

Mali Lesson Plan – Day 1

Name of Lesson Plan Preparer: Christine Ammirati

Title: Mali Introduction		Content Area/s: Social Studies	
Grade level: 3 rd		Time Frame: 45 min. 9:30-10:15	
Date: Mon. March 21, 2011			
<p>SOL: Social Studies Standard</p> <p>3.2 <u>The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).</u> 3.3 <u>The student will develop map skills by a) locating Greece, Rome, and West Africa; b) describing the physical and human characteristics of Greece, Rome, and West Africa; c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.</u> 3.6 <u>The student will read and construct maps, tables, graphs, and/or charts.</u> 3.7 <u>The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.</u></p>			
<p>Lesson Objectives:</p> <p>Given whole class discussion as well as the viewing of a powerpoint, the student will identify the physical characteristics of the Empire of Mali.</p> <p>Given a map of western Africa, the student will use the legend, labels, and a grid to identify locations and key resources of the Empire of Mali.</p>		<p>Resources (Text & Technology):</p> <p>http://player.discoveryeducation.com/index.cfm?guidAssetId=BFE9E1A-0723-4DA9-A4DD-42DDF6699BE9&blnFromSearch=1&productcode=US 3:16</p> <p>Powerpoint (<i>see attached</i>)</p> <p>Ancient Mali: Lesson #1, Map/Globe Skills (map 1)</p> <p>Grid Map activity (<i>see attached</i>)</p> <p>Salt, gold, black beans, labeled cups, ziplocs</p> <p>SOL packet</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> Prior to student arrival, prepare each student's desk with a Mali folder prepacked with study guide and SOL packet (<i>see attached</i>). Upon their arrival, direct students to label, number, and date both items. (2 minutes) Warm-up: Instruct students to use color pencils to complete map worksheet on Mali after they have finished recording their homework and while teacher enters attendance. Display a completed map on the document camera, and quickly orient students to Mali's location in Africa (Western Africa, west of Egypt, south of Mediterranean Sea, landlocked, major trading cities located between the Sahara Desert and the Niger River). Collect maps. (5 minutes) Engagement: Video of boy's participation in Sahara salt caravan. (4 minutes) Discuss video, emphasizing: desert climate, salt caravan, use of camels in trading caravan (more difficult than trading by sea) Introduce weeklong trading activity (salt, gold, and beans will be distributed to students designated as miners and farmers when a question is answered correctly; students will trade resources on Friday). Distribute cups and Ziplocs. (5 minutes) View and discuss powerpoint describing the characteristics and contributions of the empire of Mali (<i>see attached</i>). Instruct students how to locate positions on a grid map. (17 minutes) Distribute Grid Map activity to students (<i>see attached.</i>) and direct them to complete first page independently. (5 minutes) In whole class discussion, model the map coloring on the document camera. Emphasize the location and use of the title, legend, and compass rose. Elicit student response to the questions. (5 minutes) Closure: Instruct students to answer the two map questions on back page. (2 minutes) 			
<p>Assessment/s (Formative/brief):</p> <p>Observe student participation in whole group discussion of video and powerpoint.</p> <p>Note completion of warm-up map activity and completion and accuracy of Map Grid activity.</p>		<p>Extension Activities: Direct students to complete a map activity focusing on Africa, identifying ancient Egypt and Mali.</p>	
<p>Differentiation: Maps may be simplified for students with reading and/or processing difficulties.</p>			
<p>Observations/Reflection for Future Use:</p>			

