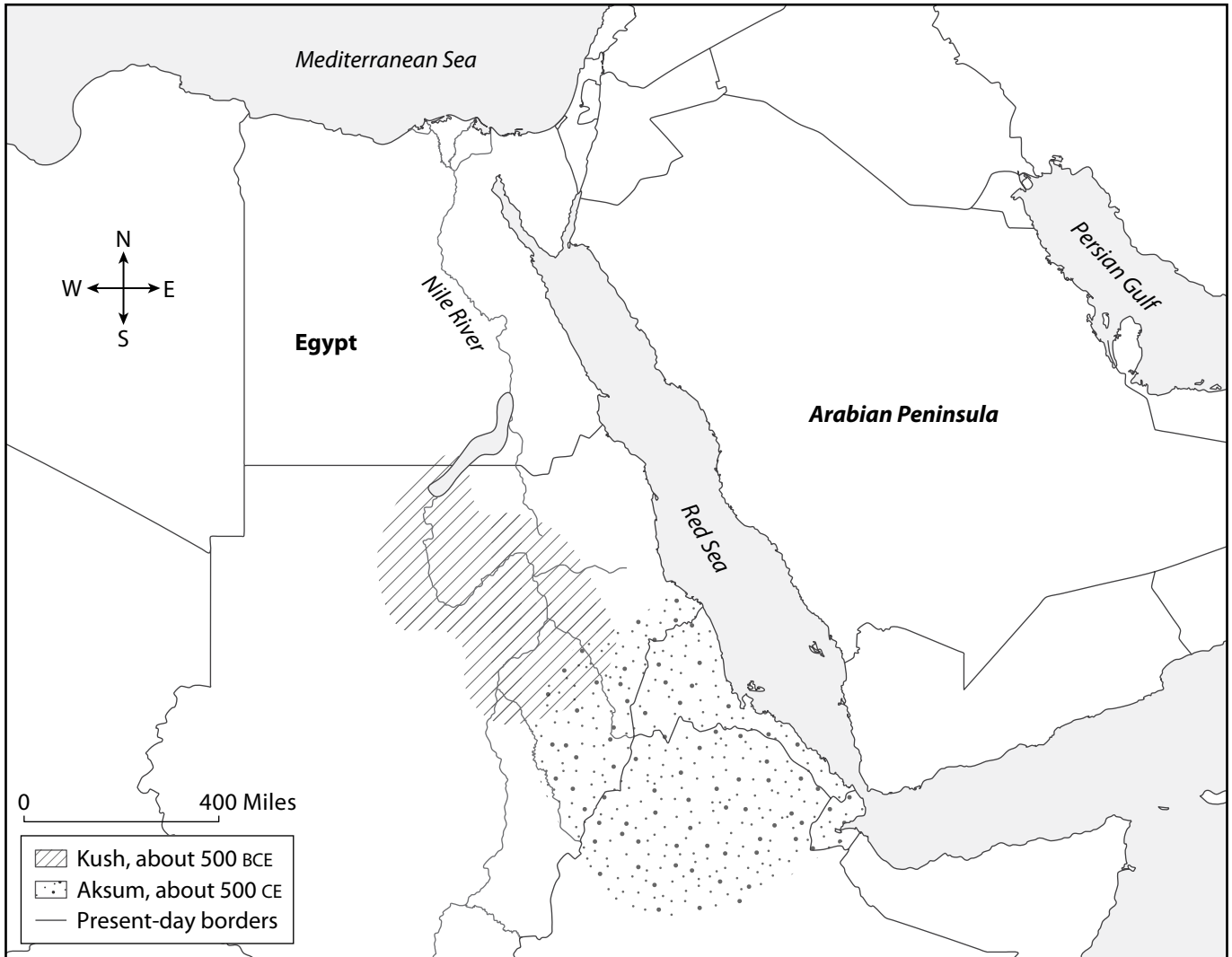
Date _____

Activity Page 2.1

Use with Chapter 2

The Kingdoms of Kush and Aksum

Directions: Study the map. Use it to answer the questions on the next page.



Name _____

Date _____

Activity Page 2.1 *Continued*

Use with Chapter 2

1. Which kingdom controlled more of the Nile River? _____

2. Which kingdom was farther south? _____

3. Notice that some territory on the map is shown as being part of Kush and also part of Aksum. How can this be?

4. Write an interesting fact you learned about the kingdoms of Kush and Aksum.

Name _____

Date _____

Activity Page 2.2

Use with Chapter 2

Eyewitness to History: Egypt, Kush, and Aksum

Like all the kingdoms of Africa, the kingdoms of Egypt, Kush, and Aksum rose, prospered for a time, and then declined. When did events related to the rise and fall of these kingdoms happen?

