Early and Medieval African Kingdoms

Teacher Guide

Kushite pyramids

Gold jewelry from Ghana

West African gold

Mansa Musa
Early and Medieval African Kingdoms

Teacher Guide
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# Early and Medieval African Kingdoms

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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

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## 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1580–1150 BCE</td>
<td>Early stages of Kush’s development</td>
</tr>
<tr>
<td>750–667 BCE</td>
<td>Kushite rule of Egypt</td>
</tr>
<tr>
<td>667 BCE</td>
<td>Kushites driven from Egypt by Assyrians</td>
</tr>
<tr>
<td>500s BCE – 600s CE</td>
<td>Kingdom of Aksum</td>
</tr>
<tr>
<td>350 CE</td>
<td>Kush conquered by Kingdom of Aksum</td>
</tr>
<tr>
<td>300–1200s CE</td>
<td>Empire of Ghana</td>
</tr>
<tr>
<td>1235–1450s CE</td>
<td>Empire of Mali</td>
</tr>
<tr>
<td>1235–c. 1255</td>
<td>Reign of Sundiata Keita in Mali</td>
</tr>
<tr>
<td>1307–1332</td>
<td>Reign of Mansa Musa in Mali</td>
</tr>
<tr>
<td>1461–1600s</td>
<td>Empire of Songhai</td>
</tr>
<tr>
<td>1493–1528</td>
<td>Reign of Askia Muhammad</td>
</tr>
</tbody>
</table>
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-Sahara 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
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-Sahara 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.

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 Chambézi 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
UNIT 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](http://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:

```
<table>
<thead>
<tr>
<th>3150 BCE</th>
<th>1500–1000 BCE</th>
<th>1000 BCE–500 BCE</th>
<th>500 BCE–1</th>
<th>1–500 CE</th>
<th>500 CE–1000 CE</th>
<th>1000 CE–1500 CE</th>
<th>1500 CE–2000 CE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter  1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 6 6 8</td>
<td>7 7</td>
</tr>
</tbody>
</table>
```

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.

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:

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

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:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Core Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>cape, oasis, ravine, nomadic, sorghum, kingdom, empire</td>
</tr>
<tr>
<td>2</td>
<td>natural resource, goods, ebony wood, incense, archeologist, artifact</td>
</tr>
</tbody>
</table>
Activity Pages

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

# 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

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<td><strong>Early and Medieval African Kingdoms</strong></td>
<td><strong>Early and Medieval African Kingdoms</strong></td>
<td><strong>Early and Medieval African Kingdoms</strong></td>
<td><strong>Early and Medieval African Kingdoms</strong></td>
<td><strong>Early and Medieval African Kingdoms</strong></td>
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<tr>
<td>“The Geographic Setting” Core Lesson and “World Map” (TG &amp; SR, Chapter 1, AP 1.1)</td>
<td>“Team Map Challenge: Countries of Africa” Core Lesson (TG &amp; SR, Chapter 1, Additional Activities; AP 1.4)</td>
<td>“The Kingdoms of Kush and Aksum” Core Lesson (TG &amp; SR, Chapter 2)</td>
<td>“Wonders of the African World: Black Kingdoms of the Nile” OR “The Fire on the Mountain” (TG, Chapter 2, Additional Activities;)</td>
<td>“Trans-Sahara Trade” Core Lesson (TG &amp; SR, Chapter 3)</td>
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## Week 2

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<th>Day 7</th>
<th>Day 8</th>
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<td>“Ghana, Land of Gold” Core Lesson (TG &amp; SR, Chapter 4)</td>
<td>“Mali and Sundiata Keita” Core Lesson (TG &amp; SR, Chapter 5)</td>
<td>“Wonders of the African World: The Road to Timbuktu” (TG &amp; SR, Chapter 5, Additional Activities)</td>
<td>“Medieval African Art: Bamana Headdress and Mask” (TG &amp; SR, Chapter 5, Additional Activities)</td>
<td>“Medieval African Art: Ife Brass Head and Benin Bronze Head” (TG &amp; SR, Chapter 5, Additional Activities)</td>
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## Week 3

<table>
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<th>Day 12</th>
<th>Day 13</th>
<th>Day 14</th>
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<td><strong>Early and Medieval African Kingdoms</strong></td>
<td><strong>Early and Medieval African Kingdoms</strong></td>
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## CKLA

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**INTRODUCTION**
# Early and Medieval African Kingdoms Pacing Guide

(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

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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

- 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 jutted 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

Introduce Early and Medieval African Kingdoms Student Reader

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”  

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”  

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.
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.

**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.
“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 VOCABULARY—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.
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.

**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**

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**

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.
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.

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.

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.

“The Egyptian Civilization,” Page 13

Scaffold understanding as follows:

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

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

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)**

**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)**

**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](http://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 archaeologists studied the ancient vase made by the people of Aksum.

Variation(s): archaeologists

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.

“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.
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

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 archaeologist 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.

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

**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

**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.

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**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.)
Trans-Sahara Trade

The Big Question: How did trade help spread ideas?