Mali Lesson Plan – Day 2 * Note different time

Name of Lesson Plan Preparer: Christine Ammirati

Title: Mali: Government and Storytelling		Content Area/s: Social Studies	
Grade level: 3 rd		Time Frame: 45 min. 11:15-noon	
Date: Tues. March 22, 2011			
SOL: Social Studies Standard 3.3 <u>The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).</u>			
Lesson Objectives: Given whole class discussion as well as the viewing of a powerpoint, the student will identify the physical characteristics of the Empire of Mali. Given a map of western Africa, the student will use the legend, labels, and a grid to identify locations and key resources of the Empire of Mali.		Resources (Text & Technology): http://www.teachertube.com/viewVideo.php?video_id=115681 video (6:31) <u>Sundiata</u> by David Wisniewski Salt Gold Scarf (to denote griot)	
Instructional Procedures (Include Introduction, Focus, and Closing): 10. Distribute labeled ziplocs with salt and gold. (2 minutes) 11. Define griots: (5 minutes) <ul style="list-style-type: none"> - Malian storytellers who pass down oral traditions and history through generations. - Important to Malian society because they preserve special stories from the Ancient Mali Empire that have been passed down hundreds of years. - Still important to their culture and still tell stories today even though modern Malians have books and technology - Explain that griots preserved the history of the strong kings (“Mansas”) of the empire of Mali. 12. View video of Mali griots. http://www.teachertube.com/viewVideo.php?video_id=115681 (8 minutes) 13. State that since a griot is unavailable, you will read the story of Sundiata “The Lion King” of Mali. With students seated at desks, read book aloud. (15 minutes) 14. Solicit student volunteer to assume the role of a griot. Direct them to explain the role of a griot and to then briefly retell the story of Sundiata, the Lion King. (5 minutes) 15. Instruct students to take Mali folder from desk and to open SOL packets. Using document camera, elicit student responses and complete physical characteristics, human characteristics, specializations, government, and griot sections of SOL packet. Distribute salt, gold, and beans to students when they answer questions correctly. (10 minutes) 16. Closure: Lead a lightning review: call on each of the six tables and ask students to name physical characteristics of Mali, the continent where it is located, its river, and its major trade.			
Assessment/s (Formative/brief): Observe student participation in whole group discussion of video and in SOL packet completion activity. Note attentiveness during read-aloud.		Extension Activities: Direct students to think of an oral history passed down through their own family and to create a storytelling presentation in the tradition of a Malian griot.	
		Differentiation: The read-aloud can be accessed as a CD or online listening activity in the classroom.	
Observations/Reflection for Future Use:			

Mali Comprehension Check

1. What was an important natural resource for the people living in the desert?

2. What made the empire of Mali so wealthy?

3. Name an important city in Mali. _____

4. In the empire of Mali, how was salt used?

5. What are the three human characteristics of the empire of Mali?

6. What is the name of this continent?

7. Color the country of Mali yellow.

8. Circle Egypt in red.

9. Color the Mediterranean Sea blue.

10. Draw and label a Compass Rose with the

cardinal directions and the intermediate directions.



Mali Lesson Plan – Day 3

Name of Lesson Plan Preparer: Christine Ammirati

Title: Trade: Key to Mali’s Rise and Fall		Content Area/s: Social Studies	
Grade level: 3 rd		Time Frame: 45 min. 9:30-10:15	
Date: Wed. March 23, 2011			
<p>SOL: Social Studies Standard</p> <p>3.4 <u>The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).</u> 3.3 <u>The student will develop map skills by a) locating Greece, Rome, and West Africa; b) describing the physical and human characteristics of Greece, Rome, and West Africa; c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.</u> 3.6 <u>The student will read and construct maps, tables, graphs, and/or charts.</u> 3.7 <u>The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.</u></p>			
<p>Lesson Objectives:</p> <p>Given whole class discussion as well as the viewing of a powerpoint, the student will describe the importance of trade to the Empire of Mali and the reasons for the decline of the empire.</p> <p>Given a map of western Africa, the student will use the legend, labels, and a grid to identify locations and key resources of the empire of Mali and northern Africa.</p>		<p>Resources (Text & Technology):</p> <p>Powerpoint: Sahara Surprise – Mali Geography</p> <p>Grid Maps</p> <p>Salt, gold, black beans, labeled cups, ziplocs</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. Distribute cups, labeled ziplocs, and grid map to students that corresponds with powerpoint (classroom resource). (2 minutes) 2. View and discuss powerpoint of Mali trade: “Sahara Surprise – Mali Geography” (15 minutes) 3. Instruct students to work independently to complete the grid map exercise. Direct students to remove pencils from desks and to use a red pen for corrections. Review correct responses on the document camera. Collect maps. (13 minutes) 4. Ask students to take Mali folder from desk and remove SOL packet and the study guide are both present. Instruct students to open SOL packets. Using document camera, elicit student responses and complete salt and gold and Timbuktu sections of SOL packet. Distribute salt, gold, and beans to students when they answer questions correctly. (13 minutes) 5. Closure: Lead a lightning review: call on each of the six tables and ask students to name human characteristics of Mali (farmers, miners, traders), why salt was important, Mali’s major city, and why this city was famous. (2 minutes) 			
<p>Assessment/s (Formative/brief):</p> <p>Observe student participation in whole group discussion of powerpoint and in SOL packet completion activity.</p> <p>Grade grid map activity.</p>		<p>Extension Activities: Direct students to draw a grid map of the classroom with a legend specifying the location of landmark objects (document camera, teacher’s desk, guided reading table).</p>	
		<p>Differentiation: Provide an easier, streamlined version of the grid map to students who are struggling with the skill.</p>	
<p>Observations/Reflection for Future Use:</p>			

