

EARLY AND MEDIEVAL AFRICAN KINGDOMS

Grade Level: 4TH Grade

Written by: Ginger Norton, The Classical Academy, Colorado Springs, Colorado

Length of Unit: Seven lessons (10 days, one day = 45 minutes)

I. ABSTRACT

This unit provides lessons for teachers to cover the content in the *Core Knowledge Sequence* for Early and Medieval African Kingdoms. Through reading, class discussion and activities, the students will gain an understanding of the major events and influential people of the two early African Kingdoms and the three Medieval Kingdoms. The students will also come to understand the importance of trade in developing these kingdoms. This unit uses a variety of learning methods including writing activities, diagramming, art and the use of student copybooks.

II. OVERVIEW

A. Concept Objectives

1. Students will develop an awareness of people, places and environments to understand the past. (adapted Colorado Geography Standard 6)
2. Students understand the chronological organization of history and know how to organize events and people. (adapted Colorado History Standard 1)
3. Students understand how economic activity have developed, changed, and affected societies throughout history. (adapted Colorado History Standard 4)
4. Students recognize that religious and philosophical ideas have been powerful throughout history. (Colorado History Standard 6)

B. Content from the *Core Knowledge Sequence* page 93

1. Geography of Africa
 - a. Mediterranean Sea and Red Sea; Atlantic and Indian Oceans
 - b. Cape of Good Hope
 - c. Madagascar
 - d. Major rivers: Nile, Niger, Congo
 - e. Atlas Mountains; Mt. Kilimanjaro
 - f. Contrasting climate in different regions:
 - i. Deserts: Sahara; Kalahari
 - ii. Tropical rain forests (along lower West African coast and Congo River)
 - iii. Savanna (grasslands)
 - iv. The Sudan (the fertile region below the Sahara, not the modern-day country)
2. Early African Kingdoms
 - a. Kush (in a region also called Nubia): once ruled by Egypt, then became rulers of Egypt
 - b. Axum: a trading kingdom in what is now Ethiopia
3. Medieval Kingdoms of the Sudan
 - a. Trans-Saharan trade led to a succession of flourishing kingdoms: Ghana, Mali, and Songhai
 - i. Camel caravans
 - ii. Trade in gold, iron, salt, ivory, and slaves
 - iii. The city of Timbuktu: center of trade and learning
 - iv. Spread of Islam into West Africa through merchants and travelers
 - v. Ibn Batuta

4. Mali: Sundiata Keita; Mansa Musa
 5. Songhai: Askia Muhammad
- C. Skill Objectives
1. Students will locate and label specific places in Africa on a map.
 2. The students will identify the area of Kush on a map of Africa.
 3. The students will identify important events and activities of the people of Kush.
 4. Students will identify the area of Axum on a map of Africa.
 5. Students will identify the important events of the Axum kingdom.
 6. Students will identify the area of Ghana on a map of Africa.
 7. Students will discuss and determine the two main items of trade in Ghana.
 8. Students will identify the impact Muslim invasions had on the downfall of Ghana.
 9. Students will locate the Mali kingdom on a map of Africa.
 10. Students will identify Sundiata Keita and Mansa Musa as important rulers of the Mali Empire.
 11. Students will identify the effect of Islam on the Mali kingdom.
 12. Students will locate the area of Songhai on a map of Africa.
 13. Students will write an expository paragraph on Askia Muhammad (Step-up-to-Writing).
 14. Students will identify the reasons why Ibn Batutta became a world traveler.
 15. Students will identify the places that Ibn Batutta traveled on a map.
 16. Students will learn Ibn Batutta's significance in West African history.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. Chu, Daniel and Elliott Skinner. *A Glorious Age in Africa*. Trenton, NJ; Africa World Press, Inc., 1998. (0-8050-4259-8)
 2. Hirsch, E.D. Jr. *Pearson Learning Core Knowledge History and Geography Fourth Level*. Parsippany, NJ: Pearson Education Inc., 2002. (0-7690-5025-5)
 3. Hirsch, E.D. Jr. *What Your Fourth Grader Needs to Know*. New York, NY; Dell Publishing, 1992. (0-385-31260-1)
- B. For Students
1. The students will have an understanding of Islam from a previous unit on Islam earlier in the year.
 2. The students will have knowledge of the Middle Ages from a unit on Europe in the Middle Ages from earlier in the year.

IV. RESOURCES

- A. *Pearson Learning Core Knowledge History and Geography Level Four* by E.D. Hirsch, Jr. (all lessons) (only one copy for the teacher is necessary; however, a class set is preferable)
- B. *Fire on the Mountain* by Jane Kurtz (Lesson Three)
- C. *A Glorious Age in Africa* by Daniel Chu and Elliott Skinner (Lesson Four)
- D. *What Your Fourth Grader Needs to Know* by E.D. Hirsh (Lesson Five)
- E. Student copybooks (these are black and white composition books created by the students with the intention of keeping student work together; using a notebook or folder will work as well) (all lessons)

V. LESSONS

Lesson One: Geography of Africa (approximately 45 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students develop an awareness of people, places and environments to understand the past.
2. Lesson Content – *Core Knowledge Sequence* page 93
 - a. Geography of Africa
3. Skill Objective(s)
 - a. Students will locate and label specific places in Africa on a map.

B. Materials

1. Appendix A: one copy for the teacher
2. Appendix B: Blank map of Africa (one per student; one transparency for the teacher)
3. Appendix C: one copy for the teacher or one/student
4. *Pearson Learning Core Knowledge History and Geography Level Four*
5. World map
6. Student copybooks
7. Colored pencils or crayons
8. Glue for every student
9. Scissors for every student
10. Butcher paper (optional activity)
11. Markers (optional activity)

C. Key Vocabulary

1. Cape – point or tip of land sticking out from the mainland into a body of water
2. Oasis – a small area in a desert that has water
3. Ravine – a narrow, steep valley
4. Nomadic – moving from place to place

D. Procedures/Activities

1. Tell the students that they will be learning about Early African Kingdoms and Medieval African Kingdoms in the weeks to come. First, however, they must learn a little about the geography of Africa.
2. As a class, locate Africa on a world map.
3. Divide the students into pairs. Pass out the blank maps of Africa (Appendix B) as well as one *Pearson Learning Core Knowledge* book per pair (a copy of a complete map of Africa may be used as well).
4. Using the map on page 123 of the *Pearson Learning Core Knowledge* book, have the students work together to locate and label the places listed on Appendix C.
5. After the students have labeled their maps, review the map together as a class. Students should check their maps as the teacher labels the transparency copy of the map.
6. Read pages 124-127 from *Pearson Learning Core Knowledge History and Geography Level Four* on the climate in different regions of Africa (this includes the deserts, tropical rain forests, Savanna, and the Sudan). While reading, locate each region on the map of Africa. Discuss the varying climates in each region.
7. Have the students color the rivers and seas blue and the mountains brown. Then, tell the students to cut out and paste the map into their copybooks (see resource section for an explanation of copybooks).
8. Optional – The teacher may draw and label a large map of Africa on butcher paper to use as a reference for future lessons.

- E. *Assessment/Evaluation*
1. Teacher will grade the map of Africa in the students' copybooks using Appendix A. Note – copybooks may be graded daily or periodically collected and graded. See the description of a copybook in the resource section.

