



Share the Wealth: Mansa Musa's Legacy

Trade and Religion in West Africa



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Grade Level	9th – 12th Grade	Time Frame	90 Minutes
Subject	Social Studies	Duration	1-2 Periods
Course	World History		

Essential Question

How does trade contribute to the spread of religion?

Summary

In this lesson, students learn about the way trade affects the spread of religion by studying the contributions of Mansa Musa to the culture of West Africa. Students examine the empire that Mansa Musa led by viewing images related to Mansa Musa's contributions, viewing a video, and reading an article about Mansa Musa. In an extension of learning, students learn about the annual re-plastering of the Grand Mosque and examine how it reflects Mansa Musa's impact in West Africa. This is a multimodality lesson, which means it includes face-to-face, online, and hybrid versions of the lesson. The attachments also include a downloadable Common Cartridge file, which can be imported into a Learning Management System (LMS) such as Canvas or eKadence. The cartridge includes interactive student activities and teacher's notes.

Snapshot

Engage

Students read an article about the richest people in history.

Explore

Students view photographs related to the Mali Empire to make inferences about Mansa Musa.

Explain

Students watch a video and read an article about Mansa Musa, summarizing both on a Paired Text H-Chart.

Extend

Students watch a video that details the annual re-plastering of the Grand Mosque.

Evaluate

Students respond to a reflection question about Mansa Musa's legacy.

Standards

Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))

WH.1.4: Evaluate the economic, political, and cultural impact of interregional trade networks.

Attachments

- [Common Cartridge—Share the Wealth.zip](#)
- [Lesson Slides—Share the Wealth.pptx](#)
- [Mansa Musa of Mali—Share the Wealth - Spanish.docx](#)
- [Mansa Musa of Mali—Share the Wealth - Spanish.pdf](#)
- [Mansa Musa of Mali—Share the Wealth.docx](#)
- [Mansa Musa of Mali—Share the Wealth.pdf](#)
- [Painting a Picture Chart Teacher's Notes—Share the Wealth.docx](#)
- [Painting a Picture Chart Teacher's Notes—Share the Wealth.pdf](#)
- [Painting a Picture Chart—Share the Wealth - Spanish.docx](#)
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- [Painting a Picture Chart—Share the Wealth.pdf](#)
- [Painting a Picture Image Packet—Share the Wealth - Spanish.docx](#)
- [Painting a Picture Image Packet—Share the Wealth - Spanish.pdf](#)
- [Painting a Picture Image Packet—Share the Wealth.docx](#)
- [Painting a Picture Image Packet—Share the Wealth.pdf](#)
- [Paired Texts H-Chart—Share the Wealth.pdf](#)

Materials

- Lesson Slides (attached)
- Painting a Picture Image Packet (attached; one per student)
- Painting a Picture Chart (attached; one per student)
- Painting a Picture Chart: Teacher's Notes (attached)
- Paired Texts H-Chart (attached; one per student)
- Mansa Musa of Mali reading (attached; one per student)
- Huffington Post article ([linked](#))

10 minutes

Engage

Teacher's Note: Lesson Preparation

Before beginning this lesson, print copies of the linked Huffington Post article for every student: "[Mansa Musa of Mali Named World's Richest Man of All Time; Gates and Buffet Also Make List](#)." Use the Chrome extension Mercury Reader (<https://learn.k20center.ou.edu/tech-tool/2169>) to make a clean version of the article without distractions.

Alternatively, you may plan to display the article for students to read or provide them with the link if students have access to internet-connected devices.

Use the attached **Lesson Slides** to guide the lesson. Show **slide 3**. Review the essential question with students. Show **slide 4** and review the lesson objectives with students.

Show **slide 5**. Introduce the [Think-Pair-Share](#) strategy.

Ask students to compile a list of the wealthiest people to ever live. After giving students a few minutes to make a list, have them share their lists with a partner. Ask volunteers to share their responses with whole class.

After students have created their individual lists and shared with classmates, pass out or display the Huffington Post article: "[Mansa Musa of Mali Named World's Richest Man of All Time; Gates and Buffet Also Make List](#)."

Show **slide 6**. Ask students to answer the following questions as they read:

- Who was the richest person in history?
- How did this person gain their wealth?