Mali Lesson Plan – Day 4

Name of Lesson Plan Preparer: Christine Ammirati

Title: Mali Review		Content Area/s: Social Studies	
Grade level: 3 rd	Time Frame: 45 min. 9:30-10:15	Date: Thurs. March 24, 2011	
<p>SOL: Social Studies Standard</p> <p>3.5 <u>The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).</u> 3.3 <u>The student will develop map skills by a) locating Greece, Rome, and West Africa; b) describing the physical and human characteristics of Greece, Rome, and West Africa; c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.</u> 3.6 <u>The student will read and construct maps, tables, graphs, and/or charts.</u> 3.7 <u>The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.</u></p>			
<p>Lesson Objectives:</p> <p>Given whole class discussion and Qwizdom review, the student will identify the geography, specializations, and characteristics of the empire of Mali.</p>		<p>Resources (Text & Technology):</p> <p>Mali Comprehension Check Qwizdom Response Kit Qwizdom powerpoint (25 questions)</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <ol style="list-style-type: none"> 1. Warm-up: Instruct students to complete comprehension check (<i>see attached</i>) after they have finished recording their homework and while teacher enters attendance. Explain that privacy folders will not be used but that students should not talk and should not look at anyone else’s work. Emphasize that the comprehension check will show what students have already learned and what they need to study before Friday’s test. (10 minutes) 2. While students are completing comprehension check, distribute cups and labeled Ziplocs to students. 3. Direct students to remove pencils from desks and to use a red pen for corrections. On the document camera, review correct responses for comprehension check. Collect comprehension check. (5 minutes) 4. Use Qwizdom review to clarify student understanding and highlight subjects where the students must study before the next day’s test. When students are called on to answer the qwizdom question (before graph is revealed), distribute salt, gold, and beans when they answer questions correctly. (30 minutes) 5. Closure: When selecting student tables to line-up for the transition to centers, lead a lightning review: call on each of the six tables and ask students to name the 3 specializations / human characteristics of Mali and answer 3 additional questions about the empire of Mali Rome. 			
<p>Assessment/s (Formative/brief):</p> <p>Observe student participation in comprehension check and Qwizdom discussions.</p> <p>Review Qwizdom report detailing individual student responses.</p> <p>Grade comprehension check.</p>		<p>Extension Activities:</p> <p>Direct students to compare the contributions and characteristics of Mali to ancient Greece and Rome.</p> <p>Differentiation:</p> <p>Comprehension check is a formative assessment and precursor to the next day’s summative assessment. No students in the class have an IEP or 504 or receive ELL instruction. Therefore, all students will be assessed using this single exam.</p>	
<p>Observations/Reflection for Future Use:</p>			

Mali Lesson Plan – Day 5

Name of Lesson Plan Preparer: Christine Ammirati

Title: Mali Test		Content Area/s: Social Studies	
Grade level: 3 rd	Time Frame: 45 min. 9:30-10:15	Date: Fri. March 25, 2011	
<p>SOL: Social Studies Standard</p> <p>3.6 <u>The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).</u> 3.3 <u>The student will develop map skills by a) locating Greece, Rome, and West Africa; b) describing the physical and human characteristics of Greece, Rome, and West Africa; c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.</u> 3.6 <u>The student will read and construct maps, tables, graphs, and/or charts.</u> 3.7 <u>The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.</u></p>			
<p>Lesson Objectives:</p> <p>Given summative assessment, the student will identify the geography, specializations, and characteristics of the empire of Mali.</p>		<p>Resources (Text & Technology):</p> <p>Common grade-wide test</p>	
<p>Instructional Procedures (Include Introduction, Focus, and Closing):</p> <p>17. Oversee unit test on Mali. Instruct students to read independently at desk when finished with assessment until all students have completed the test. (25 minutes)</p> <p>18. When all students have finished, distribute cups and labeled Ziplocs to students. (3 minutes)</p> <p>19. Instruct students to trade their supplies of salt, gold, and crops among themselves with the goal of acquiring the ideal store of supplies with which to survive the year. (7 minutes)</p> <p>20. Instruct students to show their cache of supplies. Circulate through the room and assess each cache. Students with unbalanced supplies “do not survive.” Award the title of winner to the student who has traded for the best balance of salt, gold, and crops. (10 minutes)</p>			
<p>Assessment/s (Formative/brief):</p> <p>Grade 25-question test. Each question is weighted equally and grade is expressed as a percentage.</p>		<p>Extension Activities:</p> <p>Differentiation:</p> <p>No students in the class have an IEP or 504 or receive ELL instruction. All students will be assessed using this single exam.</p>	
<p>Observations/Reflection for Future Use:</p>			