A. Match the event on the left with the correct date on the right. Then write the date on the line. You can look at your book if you need help.

- | | |
|--|----------------|
| _____ 1. Egypt grows weak and Kush strikes. | 1500 BCE |
| _____ 2. Kingdom of Kush begins. | 730 BCE |
| _____ 3. Egypt was a stronger kingdom than Kush. | 591 BCE |
| _____ 4. Muslims move into Africa and begin to attack Aksum. | about 2000 BCE |
| _____ 5. Kush people seem to become Egyptian. | 700s CE |
| _____ 6. Egypt captures the capital of Kush. | 1500–1000 BCE |

B. Choose one of the events above and describe it in as much detail as you can. Write as though you were an eyewitness.

Name _____

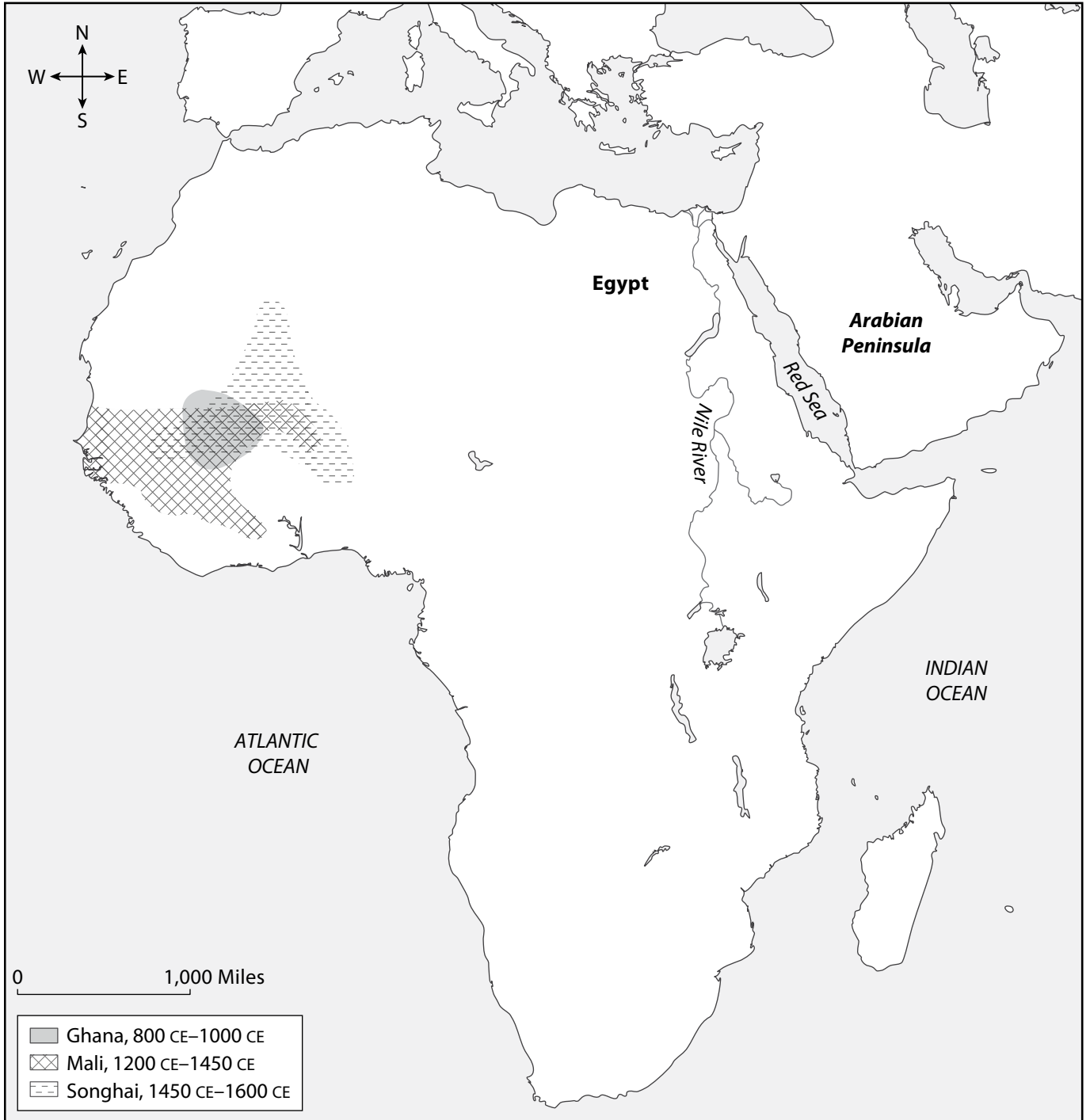
Date _____

Activity Page 4.1

Use with Chapter 4

Ghana, Mali, and Songhai

Directions: Study the map. Use it to answer the questions on the next page.



