







Student Handout 1

GRAPES

| Word | Definition | Picture | Write your own definition. | Your own picture | Examples |
|--------------|--|---|----------------------------|------------------|----------|
| Geography | The study of the Earth's surface, climates, and countries. |  | | | |
| Religion | Belief in one or more gods. |  | | | |
| Achievements | Something important or difficult done successfully. |  | | | |

Student Handout 1

GRAPES

| Word | Definition | Picture | Write your own definition. | Your own picture | Examples |
|-------------------|--|---|----------------------------|------------------|----------|
| Politics | Ideas and activities relating to government and power. |  | | | |
| Economics | The study of the production and trade of goods and money. |  | | | |
| Social Structures | The organization of people and the way they live in a society. |  | | | |

Student Handout 2

The Impact of Actions and Ideas

Background:

Ghana and Mali were vastly different civilizations whose actions and ideas lead to both positive and negative impacts on their worlds.

Prompt:

How do our actions and ideas impact our world?

Task:

Task:

Using the background essay and primary source documents you are to:

1. **Outline** an essay that builds an argument in response to the prompt.
 - a. Select three categories of GRAPES.
 - b. Using the prompt as a stem, make a claim that determines what impact the actions and ideas of Ghana and Mali had on the GRAPES of each civilization.
 - i. Provide three pieces of evidence from the documents to support your argument.
 - ii. Provide citations for each piece of evidence selected.
2. **Write** the essay.

Your writing should contain some of following words:

- Demise
- Agriculturally
- Cultivation
- Prosperity
- Vast
- Nomadic
- Tribute
- Inhabited
- Profess
- Turban
- Dons
- Trans-Saharan Trade
- Dinar
- Levies
- Humility
- Dejection
- Abhorrence
- Sultan

Standard

7.4.1 Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

Common Core State Standards:

Writing Standard for Literacy in History/Social Studies 6-12

Text Types and Purpose

1. Write arguments focused on *discipline-specific content*.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Production and Distribution of Writing

3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Student Handout 3

Actions/Ideas/Impacts

| Action/Ideas | Impact |
|--------------|--------|
| | |
| | |
| | |
| | |
| | |

Performance Task/Essential Question
How do actions and ideas impact our world?

Student Handout 4

GRAPES Organizer

Directions: Transfer the information from the primary and secondary sources onto the chart below.

| | Ghana | Mali |
|---|-------|------|
| G | | |
| R | | |
| A | | |
| P | | |
| E | | |
| S | | |

Performance Task/Essential Question

How do actions and ideas impact our world?

Document 1

Ghana: An Empire Built on Trade

The Beginnings of Ghana

In the 400s, a group of primarily **nomadic** people named the Berbers formed a kingdom just south of the Sahara desert; they called their kingdom Ghana. They began to use camels to carry goods across the Sahara Desert. From the north came salt; from the west came the rich resources of gold, ivory, and other goods. Ghana was located in the middle of the salt and gold trade routes.

nomadic without a permanent home

The Empire of Ghana

Although founded by Berbers, Ghana eventually was controlled by the Soninke, a group of people living in the region. They built their capital city, Kumbi Saleh, right on the edge of the Sahara and the city quickly became the most important southern trade center of the Saharan trade routes. The kingdom was ruled by a king called the *ghana*. In addition to holding military power, the king was the supreme judge of the kingdom.

trans-Saharan trade across the Sahara Desert

Gradually, Ghana grew very rich, due in large part to the **trans-Saharan** trade. The *ghana* required traders to give him a percentage of the products they were trading. If a trader was trading in gold, he was required to pay the *ghana* part of his gold. The *ghana* also placed a tax on the local goldmines. As Ghana grew richer, the kingdom expanded into an empire, requiring neighboring groups of people to pay **tribute**. This increased Ghana's wealth and power even more.

tribute tax

Kumbi Saleh

Kumbi Saleh was the capital of Ghana. It actually two cities six miles apart, separated by a road. Most of the houses were built of wood and clay, but wealthy and important residents lived in homes of wood and stone. About 30,000 people lived in Kumbi Saleh. The most important part of the city was protected by a stone wall and served as the royal and spiritual capital of the empire. Here is where the king lived, his palace being the grandest structure in the city. It also contained a sacred grove of trees used for religious ceremonies. The other part of the city was the center of trade and served as a business district of the capital. It was **inhabited** almost entirely by Arab and Berber merchants, and contained more than a dozen mosques.

inhabited lived in

The End of Ghana

In the year 1062 CE, however, the empire of Ghana came under attack. Berbers, calling themselves Almoravids, sought to gain control of the Saharan trade routes, and launched a war against Ghana. In 1076 the Almoravids captured Kumbi Saleh, ending rule of the *ghanas* and converting many to Islam.

Text Dependent Questions:

1. What key elements led to the rise of Ghana?
2. What actions or ideas helped to sustain the prosperity of Ghana?
3. Control of trade routes contributed to both the rise and decline of Ghana. Find evidence in the text that supports this claim.

Performance Task/Essential Question

How do actions and ideas impact our world?