Empire of Mali: Comprehension Check

1. Our information about ancient Mali comes mostly from:
 - a. books written by Mansa Musa and Sundiata
 - b. oral stories handed down by storytellers
 - c. paintings drawn in desert caves
 - d. letters written by African gold traders

2. Mali was ruled by:
 - a. a representative democracy
 - b. wealthy gold traders
 - c. groups of citizen voters
 - d. rich and powerful kings

3. In ancient Mali, salt was NOT:
 - a. dug from the banks of the Niger River
 - b. an important natural resource
 - c. mined in the desert
 - d. traded for gold

4. In ancient Mali, salt was used to:
 - a. polish gold
 - b. clean water
 - c. preserve food
 - d. make bricks

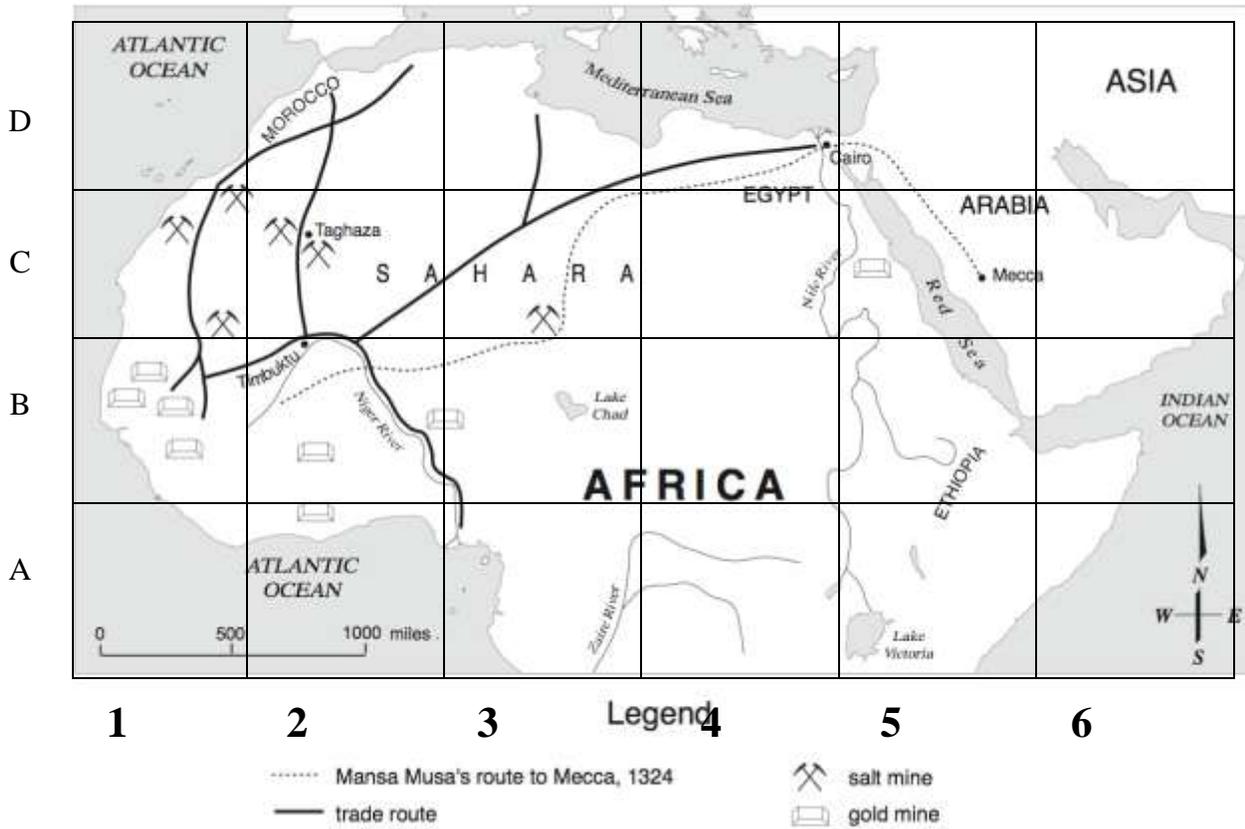
5. Which of the following was a physical characteristic of ancient Mali?
 - a. mountains
 - b. hills
 - c. deserts
 - d. forests