Name _____

Date _____

Activity Page 4.1 *Continued*

Use with Chapter 4

1. Which empire reached as far as the Atlantic Ocean?

2. Which was the smallest of the three empires?

3. Which empire stretched the farthest east?

Name _____

Date _____

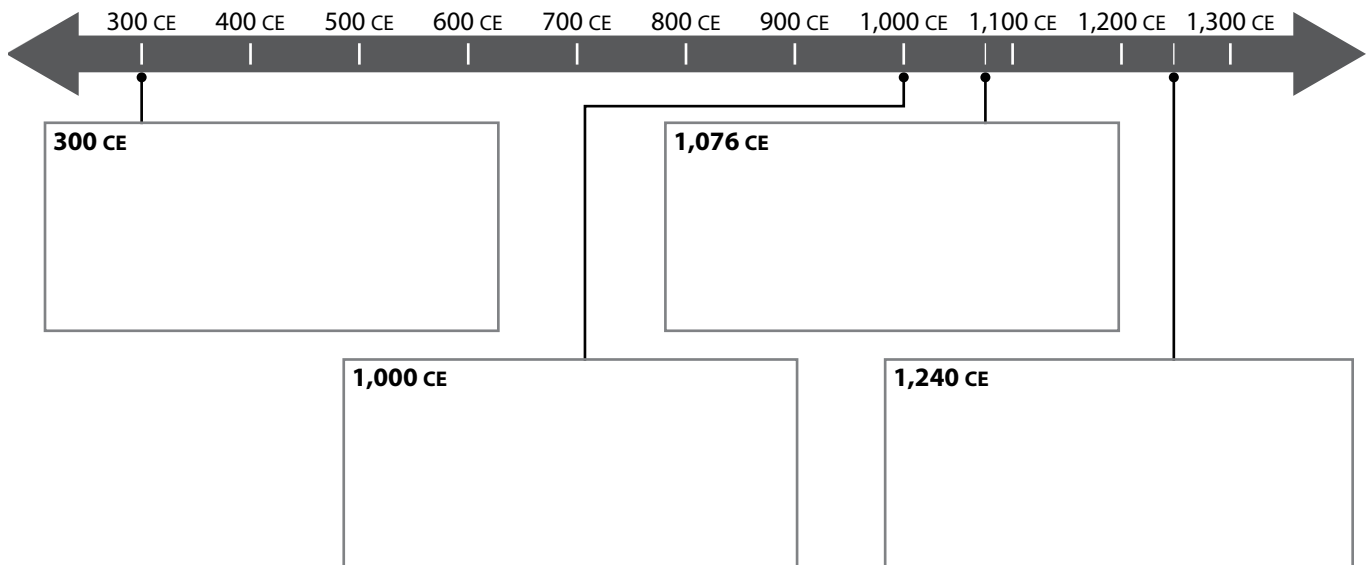
Activity Page 4.2

Use with Chapter 4

Timeline of the Kingdom of Ghana

The kingdom of Ghana, at its height one of the richest and most influential kingdoms in the world, became known as the "Land of Gold." But Ghana was eventually conquered, and it collapsed.

Directions: For each date on the Ghana timeline, write what happened in Ghana in the box. You may use your Student Reader for help.