Lesson Two: Kush (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students develop an awareness of people, places, and environments to understand the past.
 - b. Students understand the chronological organization of history and know how to organize events and people.
 2. Lesson Content
 - a. Early African Kingdoms (Core Knowledge page 93)
 3. Skill Objective(s)
 - a. The students will identify the area of Kush on a map of Africa.
 - b. The students will identify important events and activities of the people of Kush.
- B. *Materials*
1. Appendix A - one copy for teacher
 2. Appendix B - students will have this pasted in their copybooks
 3. Appendix D - one for the teacher
 4. Student copybooks
 5. Colored pencils
- C. *Key Vocabulary*
1. Civilization – a society, or group of people, who live in the same region and have similar values
 2. Pharaoh – ruler or king of an empire
 3. Incense – a substance that, when burned, gives off a pleasant fragrance
 4. Archaeologist – a scientist who studies remains from past civilizations
 5. Century – a period of one hundred years
- D. *Procedures/Activities*
1. Have the students draw a web for the kingdom of Kush in their copybooks (see Appendix D). Tell the students that they will be learning about the kingdom of Kush today.
 2. Tell the students to turn back in their copybooks to the map of Africa that they labeled in the previous lesson.
 3. Pass out the *Pearson Learning Core Knowledge* books (or read to the students if you only have a teacher copy). Read the first paragraph on page 128. From the information read in the first paragraph on page 128, locate the general area of Kush on the map. Tell the students to shade the area with a green colored pencil (or choose a class color to represent Kush). Then, have them start a key on the bottom of their map page by making a green square and writing the word Kush next to it. Tell them they will be labeling the other kingdoms as they are discussed.
 4. Before reading the following pages, tell the students that they will need to listen for important details about the kingdom of Kush and be prepared to share with the class. (Optional: Assign categories of information to a specific group of students. For example, tell four students to look for information regarding trade and assign four more students to look for major events that occurred during this period of time, etc.).

5. Read pages 128-130 of the *Pearson Learning Core Knowledge* books on the kingdom of Kush. Ask the students the following questions:
 - a. With who did the Kushites trade? Egyptians
 - b. What are some items that they traded with Egypt? Any of the items in the previously read section
 - c. What region attacked the Kushites around 1500 B.C.? Egyptians
 - d. Which kingdom attacked Kush and eventually destroyed it? Axum
 6. As a class, web important information about the Kush kingdom using Appendix D.
- E. *Assessment/Evaluation*
1. Teacher will grade the web in the students' copybooks, using the rubric on Appendix A.

Lesson Three: Axum (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students develop an awareness of people, places, and environments to understand the past.
 - b. Students understand the chronological organization of history and know how to organize events and people.
 - c. Students recognize that religious and philosophical ideas have been powerful throughout history.
 2. Lesson Content
 - a. Early African Kingdoms
 3. Skill Objective(s)
 - a. Students will identify the area of Axum on a map of Africa.
 - b. Students will identify the important events of the Axum kingdom.
- B. *Materials*
1. Appendix A: one for teacher
 2. Appendix B: one transparency for teacher
 3. Appendix E: one for teacher
 4. World map
 5. Student copybooks
 6. Colored pencils/crayons
 7. *Pearson Learning Core Knowledge Fourth Level* books
 8. *Fire on the Mountain*
- C. *Key Vocabulary*
1. Berbers – nomadic people living in North Africa and the Sahara
 2. Monastery – a place where monks live and worship
 3. Muslims – individuals who practice the religion of Islam
- D. *Procedures/Activities*
1. Begin by reviewing the previous lesson. Without allowing them to open up their copy books ask them the following questions:
 - a. What was the name of the first kingdom we studied? Kush
 - b. What was the main occupation of the Kush people that helped them to thrive? Trade
 - c. How did the Kush kingdom fall? It was attacked by the Axum kingdom and was destroyed.
 2. Tell the students that they will be learning about the Axum kingdom today. Start by reading *Fire on the Mountain* to them. Tell the students this is a folk talk from Ethiopia, the present region in which we find the Axum kingdom.

3. Using a world map, tell the students to locate Ethiopia on the present day map. Then, have the students use a red colored pencil/crayon to color that area of the map in their copybooks. Have them add the Axum region to their key at the bottom of the map.
 4. Have the students draw another web for the Axum kingdom in their copybooks.
 5. Read pages 130-131 in the *Pearson Learning Core Knowledge* book having the students look for specific information as they did in the previous lesson.
 6. Discuss one way the attack by the Axum kingdom on the Kush destroyed the Kush kingdom. (Trade routes through Kush were ignored and traders traveled to Axum by sea instead of traveling to Kush by land).
 7. As a class, web information for the Axum kingdom using Appendix E.
- E. *Assessment/Evaluation*
1. Oral review of the previous lesson.
 2. Teacher will grade the web in the students' copybooks, using the rubric on Appendix A.

Lesson Four: Ghana (approximately 90 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students develop an awareness of people, places and environments to understand the past.
 - b. Students understand the chronological organization of history and know how to organize events and people.
 - c. Students understand how economic activities have developed, changed, and affected societies throughout history.
 - d. Students recognize that religious and philosophical ideas have been powerful throughout history.
 2. Lesson Content
 - a. Medieval Kingdoms
 3. Skill Objective(s)
 - a. Students will identify the area of Ghana on a map of Africa.
 - b. Students will discuss and determine the two main items of trade in Ghana.
 - c. Students will identify the impact Muslim invasions had on the downfall of Ghana.
- B. *Materials*
1. *Pearson Learning Core Knowledge Level Four* books – one for the teacher
 2. *A Glorious Age in Africa* – optional source of information for teacher
 3. Appendix A: one copy for the teacher
 4. Appendix B: one transparency
 5. Appendix F: one copy for the teacher
 6. World map
 7. Student copybooks
 8. Colored pencils/crayons
 9. Gold nugget(s) (rock(s) spray-painted gold)
 10. Salt in a bowl
- C. *Key Vocabulary*
1. Caravan – a group of people and pack animals traveling together
 2. Provisions – food, water, and other necessary items

D. *Procedures/Activities*

1. Show the student where the medieval kingdom of Ghana would be located on the map of Africa. Have them color the area gold (or yellow) and add Ghana to the key at the bottom of the map.
2. Pass around the “gold nugget”. Spoon a small amount of salt into the children’s hands and let them taste it. Ask them to identify both items. Then, have the students brainstorm ideas for what these two items might have in common (this is simply an activity to peak the student’s curiosity. Do not be concerned if they do not have the correct answer).
3. Tell the students that today they will learn about Ghana, a prosperous and powerful kingdom. Tell the students that Ghana was also called the “Land of Gold”. In fact, an Arab explorer described the king as the “wealthiest of all kings on the face of the earth.”
4. Ask the students to brainstorm why Ghana might have been so prosperous. Have them look at their maps and think about the geographical location of Ghana. Read the last paragraph on page 135 of the *Pearson Learning Core Knowledge* book explaining how the location of Ghana put it (more specifically its capital, Kumbi Saleh) in the center of the major trade routes.
5. Discuss with the students how trade was important in Africa. Caravans would travel the Sahara trading food and precious items. Read the account of Yusef on pages 132-133 of the *Pearson Learning Core Knowledge* book to show the importance of trade.
6. Tell the students that the kings of Ghana recognized the importance of trade as well as the importance of Ghana’s location. Each king of Ghana collected taxes from merchants traveling through Ghana. The merchants paid taxes on what they brought through Ghana to sell. They also paid taxes on what they bought in Ghana. The money from these taxes went to the king’s treasury.
7. Remind the students that Ghana was called the “Land of Gold”. Tell them that this was not simply because the kings made shrewd decisions concerning trade. The kingdom of Ghana also possessed gold mines south of Ghana along the Senegal River. The kings of Ghana kept the gold nuggets found in these fields and allowed merchants and the people of Ghana to keep the gold dust that was found. This increased the wealth of the kings and allowed the kings to build a strong army that kept the cherished trade route safe.
8. Tell the students that even though Ghana did not have need for more gold, there was something that the kingdom of Ghana did not have but cherished more than gold. Remind the students of the salt that they tasted earlier in the lesson. Ask them to give you reasons why salt would be a valuable resource to have. Activate their prior knowledge of the Middle Ages in Europe. The students should recognize that salt was needed to keep meat and vegetables from spoiling in hot weather. Tell the students that it was also used as a medicine to treat illnesses. Also, salt is needed in hot climates, such as the Sahara, to replace the salt that the body loses from sweating. Salt was scarce in Ghana, so traders realized that they could trade it to the people of Ghana for a great amount of gold.
9. Tell the students that, while Ghana flourished for hundreds of years, eventually its prosperity began to decline. Read the legend of Ouagadou-Bida (wa-ga-doo-bee-dah) on pages 42-45 of *A Glorious Age in Africa* or read the adapted version in Appendix F.