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Document 2

Mali: West Africa's Golden Empire

The Beginnings of Mali

With the **demise** of Ghana, another great empire arose in West Africa. Mali, located in the Sahel, a grassland region on the southern border of the Sahara Desert, became powerful by controlling the rich **trans-Saharan** trade routes between northern and western Africa, especially the gold trade. Mali was located in an **agriculturally** rich area along the upper Niger River. Most of the gold for trade came up the Niger River, which gave Mali a chance to control that trade. Control of the Niger River helped Mali grow as an empire.

Mali's First King

Sundiata, the historical founder of Mali (whose name meant "Hungering Lion"), ruled Mali from 1230-1255 CE. As a king, he was said to have worn hunter's garments instead of royal robes. At the time of Sundiata's rule, the empire of Mali extended over 1,000 miles from east to west and Mali took control of the gold and salt trade. Sundiata is also said to have introduced the **cultivation** and weaving of cotton into the area.

The Golden Age of Mali

The rulers of Mali came to be called *mansa*, meaning "emperor" or "master." Mansa Musa was Mali's greatest king, ruling from 1312 to 1337 CE. He was the grandson of Sundiata's half brother, and ruled Mali at a time of great **prosperity**, during which trade tripled. During his rule, he doubled the land area of Mali; it became a larger kingdom than any in Europe at the time. The cities of Mali became important trading centers for all of West Africa as well as famous centers of wealth, culture, and learning. Timbuktu, an important city in Mali, became one of the major cultural centers not only of Africa but of the entire world. **Vast** libraries and Islamic universities were built. These became meeting places of the finest poets, scholars, and artists of Africa and the Middle East. Mansa Musa, who was Muslim, was perhaps best known outside of Mali for his pilgrimage to Mecca in 1324 C.E. According to some accounts, 60,000 people accompanied him, along with 200 camels laden with gold, food, clothing, and other goods. This pilgrimage displayed Mansa Musa's enormous wealth and generosity.

The End of Mali

After the death of Mansa Musa, the power of Mali began to decline. Mansa Musa's sons could not hold the empire together. In 1430 C.E., the Berbers in the north took much of Mali's territory, including the city of Timbuktu, and gradually Mali lost its hold on trade until the empire crumbled.

Text Dependent Questions:

1. What key elements led to the rise of Mali?
2. What actions or ideas helped to sustain the prosperity of Mali?
3. Mansa Musa's rule helped to make Mali a great empire. However, his death led to the ultimate downfall of Mali. Find evidence in the text that supports these claims.

demise end

trans-Saharan trade across the Sahara Desert

agriculturally ability to farm, grow crops

cultivation growing

prosperity wealth

vast very large

Performance Task/Essential Question

How do actions and ideas impact our world?

1140L

Document 3

Primary Sources

Directions: Read each of the excerpts. In the GRAPES column, categorize the excerpt with G, R, A, P, E, or S (some quotes may have more than one category). As you read, circle or underline the evidence that supports your choice of G, R, A, P, E, or S.

Transfer any information about GRAPES onto **Student Handout 4**.

| Empire | Notes, Key Vocabulary Terms, Key Concepts | Excerpt | G, R, A, P, E, or S | Evidence from text to support your classification |
|-------------|---|---|---------------------|---|
| 1. Ghana | <u>profess</u> believe | The audience is announced by the beating of a drum which they call <i>duba</i> made from a long hollow log. When the people who <u>profess</u> the same religion as the king approach him they fall on their knees and sprinkle dust on their head, for this is their way of greeting him. As for the Muslims, they greet him only by clapping their hands. | | |
| 2. Ghana | <u>dinar</u> money <u>levies</u> charges a tax | On every donkey-load of salt when it is brought into the country their king <u>levies</u> one golden <u>dinar</u> and two dinars when it is sent out. ... The king of Ghana, when he calls up his army, can put 200,000 men into the field, more than 40,000 of them archers. | | |

Document 4

Primary Source

Directions: Read each of the excerpts. In the GRAPES column, categorize the excerpt with G, R, A, P, E, or S (some quotes may have more than one category). As you read, circle or underline the evidence that supports your choice of G, R, A, P, E, or S.

Transfer any information about GRAPES onto **Student Handout 4**.

| Empire | Notes, Key Vocabulary Terms, Key Concepts | Excerpt | G, R, A, P, E, or S | Evidence from text to support your classification |
|------------|---|--|---------------------|---|
| 1. Mali | <u>turban</u> head covering <u>dons</u> wears <u>humility</u> lack of pride <u>dejection</u> sadness | If [the king] summons any [person] . . . the person summoned takes off his clothes and puts on worn garments, removes his <u>turban</u> and <u>dons</u> a dirty skullcap, and enters with his garments and trousers raised knee-high. He goes forward in an attitude of <u>humility</u> and <u>dejection</u> and knocks the ground hard with his elbows. | | |
| 2. Mali | <u>abhorrence</u> hatred <u>sultan</u> ruler | [The people of Mali] are seldom unjust, and have a greater <u>abhorrence</u> of injustice than any other people. Their <u>sultan</u> shows no mercy to anyone who is guilty of the least act of it. There is complete security in their country. Neither traveler nor inhabitant in it has anything to fear from robbers or men of violence. | | |

Source of Mali quotes: Ibn Battuta, *Travels in Asia and Africa 1325 – 1354*, tr. and ed. H. A. R. Gibb (London: Broadway House, 1929)