Name _____

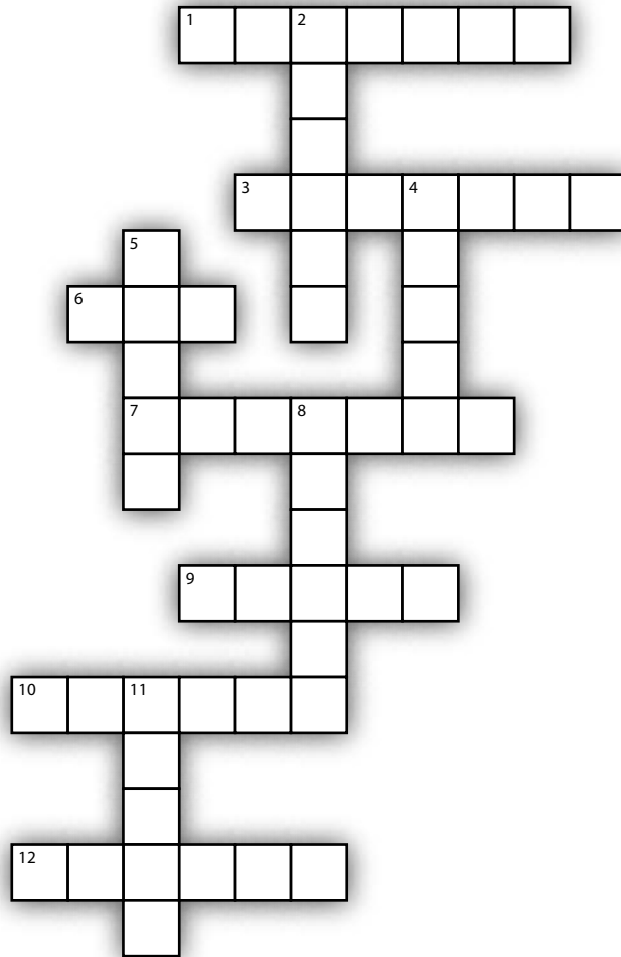
Date _____

Activity Page 4.3

Use with Chapter 4

Domain Vocabulary: Chapters 1–4

caravan	ravine	tax	incense	quill	kingdom
mosque	quarry	oasis	goods	empire	splay



Name _____

Date _____

Activity Page 4.3 Continued

Use with Chapter 4

Across

1. a group of travelers journeying together
3. a country ruled by a king or queen
6. money that people are required to pay to support the workings of the government
7. something that has a pleasant smell when it is burned
9. the central part of a bird's feather, often used as a tool for writing
10. a Muslim house of worship
12. a place where stone or minerals are taken from the earth

Down

2. a small, deep, narrow valley
4. items people want to buy
5. an area in the desert where there are water and plants
8. a group of countries or territories under the control of one government or one ruler
11. to spread out

Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Emperors of Mali

Sumanguru, of the Soso people, and Sundiata Keita, of the Mandinkas, battled for control of the kingdom of Mali. They were very different kinds of rulers. Compare the two men.

Directions: Choose the words and phrases from the box that describe each man and list them under his name.

brave	hungry for greatness
was paralyzed	known as "hungering lion"
merciless to the Mandinkas	cunning and cruel
conquered Mali	determined
saved a king's son	a hero to the Mandinkas
proud	king of the Soso people

Sumanguru

Sundiata

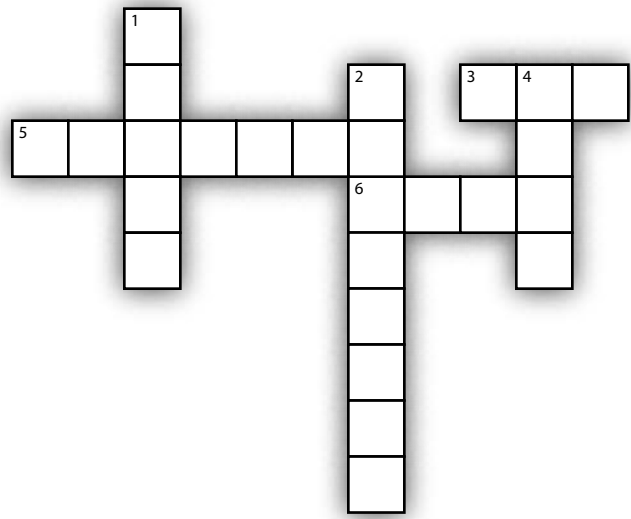
Activity Page 7.1

Use with Chapter 7

Puzzling Out the Songhai Empire

Directions: Use the clues below to complete the crossword puzzle.