10. Ask the students to give reasons for why the empire might have begun to decline. Then, read page 137 of *Pearson Learning* about the Muslim conquerors and the eventual downfall of Ghana by an attack from the Mali Empire.
 11. Tell the student to pretend that they are traders traveling through Ghana. Tell them to write a paragraph in their journals describing what they see when they arrive in Ghana. Remind them that this was a major trade stop for traders traveling through the Sahara so they need to include trading activity, such as caravans with camels and traders carrying salt, other food and precious items in their journal entries. Allow them to illustrate their work.
 12. Optional - Discuss the folktale of Ouagadou-Bida. Have the students write their own folktale about the collapse of Ghana. Allow them to illustrate their work if there is time.
- E. *Assessment/Evaluation*
1. Orally review the lesson with the class, asking these questions:
 - a. What did salt and gold have in common with each other? They were both important to the people of Ghana. The people of Ghana would trade their gold for salt.
 - b. Why was Ghana so prosperous? Its location put Ghana in the center of the main trade routes along the Sahara.
 - c. What caused the decline of Ghana? A group of Berbers attacked in the late 900s. Kumbi Saleh was conquered in 1076. Even though Ghana regained control, it never fully recovered. It was attacked and conquered by the Mali king Sundiata Keita.
 2. Teacher will use the rubric in Appendix A to grade the journal entry.

Lesson Five: Mali (approximately 90 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students develop an awareness of people, places and environment to understand the past.
 - b. Students understand the chronological organization of history and know how to organize events and people.
 - c. Students understand how economic activity have developed, changed, and affected societies throughout history.
 - d. Students recognize that religious and philosophical ideas have been powerful throughout history.
 2. Lesson Content
 - a. Medieval African Kingdoms
 3. Skill Objective(s)
 - a. Students will locate the Mali kingdom on a map of Africa.
 - b. Students will identify Sundiata Keita and Mansa Musa as important rulers of the Mali Empire.
 - c. Students will identify the effect of Islam on the Mali kingdom.
- B. *Materials*
1. Student copybooks
 2. Appendix G: one for the teacher
 3. Appendix H: one for the teacher
 4. Colored pencils
 5. *What Your Fourth Grader Needs to Know*
- C. *Key Vocabulary*
1. Brigand – bandit

2. Hajj – pilgrimage (trip) that devout Muslims make to Mecca
3. Emperor – a title give to the ruler of an empire or kingdom
4. Devout – very religious

D. *Procedures/Activities*

1. Tell the students to draw a Venn Diagram in their composition books (Appendix G). In the first circle have them write the name “Sundiata Keita”. In the second, write the name “Mansa Musa”. Tell the students that they will be learning about two great rulers of the Mali Empire today.
2. Begin by reading the story of Sundiata Keita to the students from the Pearson Learning Core Knowledge pages 138-139. Optional: Incorporate a character lesson into this story. Ask, “What positive character traits did Sundiata Keita possess that made him a great King? (Courage, Perseverance, Hope, etc.)
3. Tell the students that after Sundiata Keita died, his sons took over the throne. They took on the title of “Mansa” which means emperor. Have the students open up to page 152 in *What Your Fourth Grader Needs to Know* and read about Mansa Musa on their own. Have the class fill out the two circles in the Venn Diagram independently. As a class fill out the similarities between the two rulers (Appendix G).
4. Then, ask the students what comes to mind when they hear the name Timbuktu. Tell them that Timbuktu was a place in Africa that flourished during the Mali Empire. Tell the students they are going to be archaeologists today and discover the mysteries of Timbuktu.
5. Using Appendix H, play fact or fiction with the students. Before the lesson, copy Appendix H onto a transparency and cut the statements into strips or transfer the statements onto sentence strips. Pass out these strips to individual students. Each student will read the statement aloud, decide whether the statement is true or not and then place the strip under the Fact column or the Fiction column. After every statement has been placed have the students read the columns silently. Ask the students if any changes should be made. Once the students are satisfied with their answers, move any statements that are in the wrong column into the correct column.
6. Tell the students that they are going to reconstruct the city of Timbuktu in their copybooks. Using the facts they just learned about Timbuktu, have the students draw a picture in their copybooks of the flourishing city of Timbuktu. Remind them that they will need to add the mosque, and universities to their picture.
7. Tell the students that the empire of Mali enjoyed great prosperity for many years, but eventually began to decline when Mansa Maghan, the son of Mansa Musa, took the throne. Two things happened to cause the decline. First, Timbuktu was conquered and second, Mansa Maghan allowed two Songhai princes to escape and return to their homeland. Tell the students that they will discover more about these two incidents in the next lesson. When Mansa Maghan died, his uncle Mansa Sulayman took the throne and strengthened the Mali Empire again. However, when he died, there was no one to take his place. Mali had lost its control of the gold and salt trade across the Sahara by 1500 and eventually the Songhai Empire replaced Mali as the most powerful empire in western Africa.

E. *Assessment/Evaluation*

1. Teacher will use the rubric in Appendix A for the picture of Timbuktu
2. The teacher will grade the Venn Diagram of Sundiata Keita and Mansa Musa using the rubric in Appendix A. Note – this may be done after the lesson, or the teacher may periodically collect the copybooks and grade several pages at once.