6. What was **NOT** an economic specialization of the empire of Mali?
- farming
 - salt mining
 - gold mining
 - shipbuilding
7. Specialization encourages _____.
- work
 - jobs
 - trade
 - money
8. What made the empire of Mali so wealthy?
- building
 - sailing
 - learning
 - trading
9. The Empire of Mali's three human characteristics were _____, _____, and _____.
10. Mali is located:
- in southern Europe
 - on the Nile River
 - in western Africa
 - east of Egypt

11. List two reasons why Timbuktu was an important trading city in Mali.

12. In the empire of Mali, a griot was an important person. Describe (1) the job of a griot, (2) why this job was necessary, (3) and the contributions griots made to the modern world.

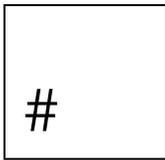
Timbuktu: A Center for Trade



Use the above map to answer the questions

1. The city of Timbuktu is located in which grid? _____ (letter + number)
2. What mines are located in grid C2? _____
3. What mines are located **south** of Timbuktu? _____
4. What mines are located **north** of Timbuktu? _____
5. On the map, Timbuktu is shown to be:
 - a. a city with a university and libraries
 - b. a farming center in ancient Mali
 - c. a stop on Mansa Musa's route to Mecca
 - d. a trading city on the Niger River