Akil Gao Jenne Mali Songhai Timbuktu



Across

- 3. the home of Ali Kolon
- 5. empire that became a main power in West Africa
- 6. empire ruled by Mansa Musa

Down

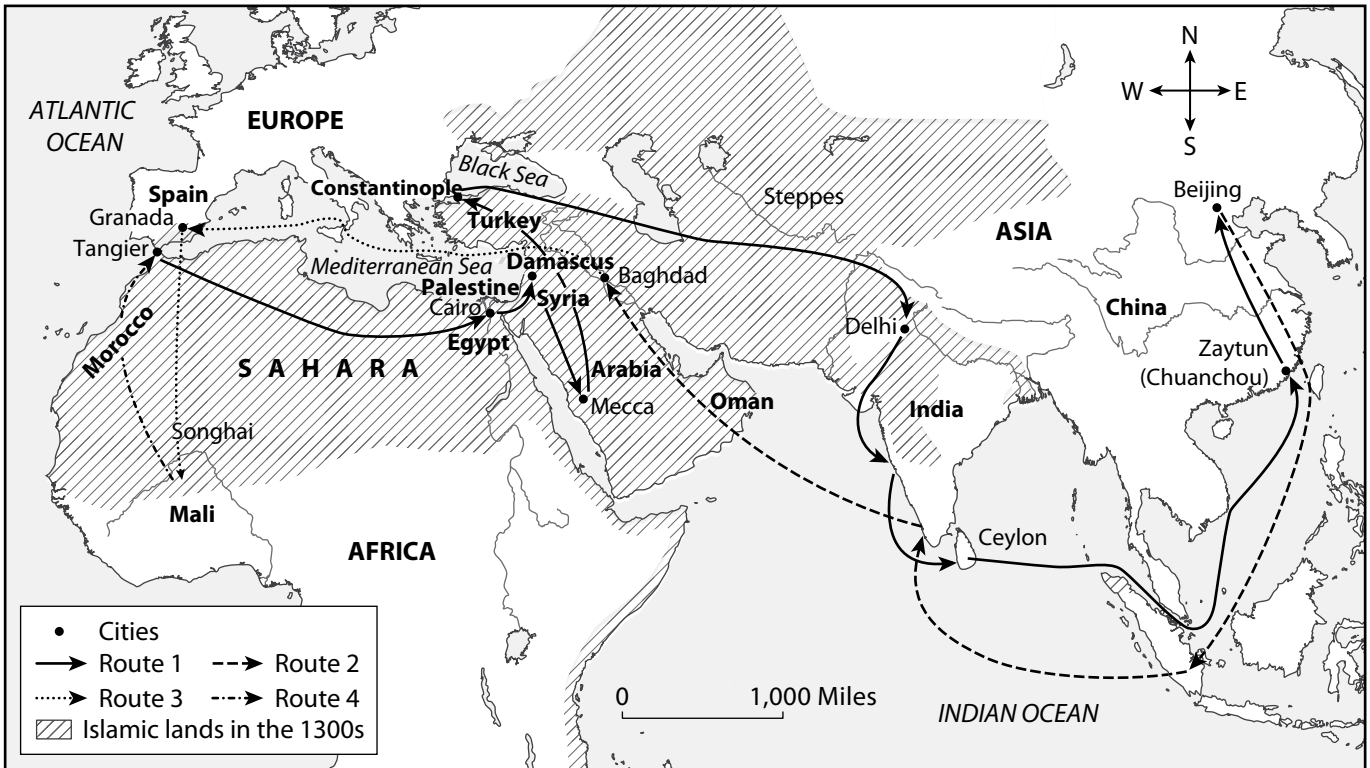
- 1. city that was sieged by Sonni Ali Ber
- 2. city sacked by Sonni Ali Ber
- 4. chief of the nomads who invaded Timbuktu

Activity Page 8.1

Use with Chapter 8

The Travels of Ibn Battuta

Directions: Study the map and answer the questions that follow.



1. Which two non-Islamic cities did Battuta travel through on Route 1?

2. Which two Islamic cities did Battuta visit on Route 3?

3. On which route did Battuta visit only one continent?

4. Using the map scale, estimate how far Battuta traveled from Grenada to Mali on Route 3?

Name _____

Date _____

Activity Page 8.2

Use with Chapter 8

Domain Vocabulary: Chapters 5–8

Directions: Fill in the blanks using words from the text box.

captives	university	sultan	sacked	dynasty	craters	siege	devout
----------	------------	--------	--------	---------	---------	-------	--------

1. The Songhai princes were _____ of the Mali Empire.
2. One of the _____ in the moon is named after Ibn Battuta.
3. Both Mansa Musa and Askia Muhammad were _____ Muslims.
4. The Sonni _____ ruled Songhai for many years.
5. Sonni Ber Ali _____ Timbuktu and took Jenne after a long _____.
6. A _____ in Delhi appointed Ibn Battuta as a judge.
7. Timbuktu was the site of a famous Muslim _____.