Primary Focus Objectives

✓ Describe how, what, and by whom trans-Sahara trade was conducted. (RI.4.1)
✓ Understand the importance of trans-Sahara 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

- 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-Sahara 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-Sahara 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.
In the 700s CE, when Arabs of the eastern Mediterranean conquered North Africa and Spain, the trade routes were extended even farther. Camels were often called “ships of the desert” because they carried goods and people across vast deserts. Trade helped transport new ideas from the east to Spain and beyond.

Camel Caravans

Yusef belonged to a caravan, Yusef was a slave, and he had grown up with camels. Camels were used to transport both people and goods across the desert in the same way ships transported people across oceans. Camels were often called “ships of the desert.”

Ships of the Desert, Pages 24–26

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.
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.

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.
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

- 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
THE CORE LESSON 35 MIN

Introduce “Ghana, Land of Gold” 5 MIN

Ask students to recall what they discussed in the previous lesson. Students should remember that trans-Sahara 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-Sahara 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.
“Ghana Flourishes,” Pages 31–33

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.

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

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

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

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

- 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.
Cunning and cruel, Sumanguru taxed the people of Mali without mercy. He took their gold, silver, and cotton, and used it to enrich his own people. To eliminate any rivals for his throne, Sumanguru decided to kill all of the former king’s sons. The Mandinka people admired Sundiata and his bravery. They looked to Sundiata to rescue them from Sumanguru’s hard rule. Sundiata even became a great horseman and hunter.

One of Mali’s early rivals was the Soso kingdom. The Sosos lived in what is now the country of Guinea. King Fofana, a man renowned for his bravery, led the Soso people. He was not afraid to challenge powerful rulers. One of Fofana’s enemies was Sumanguru. Fofana realized that 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. He even learned to ride horses.

A Moment of Mercy

Sumanguru decided to spare the life of a young Mandinka prince named Sundiata. But Fofana and the Soso soldiers once again turned against Sumanguru. His soldiers were beaten, and Sumanguru disappeared when an arrow struck him. A giant tree sprung up where Sumanguru stood. There are also legends that tell of Sundiata’s bravery.

According to one Mandinka legend, Sumanguru decided to spare Sundiata because the boy had special powers that protected him from injuries during battle. The text from which Sundiata’s name comes, Fofana’s words to Sundiata, and Sundiata’s original plan to rescue Sumanguru and Fofana’s army are all from this legend.

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.
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

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**

**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](http://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**

**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](http://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

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
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

• 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
The Core Lesson 35 min

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.
**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.**

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

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](http://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.)
CHAPTER 7

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.

devoit, 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.
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 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.
after civil and other African kingdoms. Some enslaved workers kept secret religions, while others practiced religions that were not tolerated in many parts of Timbuktu. Muslim scholars, teachers, and students were happy to have a place where they could practice their faith in peace. In 1492, Askia Muhammad died while serving a pilgrimage to Mecca. After his death, his sons continued to rule the empire.

Askia Muhammad's Pilgrimage

Sonni Ali Ber died in 1492, but Askia Muhammad continued the Songhai Empire. Askia Muhammad was a devout Muslim. He led a pilgrimage to Mecca from West Africa. Askia Muhammad also bought souvenirs and buildings so that West Africans could find places to stay. He also gave one-third of his gold to charity. Another third paid for wonderful souvenirs. The remaining third paid for soldiers. Askia Muhammad also owned many horses to make his pilgrimage easier. He also owned many gold coins to make his pilgrimage easier. He also owned many gold coins to make his pilgrimage easier.

Askia Muhammad's soldiers invaded the lands of the Hausa people in Nigeria. Askia Muhammad took many prisoners. Many of these prisoners were sold to other African kingdoms. Askia Muhammad also took a great deal of gold. He sent his army to Mecca in 1495 to make a pilgrimage. Askia Muhammad also sent his army to Mecca in 1495 to make a pilgrimage. Askia Muhammad also sent his army to Mecca in 1495 to make a pilgrimage.
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.

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**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

**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 then 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.
Ibn Battuta’s Travels

Battuta visited the city of Constantinople. After two years in Spain, he traveled to the Holy Land. He returned to India, and then traveled to Arabia. He continued on to the Persian Gulf, and then sailed along the Red Sea on his way to Mecca. He made a pilgrimage to Mecca and studied there. He also became a judge, a skill he used during his travels.

After his last journey, Ibn Battuta returned home where he spent his last days. He died in about 1368. Ibn Battuta’s extraordinary travels made him famous in his own day. But because he wrote down his adventures, he is still famous today. 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.

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.
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)**

**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)**

**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.
Online Resources and Activities 30 MIN

**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](http://www.coreknowledge.org/ckhg-online-resources)
Teacher Resources

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- Timeline of the Kingdom of Ghana (AP 4.2) 97
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Answer Key: *Early and Medieval African Kingdoms* 104

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 Batutta 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.