3. Teacher will orally assess knowledge by asking review questions in the next lesson.

Lesson Six: Songhai (approximately 90 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students develop an awareness of people, places, and environments to understand the past.
 - b. Students understand the chronological organization of history and know how to organize events and people.
 - c. Students recognize that religious and philosophical ideas have been powerful throughout history.
2. Lesson Content
 - a. Medieval African Kingdoms
 - b. Expository Paragraph (Step-Up-to-Writing)
3. Skill Objective(s)
 - a. Students will locate the area of Songhai on a map of Africa.
 - b. Students will write an expository paragraph on Askia Muhammad (Step-up-to-Writing)

B. Materials

1. Colored pencils/crayons
2. *Pearson Learning Core Knowledge History and Geography Level Four*
3. Student Copybooks
4. Appendix J - one copy for the teacher

C. Key Vocabulary

1. Dynasty – a series of ruler who are related
2. Sack – to plunder; burn, and almost completely destroy a place
3. Alms – charity given to the poor
4. Sacred – holy

D. Procedures/Activities

1. Locate the area of Songhai on the map of Africa. Direct the students to color in the area with a blue pencil or colored pencil. Then, add Songhai to the key at the bottom of the map.
2. Tell the students that today they will be learning about the last empire in the Medieval African kingdom, the Songhai Empire. This was a kingdom with a history full of daring escapes, deceit, and great faith.
3. Ask the students to recall the last part of the previous lesson. Ask them what two events caused the Mali kingdom to decline. (The escape of the princes and the fall of Timbuktu.) Tell them that the escape of the princes and the fall of Timbuktu were related to each other. Briefly share the information from pages 144-145 in the *Pearson Learning Core Knowledge History and Geography* book about the escape of the Songhai princes.
4. Tell the students that the most influential ruler in the Songhai Empire was Askia Muhammad. Have the students draw a line down their page and tell them that they will be taking notes on Askia Muhammad. Have the students take two-column notes (Step-up-to-Writing) while the teacher reads the information on Askia Muhammad on page 146-147 of the *Pearson Learning Core Knowledge History and Geography*. Optional – if students are new to the note-taking process or need extra help, give them the topics on which they will be focusing. (See Appendix I for an example of two-column notes and topics to give the students) Note – other forms of note-taking may be used as well. Before reading, tell the

students that these notes will be used to write an 8-sentence expository paragraph later.

5. After the students are finished taking notes, have the students give you a list of details about Askia Muhammad. Write these details on the board.
6. Tell the students to write the title, "Askia Muhammad – King of Songhai" in their composition books. This will be where they write their expository paragraph.
7. As a class, develop a topic sentence for the expository paragraph. Students will write this in their copybooks. Then, tell the students to pick three facts from the board to put in their expository paragraph. They will need to come up with one explanation to include for each fact on their own. Direct the students to write the expository paragraph. Remind them to include a conclusion sentence.

E. *Assessment/Evaluation*

1. Teacher will grade the expository paragraph according to the rubric in Appendix A.

Lesson Seven: Ibn Battuta (approximately 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students develop an awareness of people, places and environments to understand the past.
 - b. Students recognize that religious and philosophical ideas have been powerful throughout history.
2. Lesson Content
 - a. Medieval African Kingdoms
3. Skill Objective(s)
 - a. Students will identify the reasons why Ibn Battuta became a world traveler.
 - b. Students will identify the places that Ibn Battuta traveled on a map.
 - c. Students will learn Ibn Battuta's significance in West African history.

B. *Materials*

1. *Pearson Learning Core Knowledge* book
2. World map

C. *Key Vocabulary*

1. Steppe – grassland plain
2. Sultan – a king or sovereign ruler of a Muslim country
3. Skullcap – a small round cap usually worn on the back of a man's head

D. *Procedures/Activities*

1. Tell the students that today they will be traveling the world with famous world traveler, Ibn Battuta. Ibn Battuta was a devout Muslim who first began his travels with a pilgrimage to Mecca. He spent three years in Mecca where he studied Islamic law. When he finished his studies, he qualified as a Muslim judge.
2. Using the information on pages 148-149 of the *Pearson Learning Core Knowledge* book, and a world map, trace the paths of Ibn Battuta on his four trips.
3. Tell the students that Ibn Battuta is important to history scholars because he provided them with great descriptions of his travels by recording these travels in a book. He called his book *Rihlah*, which means "The Journey".
4. Read this excerpt from Battuta's book concerning the kingdom of Mali (this excerpt may also be found in the *Pearson Learning Core Knowledge History and Geography* book):

"On certain days the sultan holds audiences in the palace yard, where there is a platform under a tree...It is carpeted with silk and has cushions placed on it. The sultan comes out of a door in a corner of the palace, carrying a bow in his hand and a quiver on his back. On his head he has a golden skullcap...His usual dress is a velvety red tunic...The sultan is preceded by his musicians, who carry gold and silver guimbris (two-stringed guitars)."

Discuss how this selection would give people a picture in their head of the Mali Kingdom.

- E. *Assessment/Evaluation*
1. Ask the students the following questions:
 - a. Why did Ibn Batutta first begin to travel? As a devout Muslim he was going on a pilgrimage to Mecca.
 - b. What great contribution did Ibn Batutta make to society? He gave us a travel book which described his travels and the places to which he traveled.
 - c. What was the name of his travel book? *Rihlah* or the *The Journey*

VI. CULMINATING ACTIVITY

- A. Give the test that is found in Appendix J. The teacher may also have the students develop their own study guide based on the content covered in the test.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Grading Rubric
- B. Appendix B: Map of Africa
- C. Appendix C: Parts of Africa
- D. Appendix D: Kush Kingdom Web
- E. Appendix E: Axum Kingdom Web
- F. Appendix F: Legend of Ouagadou-Bida
- G. Appendix G: Venn Diagram
- H. Appendix H: Fact or Fiction
- I. Appendix I: Two-Column Notes on Askia Muhammad
- J. Appendix J: Final Test
- K. Appendix K: Final Test Key

VIII. BIBLIOGRAPHY

- A. Brook, Larry. *Daily Life in Ancient and Modern Timbuktu*. Minneapolis, MN: Ronestone Press, 1999. 0-8225-3215-8.
- B. Chu, Daniel and Elliott Skinner. *A Glorious Age in Africa*. Trenton, NJ: Africa World Press, Inc., 1998. 0-8050-4259-8.
- C. Hirsch, E.D. Jr. *Pearson Learning Core Knowledge History and Geography Fourth Level*. Parsippany, NJ: Pearson Education Inc., 2002. 0-7690-5025-5.
- D. Hirsch, E.D. Jr. *What Your Fourth Grader Needs to Know*. New York, NY: Dell Publishing, 1992. 0-385-31260-1.
- E. Hull, Robert. *Stories from West Africa*. Italy: Steck-Vaughn Company, 2000. 0-7398-1333-1.
- F. Hurtz, Jane. *Fire on the Mountain*. New York, NY: Simon and Schuster, 1998. 0-689-81896-3.
- G. "Map of Africa". ABC Teach (On-line). Available URL: <http://www.abcteach.com/Savannah/map.htm>.
- H. McKissack, Patricia and Fredrick. *The Royal Kingdoms of Ghana, Mali, and Songhay*. New York, NY; Henry Holt and Company, 1994. 0-8050-4259-8.

**Appendix A, page 1
Grading Rubrics**

Lesson One – Map Africa

Mastery 7-8	Highly Proficient 5-6	Proficient 3-4	In Progress 1-2	Score
All locations were labeled correctly; all places were neatly labeled and easy to read; coloring was neat.	Labeling was accurate, complete, and neat.	Labeling was mostly correct, complete and neat.	Labeling was correct but map was not complete or neat.	

Lesson Two – Kush Kingdom Web

	Mastery 4	Highly Proficient 3	Proficient 2	In Progress 1	Score
Content	Information is correct and includes information in all the following categories: Period of Prosperity Trade Invasions Fall of kingdom	Information is correct and includes most of the information in the following categories: Period of Prosperity Trade Invasions Fall of kingdom	All or most of information is correct and includes some of the information in the following categories: Period of Prosperity Trade Invasions Fall of kingdom	Significant lack of information and/or incorrect information.	
Appearance	Handwriting is neat and information is easy to read. Spelling is correct.	Handwriting is legible and can be read. Spelling is mostly correct.	Handwriting is legible but a little difficult to read. Significant spelling mistakes.	Handwriting is barely legible and very difficult to read. Significant lack of effort in attempting to spell.	