Answer Key: *Early and Medieval African Kingdoms*

Unit Assessment (page 79–82)

1. b 2. b 3. a 4. b 5. c 6. c 7. d 8. a 9. c 10. b
11. a 12. a 13. b 14. b 15. c 16. c 17. a 18. a
19. d 20. b 21. d 22. h 23. a 24. j 25. b 26. i
27. c 28. e 29. f 30. g

Activity Pages

The African Continent (AP 1.2) (pages 88–89)

- about 3,500 miles
- five
- desert, Sahel, savanna, rainforest, savanna, desert, other forest areas

Geography of Africa (AP 1.3) (page 90)

- Nile River
- Sahel
- Red Sea
- Kalahari Desert
- Mediterranean Sea

Team Map Challenge: African Countries (AP 1.4) (page 91)



The Kingdoms of Kush and Aksum (AP 2.1) (pages 92–93)

- The kingdom of Kush
- the kingdom of Aksum
- Different time periods in history are shown.
- Answers will vary.

Eyewitness to History: Egypt, Kush, and Aksum (page 94)

Part A.

- 730 BCE
- about 2000 BCE
- 1500 BCE
- 700s CE
- 1500–1000 BCE
- 591 BCE

Part B. Answers will vary. The description should include the details that most clearly identify the event and show its significance in its historical setting.

Ghana, Mali and Songhai (AP 4.1) (pages 95–96)

- Mali
- Ghana
- Songhai

Timeline of the Kingdom of Ghana (AP 4.2) (page 97)

- 300: beginning of kingdom of Ghana
1000: peak of power in kingdom of Ghana
1076: Kumbi is conquered.
1240: Sundiata Keita captures Kumbi.

Domain Vocabulary Chapters 1–4 (AP 4.3)
(pages 98–99)

Across

1. caravan
3. kingdom
6. tax
7. incense
9. quill
10. mosque
12. quarry

Down

2. ravine
4. goods
5. oasis
8. empire
11. splay

Emperors of Mali (AP 5.1)
(page 100)

Sumanguru

merciless to the Mandinka
conquered Mali
saved a king's son
cunning and cruel
king of the Soso people

Sundiata

was paralyzed
proud
hungry for greatness
determined
a hero to the Mandinkas
brave
known as "hungering lion"

Puzzling Out the Songhai Empire (AP 7.1)
(page 101)

Across

3. Gao
5. Songhai
6. Mali

Down

1. Jenne
2. Timbuktu
4. Akil

The Travels of Ibn Battuta (AP 8.1)
(page 102)

1. Zaytun (Chuanhou) and Beijing
2. Baghdad and Grenada
3. Route 4
4. 1500 miles (2400 km)

Domain Vocabulary: Chapters 5–8 (AP 8.2)
(page 103)

1. captives
2. craters
3. devout
4. dynasty
5. sacked, siege
6. sultan
7. university



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Map of North Africa and West Africa, published in Strasbourg in 1522 (coloured engraving), Ptolemy (Claudius Ptolemaeus of Alexandria)(c.90–168)(after) / Bibliotheque des Arts Decoratifs, Paris, France / Archives Charmet / Bridgeman Images: 19

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Pilgrims on Mount Arafah on the 9th day of Dhul-Hijjah, 1918 (colour litho), Dinot, Alphonse Etienne (1861–1929) / Private Collection / Archives Charmet / Bridgeman Images: 61

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The Great Pyramid of Giza, English School, (20th century) / Private Collection / © Look and Learn / Bridgeman Images: 74

The markets in Jenne-jeno c.1000 AD (colour litho), Santore, Charles (b.1935) / National Geographic Creative / Bridgeman Images: 68

The North Side of Timbuktoo, from 'Les Voyages en Afrique' by Heinrich Barth published in 1857, (colour litho), Bernatz, Johann Martin (1802–1878) (after) / Bibliotheque Nationale, Paris, France / Archives Charmet / Bridgeman Images: 50

The tomb of Askia Mohammed, ruler of the Songhai empire from 1493 to 1528, at Gao / Werner Forman Archive / Bridgeman Images: 10l, 70

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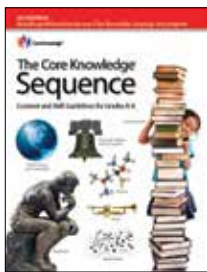
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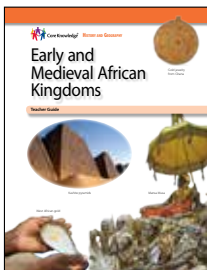
Early and Medieval African Kingdoms

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