Mali



SOL 3.4, 3.7, 3.8

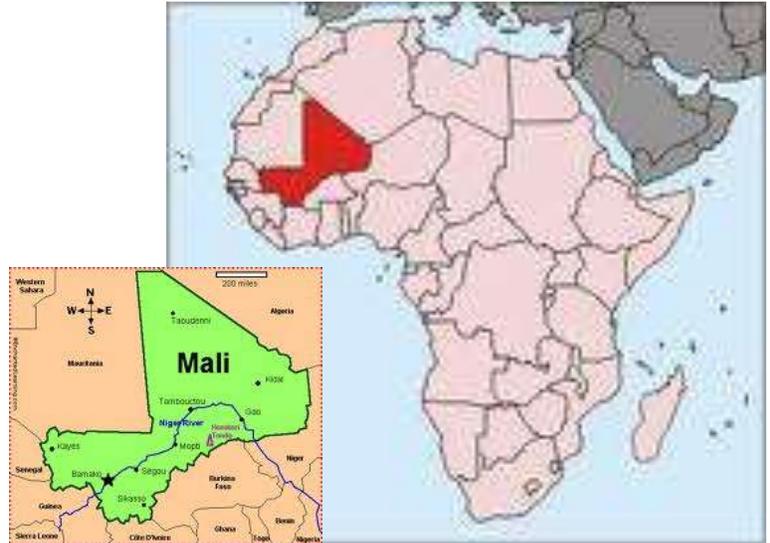


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Name _____

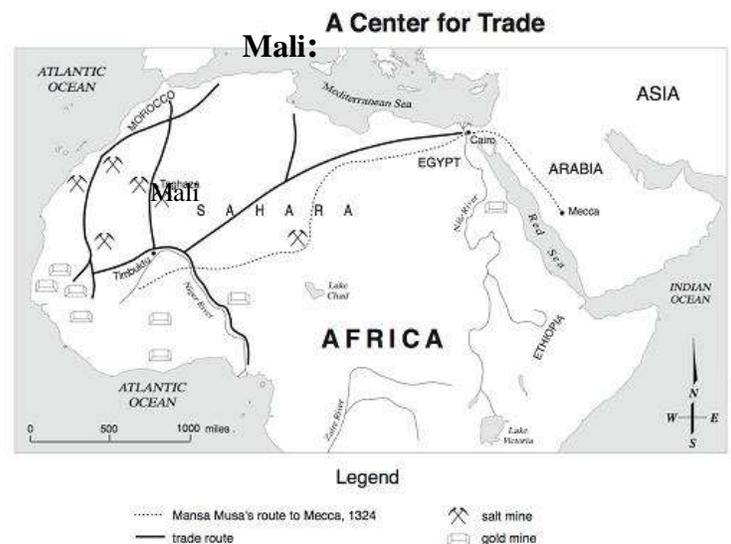
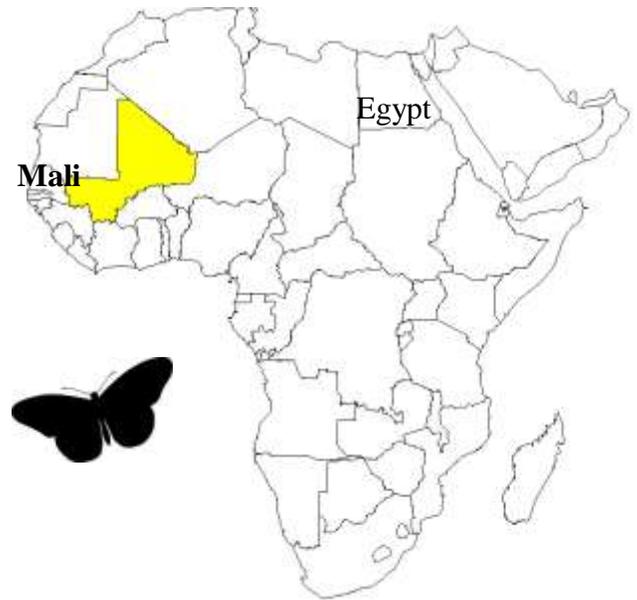
Physical Characteristics

The continent of _____ was the home to several great empires. One of the most prosperous (wealthy) was the early West African empire of _____.

Mali was located in the _____ region of the continent of Africa, near the Niger _____, and in a _____ region. Mali had _____ mines.

The empire of Mali lay across the _____ routes between the sources of _____ in the _____ Desert and the _____ mines of West Africa.

Africa



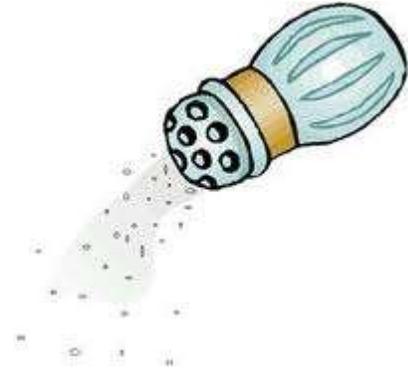
Salt and Gold

For the people of the desert, _____ was a valuable natural resource.

People used salt for their _____ and for _____ food .

Miners found _____ in Western Africa. Gold was a valuable natural resource.

The people of Mali traded their _____ from the Sahara Desert for gold.



Human Characteristics

The people of the empire of Mali had specializations.

Their jobs were:

- _____
- _____
- _____

Specialization

Specialization occurs when people focus on the production of selected _____ and _____.

Specialization encourages _____ because people want goods and services that they do not have.



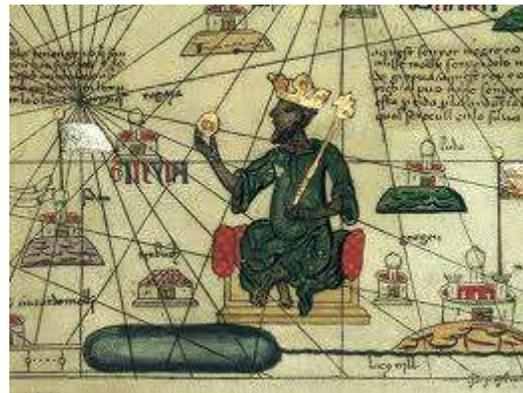
Storytellers

Many storytellers in Mali passed on _____ and _____ from one generation to the next.

Government

The empire of Mali was *NOT* a democracy. The _____ of Mali were rich and powerful men who controlled trade in West Africa.

Mali became one of the largest and wealthiest empires in the region and was an important _____ center.



Timbuktu

Timbuktu was an important _____ in Mali.

Timbuktu had a famous _____ with a large library containing _____ and _____ books.