Appendix A, page 2

Lesson Three – Axum Kingdom Web

	Mastery 4	Highly Proficient 3	Proficient 2	In Progress 1	Score
Content	Information is correct and includes at includes information in all the following categories: Trade One significant accomplishment Fall of kingdom	Information is correct and includes most of the information in the following categories: Trade One significant accomplishment Fall of kingdom	All or most of the information is correct and includes some of the information in the following categories: Trade One significant accomplishment Fall of kingdom	Significant lack of information and/or incorrect information.	
Appearance	Handwriting is neat and information is easy to read. Spelling is correct.	Handwriting is legible and can be read. Spelling is mostly correct.	Handwriting is legible but a little difficult to read. Significant spelling mistakes	Handwriting is barely legible and very difficult to read. Significant lack of effort in attempting to spell.	

Lesson 4 – Journal Entry

	Mastery 5	Highly Proficient 4	Proficient 3	In Progress 1-2	Score
Content	Students display an understanding of the lesson by giving information about trading activities, including camel caravans and items that would be traded. Information is given about the gold in Ghana. Paragraph is descriptive and displays effort.	Paragraph includes most information about trading activities in Ghana. Students show effort in writing the paragraph.	Paragraph includes some information about trading activities in Ghana. Students show effort in writing the paragraph.	Little information is given concerning trading activities and the abundance of gold in Ghana. There is a lack of effort in writing the paragraph.	
Organization	Paragraph makes sense and is written in a logical, descriptive manner that captivates the reader.	Paragraph makes sense and is written in a logical manner that the reader can understand.	Paragraph is difficult to understand because it is not written in a logical, descriptive manner.	Paragraph is not written logically and not descriptive or interesting to read.	

Appendix A, page 3

Lesson Five – Venn Diagram

Mastery 9-10	Highly Proficient 7-8	Proficient 4-6	In Progress 1-3	Score
Information is correct. Student includes the main events and actions of both kings. Diagram is complete.	Information is correct. Student includes most of the important events and actions of both kings. Diagram is complete.	Information is correct. Some information about both kings is included. Diagram is complete.	Little information is included in the diagram. Some information is incorrect. Diagram is not complete.	

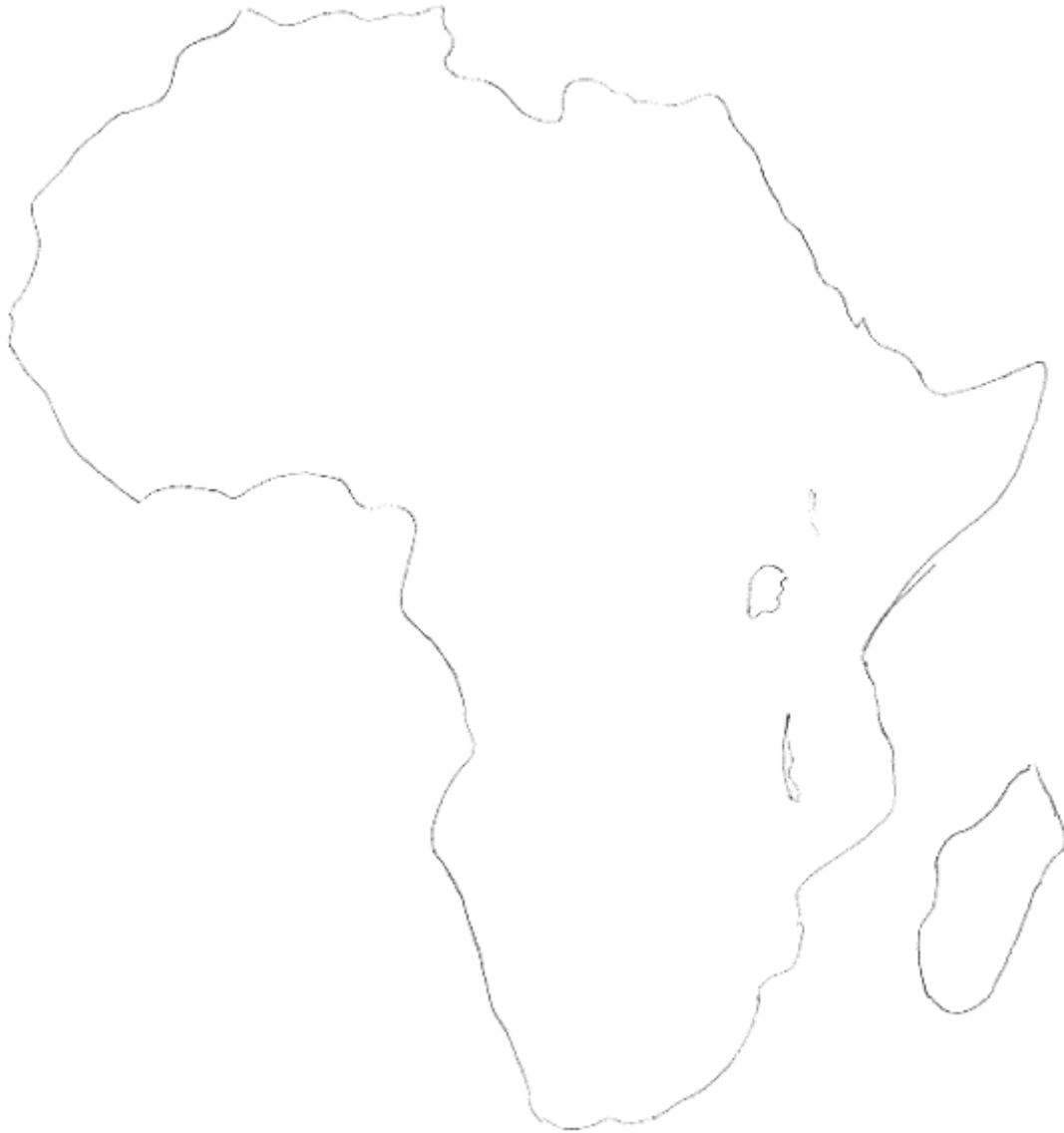
Lesson Five - Picture of Timbuktu

	Mastery 4	Highly Proficient 3	Proficient 2	In Progress 1	Score
Content	Student includes mosques, universities, libraries and trade activities in the pictures.	Student includes most of the buildings and trade activities in the picture.	Student includes some of the buildings and trade activities in the picture.	Student includes the little details and buildings in the pictures. Lack of trade activity in the picture.	
Appearance	Picture is beautifully drawn. Buildings are labeled correctly. Picture has been colored.	Effort is apparent in drawing. Buildings are labeled neatly. Picture has been colored.	Picture is legible. Buildings are labeled.	Picture is not drawn to the best of the student’s ability. Picture is not labeled.	