After giving time for students to read, ask for volunteers to answer the questions above. Then, have a class discussion about the article and ask students if they were surprised by whom the richest person in history is and if anyone in class has ever heard of him.

Student Responses

Students should reply that Mansa Musa was the wealthiest person in history and remains the wealthiest today. Students should comment that Mansa Musa gained his wealth from the large amounts of gold and salt that were located in the empire he reigned over.

20 minutes

Explore

Teacher's Note: Activity Preparation

Before beginning, print and hang up the images from the attached **Painting a Picture Image Packet** around the classroom. If preferred, you may instead show the images on **slides 8-11** to students rather than printing them out.

Once students demonstrate some mastery of the concept of Mansa Musa and his vast wealth, introduce them to some images that contribute to their understanding of his effect on West Africa.

Introduce students to the [Painting a Picture](#) strategy.

Show **slide 7**. Instruct them to use observations of what they see, together with any background or prior knowledge they have, to draw inferences about the content being explored in an effort to interpret the overall "picture."

In other words, have students use multiple resources to figuratively paint a picture of the topic being studied. In this case, ask them to use the observations they make in response to artifacts and photos to "paint a picture" of Mansa Musa's contributions to West Africa.

Pass out the attached **Painting a Picture Chart** handout to each student. Give students time to examine each image displayed around the classroom and to complete their charts. When students have finished recording their observations, give them about one minute to discuss their observations with a partner. Have them add any additional information gleaned from the partner discussion to their charts.

When students are ready, call on a few volunteers to share their thoughts with the whole class. From here you can either affirm the types of observations students make or offer them more guidance and direction.

Possible Student Responses

Please see the attached **Painting a Picture Chart: Teacher's Notes** document for possible student responses.

30 minutes

Explain

Show **slide 12**. Introduce the [Paired Texts H-Chart](#) instructional strategy as a way for students to learn more about Mansa Musa's impact in West Africa. Ask students to partner with someone else for this activity.

Pass out the attached **Paired Texts H-Chart** handout to each student. Show students the TED-Ed video, "[Mansa Musa, one of the wealthiest people who ever lived - Jessica Smith](#)," linked on **slide 13**. Have students summarize the video on the left side of the H-Chart. As students view the video, ask them to look for ways that Mansa Musa used his wealth and how he contributed to the spread of Islam in Africa.

Embedded video

<https://youtube.com/watch?v=O3YJMaL55TM>

Possible Student Responses

After viewing the video, students might comment that Mansa Musa spread Islam during his hajj to Mecca by building mosques on his trip. Students might note that Mansa Musa used his wealth and power to build mosques and universities in his empire that led to the spread of Islam and Islamic knowledge.

After giving students time to summarize the video, pass out the attached **Mansa Musa of Mali** reading and have students read the short essay. As they read the essay, ask them to highlight evidence of trade leading to the spread of Islam in West Africa. Ask students to summarize the article on the right side of the Paired Texts H-Chart.

Allow students time to share their summaries with a partner to compare and contrast what they chose to write down. Then, ask for volunteers to read their summaries and have a class discussion about Mansa Musa and the Mali Empire. Ask students to think about how trading in Timbuktu led to establishing the religion of Islam in West Africa and how Mansa Musa encouraged Islam in his empire.

10 minutes

Extend

Show **slide 14**. Play the PBS video, titled "[The Great Mosque Is Replastered](#)," about the annual re-plastering of the Great Mosque in Mali. As students watch the video, ask them to think about the following questions:

- What is the importance of re-plastering the mosque for people in Mali?
- What does the upkeep of the mosque today say about Mansa Musa's legacy?

Ask for volunteers to share out their thoughts. Have a class discussion about the importance of re-plastering the mosque to the people in Mali. Invite student to examine how this annual event reflects on Mansa Musa's contributions to the area.

20 minutes

Evaluate

For the final activity, show **slide 15**. Ask students to respond to the prompt in the middle of the Paired Texts H-Chart: *How did trade and Mansa Musa's reign contribute to the spread of Islam in West Africa?*

Encourage students to use the video and readings and the Painting a Picture Chart to write their responses. Instruct students to write at least one paragraph in response to the prompt.

Have students submit their completed Paired Texts H-Chart. Review their work and check for student understanding.

Resources

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