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

<table>
<thead>
<tr>
<th>Kingdom or Empire</th>
<th>Trade and the Development of Kingdoms and Empires</th>
</tr>
</thead>
</table>
| **Kush**          | • Controlled trade between central Africa and Egypt  
                   • Produced iron  
                   • Was conquered by and conquered the Egyptians |
| **Aksum**         | • Controlled trade from the Red Sea into eastern Africa  
                   • Traded goods from eastern Africa, India, Egypt, and Rome  
                   • Christianity arrived in Aksum. |
| **Ghana**         | • 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**          | • 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**       | • 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. |
Performance Task Activity: *Early and Medieval African Kingdoms*

You will write a brief essay that describes the role of trade in the development of African kingdoms and empires. Your essay should include five different examples of how trade helped these kingdoms and empires grow and develop. Make sure you use examples from at least three different kingdoms and empires. Remember, trade does not mean only swapping one good for another!

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *Early and Medieval African Kingdoms* for information.
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.

<table>
<thead>
<tr>
<th>Kingdom or Empire</th>
<th>Trade and the Development of Kingdoms and Empires</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kush</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Aksum</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ghana</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mali</strong></td>
<td>• Controlled the gold-salt trade</td>
</tr>
<tr>
<td><strong>Songhai</strong></td>
<td></td>
</tr>
</tbody>
</table>
The African Continent

Directions: Study the map. Use it to answer the questions on the next page.
Activity Page 1.2 Continued

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 

   ___________________________ 

   ___________________________ 

   ___________________________
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.
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.
Activity Page 2.1

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.
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?

**Activity Page 2.2**

**Eyewitness to History: Egypt, Kush, and Aksum**

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.  
   2. Kingdom of Kush begins.  
   3. Egypt was a stronger kingdom than Kush.  
   4. Muslims move into Africa and begin to attack Aksum.  
   5. Kush people seem to become Egyptian.  
   6. Egypt captures the capital of Kush.  

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egypt grows weak and Kush strikes.</td>
<td>1500 BCE</td>
</tr>
<tr>
<td>Kingdom of Kush begins.</td>
<td>730 BCE</td>
</tr>
<tr>
<td>Egypt was a stronger kingdom than Kush.</td>
<td>591 BCE</td>
</tr>
<tr>
<td>Muslims move into Africa and begin to attack Aksum.</td>
<td>about 2000 BCE</td>
</tr>
<tr>
<td>Kush people seem to become Egyptian.</td>
<td>700s CE</td>
</tr>
<tr>
<td>Egypt captures the capital of Kush.</td>
<td>1500–1000 BCE</td>
</tr>
</tbody>
</table>

B. **Choose one of the events above and describe it in as much detail as you can. Write as though you were an eyewitness.**
Activity Page 4.1

Ghana, Mali, and Songhai

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

- Ghana, 800 CE–1000 CE
- Mali, 1200 CE–1450 CE
- Songhai, 1450 CE–1600 CE
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?
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.
Domain Vocabulary: Chapters 1–4

caravan  ravine  tax  incense  quill  kingdom
mosque  quarry  oasis  goods  empire  splay
Activity Page 4.3 Continued  Use with Chapter 4

Across

1. a group of travelers journeying together
2. a small, deep, narrow valley
3. a country ruled by a king or queen
4. items people want to buy
5. money that people are required to pay to support the workings of the government
6. something that has a pleasant smell when it is burned
7. an area in the desert where there are water and plants
8. the central part of a bird’s feather, often used as a tool for writing
9. a Muslim house of worship
10. 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
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.

<table>
<thead>
<tr>
<th>brave</th>
<th>hungry for greatness</th>
</tr>
</thead>
<tbody>
<tr>
<td>was paralyzed</td>
<td>known as “hungering lion”</td>
</tr>
<tr>
<td>merciless to the Mandinkas</td>
<td>cunning and cruel</td>
</tr>
<tr>
<td>conquered Mali</td>
<td>determined</td>
</tr>
<tr>
<td>saved a king’s son</td>
<td>a hero to the Mandinkas</td>
</tr>
<tr>
<td>proud</td>
<td>king of the Soso people</td>
</tr>
</tbody>
</table>

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.

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
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?
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
27. c  28. e  29. f  30. g

Activity Pages

The African Continent (AP 1.2) (pages 88–89)

1. about 3,500 miles
2. five
3. desert, Sahel, savanna, rainforest, savanna, desert, other forest areas

Geography of Africa (AP 1.3) (page 90)

1. Nile River
2. Sahel
3. Red Sea
4. Kalahari Desert
5. Mediterranean Sea

Team Map Challenge: African Countries (AP 1.4) (page 91)

The Kingdoms of Kush and Aksum (AP 2.1) (pages 92–93)

1. The kingdom of Kush
2. the kingdom of Aksum
3. Different time periods in history are shown.
4. Answers will vary.

Eyewitness to History: Egypt, Kush, and Aksum (page 94)

Part A.
1. 730 BCE
2. about 2000 BCE
3. 1500 BCE
4. 700s CE
5. 1500–1000 BCE
6. 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)

1. Mali
2. Ghana
3. 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
2. ravine
3. kingdom
4. goods
5. tax
6. incense
7. quill
8. empire
9. mosque
10. quarry
11. splay

Down
2. goods
3. tax
4. gold
5. oasis
6. king
7. caravan
8. kingdom
9. incense
10. quill
11. splay
12. quarry

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 (Chuanchou) 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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