Lesson Six – Expository Paragraph

	Mastery 4	Highly Proficient 3	Proficient 2	In Progress 1	Score
Content	Student includes three details or facts and one explanation for each. Details and explanations in the paragraph are correct.	Student includes three details or facts and explanations for most. Details are correct.	Details are mostly correct. Student has included three details and facts. Some explanations are not included.	Details are incorrect. Student has not included any explanations for the details.	
Organization	Information is written in a logical order and includes the elements of an Expository paragraph (topic sentence, 3 detail sentences, 1 explanatory sentence for each detail, a conclusion sentence).	Information is written in a logical order and includes most of the elements of an Expository paragraph.	Reader has difficulty understanding the paragraph because the details jump around. Some elements of an Expository paragraph are missing from the paragraph.	The paragraph is not written in a logical order. Student does not follow the Expository paragraph format.	
Grammar	Spelling is mostly accurate. Sentences are complete. Student uses proper grammar.	Spelling is fairly accurate. Sentences are complete. Punctuation is mostly correct.	Most sentences are complete. Punctuation is mostly correct.	Most sentences are not complete. Lack of proper punctuation.	

Appendix B, page 1
Map of Africa



Appendix B, page 2



Appendix C

Parts of Africa

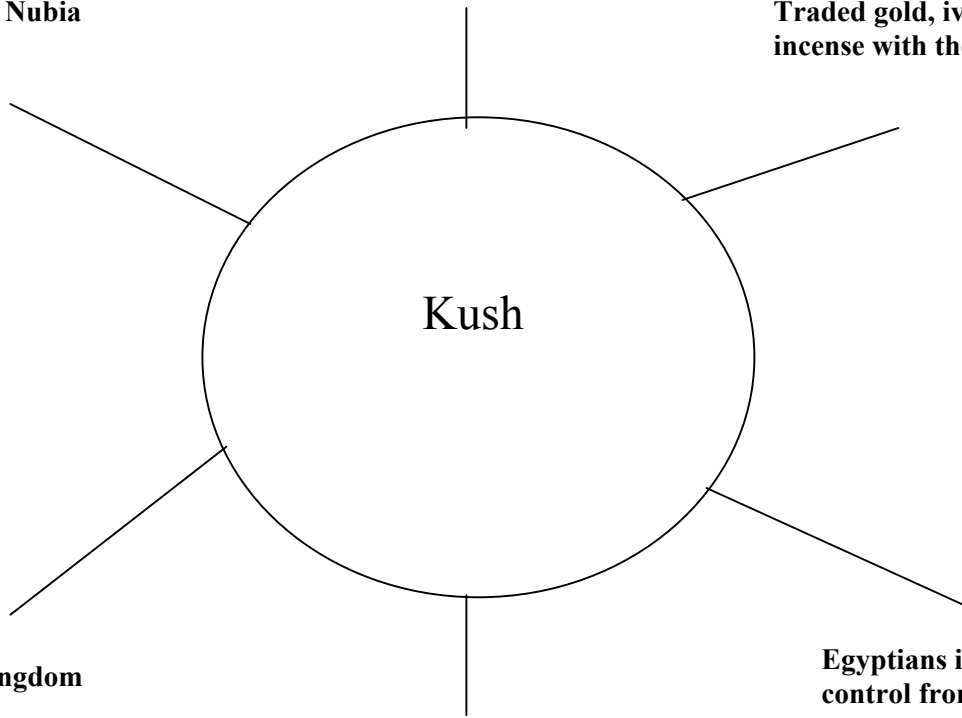
1. Mediterranean Sea
2. Red Sea
3. Atlantic Ocean
4. Indian Ocean
5. Cape of Good Hope
6. Madagascar
7. Nile River
8. Niger River
9. Congo River
10. Atlas Mountains
11. Mt. Kilimanjaro

**Appendix D
Kush Kingdom Web**

2000 B.C. – 4th century A.D.

Also called Nubia

Traded gold, ivory, and incense with the Egyptians

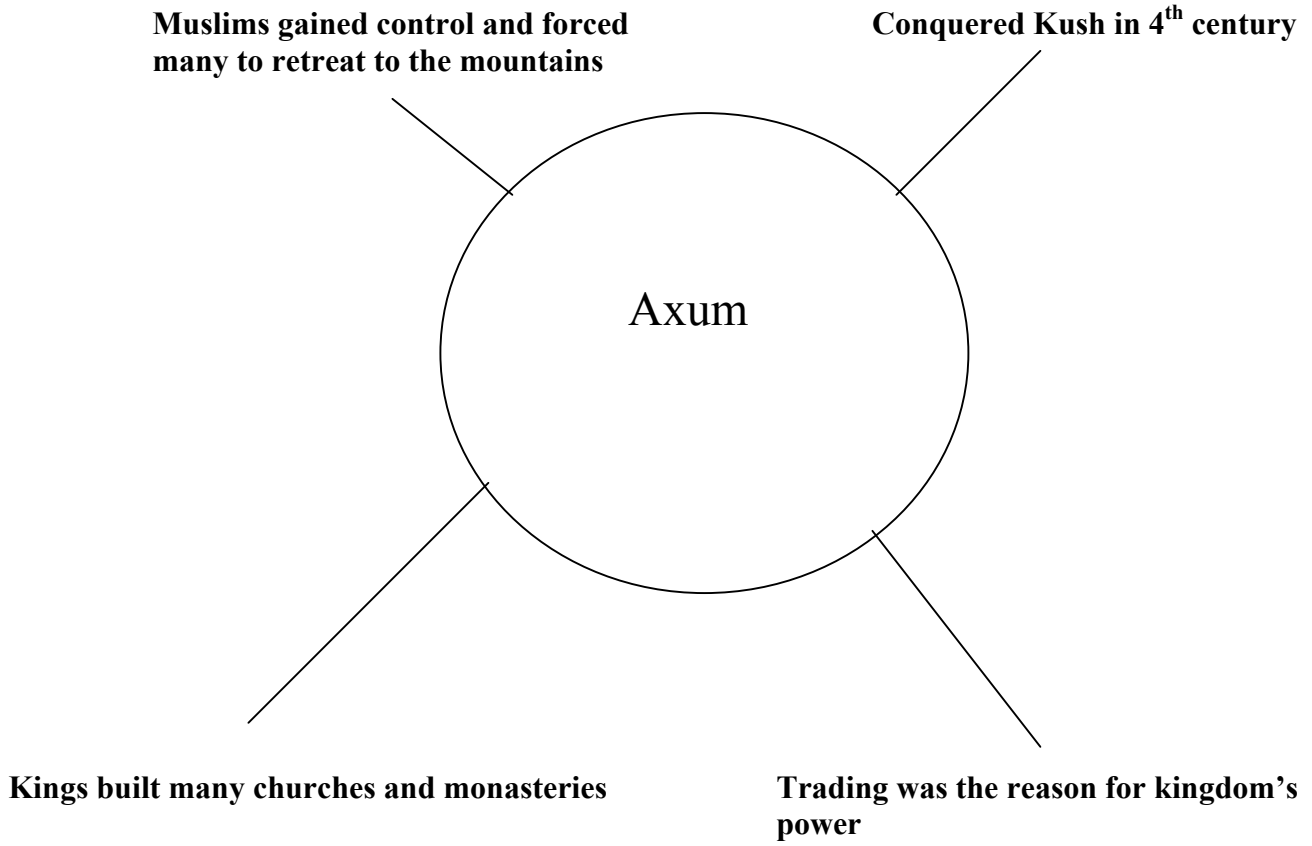


Fell to kingdom of Axum

Egyptians invaded and took control from 1500-730 B.C.

Regained control in 730 B.C.

Appendix E
Axum Kingdom Web



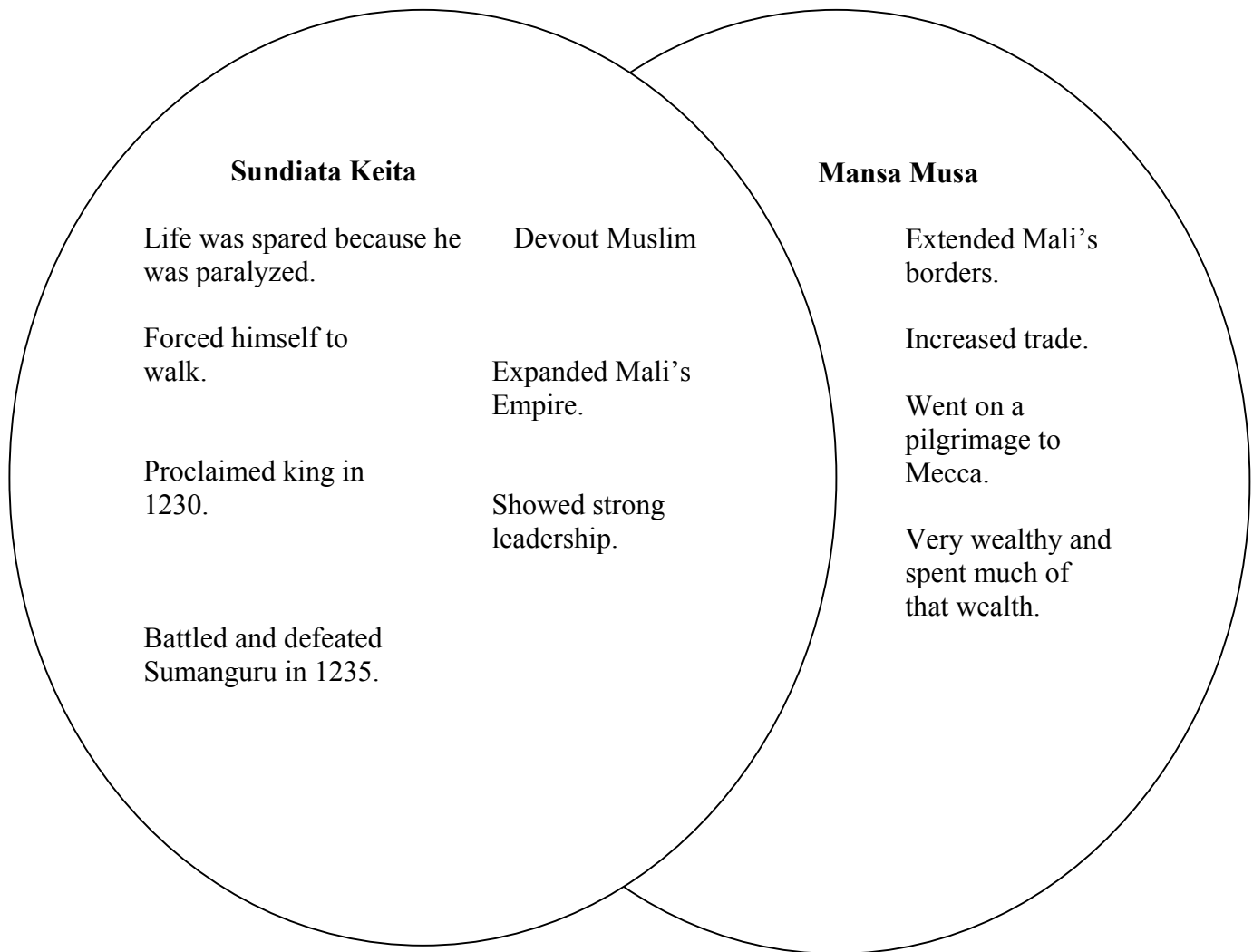
Appendix F
Legend of Ouagadou-Bida (wa-ga-doo-be-da)
(adapted from *A Glorious Age in Africa* by Daniel Chu and Elliott Skinner)

Although Islam was becoming a major religion in the kingdom of Ghana, many people still believed in spirits who protected their land. One such spirit was Ouagadou-Bida. Ouagadou-Bida was a great snake who lived in a dark cave in the Sacred Grove of Ghana's capital. This was a holy spirit that protected the clan from which Ghana's great kings came. Because the spirit protected the kingdoms, it was considered the protector of the entire kingdom of Ghana.

Legend claims that the spirit named Ouagadou-Bida required an annual sacrifice. Each year, according to legend, a beautiful girl was sacrifice to the great spirit so that it would continue to protect the kingdom. One year, a beautiful girl named Sia was chosen as the annual sacrifice. Alas, Sia was engaged to a great warrior named Amadou Sefedokote whose name means "Amadou who says little." Amadou was quite upset about this sacrifice and determined to do something about it. So, he crept into the Sacred Grove and hid behind a tree. When Ougadou-Bida came out of its cave, Amadou sliced off its head. Now, this snake was a spirit, so it did not die. Instead, it grew another head. The great warrior cut off the serpent's head seven times before the spirit died. Then the warrior took his beautiful Sia and rode away.

The people of Ghana wept when they heard the news. They knew that they needed the great spirit to protect their kingdom from harm. Soon, a terrible drought came upon the land. Crops and animals died. According to legend, the terrified people of Ghana became nomads, traveling from place to place and never to experience the glory of the kingdom of Ghana again.

**Appendix G
Venn Diagram**



Appendix H
Fact or Fiction (Timbuktu)

Fact	Fiction
Timbuktu was a great city for learning and trade.	Timbuktu was a city of great conflict from the beginning of its existence.
There were many mosques in Timbuktu.	Christianity was the main religion of Timbuktu.
Timbuktu had a Muslim university.	Timbuktu was not a well-known city.
Muslim scholars traveled to Timbuktu to study at the university.	Timbuktu continues to flourish today.
Timbuktu had a library.	Great amounts of gold were found in this city.
Its fame spread throughout western and northern Africa.	
Timbuktu fell upon hard times in the early 1400's	
Timbuktu reached the height of its glory during the Songhai empire.	

Appendix I
Two-Column Notes on Askia Muhammad

<p>Trouble for the Songhai Empire</p>	<p>After Sonni Ali Ber died, his son took the throne.</p> <p>Muslims did not accept the son as Emperor.</p> <p>Soldier named Askia Muhammad led a revolt and won. Established the Askia kingdom.</p>
<p>Religious Faith</p>	<p>Devout Muslim.</p> <p>Allowed people of Songhai freedom from religious persecution.</p> <p>Went on a two-year pilgrimage to Mecca.</p> <p>Appointed Muslim judges and used Muslim justice in place of traditional laws.</p> <p>Helped to spread Islam.</p>
<p>Expansion of Songhai Empire</p>	<p>Took over land to the west that had been a part of Mali.</p> <p>Conquered land to south.</p> <p>Invaded people to east of Niger River.</p> <p>Chased nomadic tribes into the Sahara.</p> <p>Created a large, well-run empire.</p>

Appendix J, page 1
Final Test

Name _____

Matching (1 point/each): Please match the following words to their correct definitions by writing the letter of the correct definition next to the vocabulary word.

- | | |
|----------------------|--|
| _____ Sundiata Keita | A. The “Land of Gold” |
| _____ Mansa Musa | B. Muslim world traveler |
| _____ Ibn Batutta | C. King who was crippled as a child |
| _____ Timbuktu | D. Devout Muslim king who was the son of Sundiata Keita |
| _____ Ghana | E. Cultural city of learning that had mosques, churches and universities |

Multiple Choice (1 point/each): Choose the best answer to the question by writing the correct letter in the blank.

- _____ The Kingdom of Kush fell to:
- a. Axum
 - b. Muslim invaders
 - c. Songhai Empire
 - d. Mansa Musa
- _____ An important economic activity that played an important role in the prosperity of all five African kingdoms was:
- a. Farming
 - b. Hunting
 - c. Trade
 - d. All of the above
- _____ This ruler of the Songhai Empire went on a two-year pilgrimage to Mecca:
- a. Sundiata Keita
 - b. Sumanguru
 - c. Ibn Batutta
 - d. Askia Muhammad
- _____ What kingdom was conquered by the Egyptians and subject to Egyptian rule for several hundred years?
- a. Kush
 - b. Axum
 - c. Mali
 - d. Ghana

Appendix J, page 2

Short Answer (5 points) Please answer the following question in complete sentences. Give as much detail as possible.

1. Why was the kingdom of Ghana so prosperous?

Geography of Africa (1 point/each) Study the map of Africa on the next page. Write the correct letter next to the place/body of water.

_____ Mediterranean Sea

_____ Red Sea

_____ Atlantic Ocean

_____ Indian Ocean

_____ Cape of Good Hope

_____ Madagascar

_____ Nile River

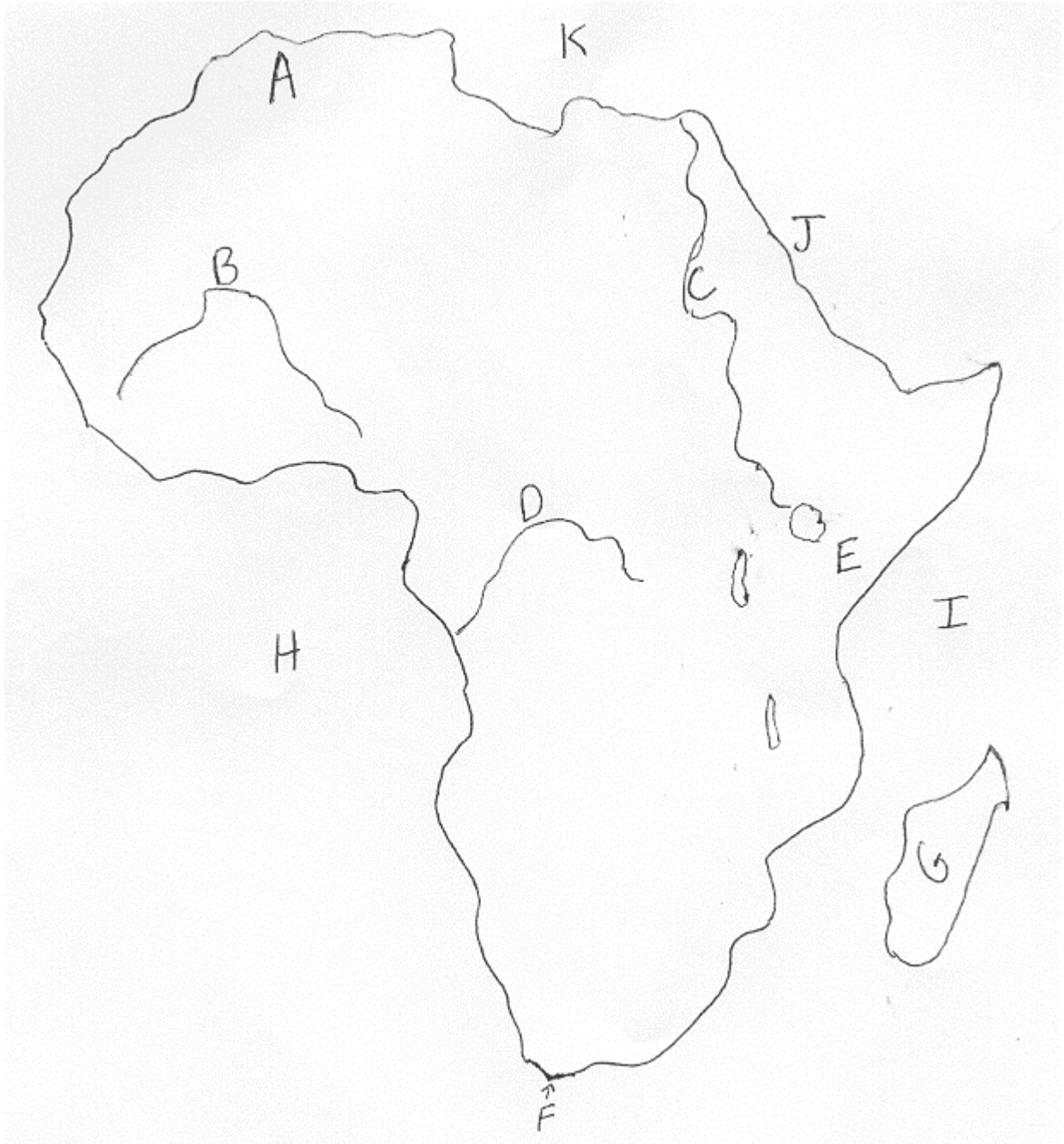
_____ Niger River

_____ Congo River

_____ Atlas Mountains

_____ Mt. Kilimanjaro

Appendix J, page 2
Blank Map of Africa



Appendix K, page 1
Final Test Key

Name _____

Matching (1 point/each): Please match the following words to their correct definitions by writing the letter of the correct definition next to the vocabulary word.

- | | |
|----------------------|--|
| __C__ Sundiata Keita | A. "Land of Gold" |
| __D__ Mansa Musa | B. Wrote the travel book named "Sihlah" |
| __B__ Ibn Batutta | C. King who was crippled as a child |
| __E__ Timbuktu | D. Devout Muslim king who was the son of Sundiata Keita |
| __A__ Ghana | E. Cultural city of learning that had mosques, churches and universities |

Multiple Choice (1 point/each): Choose the best answer to the question by writing the correct letter in the blank.

- __a__ The Kingdom of Kush fell to:
- a. Axum
 - b. Muslim invaders
 - c. Songhai Empire
 - d. Mansa Musa
- __c__ An important economic activity that played an important role in the prosperity of all five African kingdoms was:
- a. Farming
 - b. Hunting
 - c. Trade
 - d. All of the above
- __d__ This ruler of the Songhai Empire went on a two-year pilgrimage to Mecca:
- a. Sundiata Keita
 - b. Sumanguru
 - c. Ibn Batutta
 - d. Askia Muhammad
- __a__ What kingdom was conquered by the Egyptians and subject to Egyptian rule for several hundred years?
- a. Kush
 - b. Axum
 - c. Mali
 - d. Ghana

Appendix K, page 2

Short Answer (5 points) Please answer the following question in complete sentences. Give as much detail as possible.

1. Why was the kingdom of Ghana so prosperous?

Answers may include the following information:

Ghana was in the path of trade routes through the Sahara Desert.

Ghana had gold mines that provided it with gold to trade for other items such as salt.

The kings of Ghana imposed taxes on merchants traveling through Ghana.

Give 2 points for complete sentences.

Give 1 point for every correct detail in the sentence(s).

Geography of Africa (1 point/each) Study the map of Africa on the next page. Write the correct letter next to the place/body of water.

 K Mediterranean Sea

 J Red Sea

 H Atlantic Ocean

 I Indian Ocean

 F Cape of Good Hope

 G Madagascar

 C Nile River

 B Niger River

 D Congo River

 A Atlas Mountains

 E Mt. Kilimanjaro