

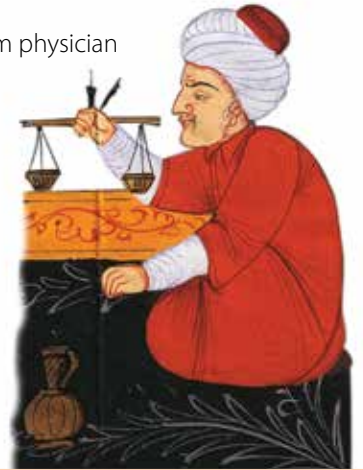


Core Knowledge®

HISTORY AND GEOGRAPHY

# Early Islamic Civilization and African Kingdoms

Muslim physician



## Teacher Guide

Gold jewelry



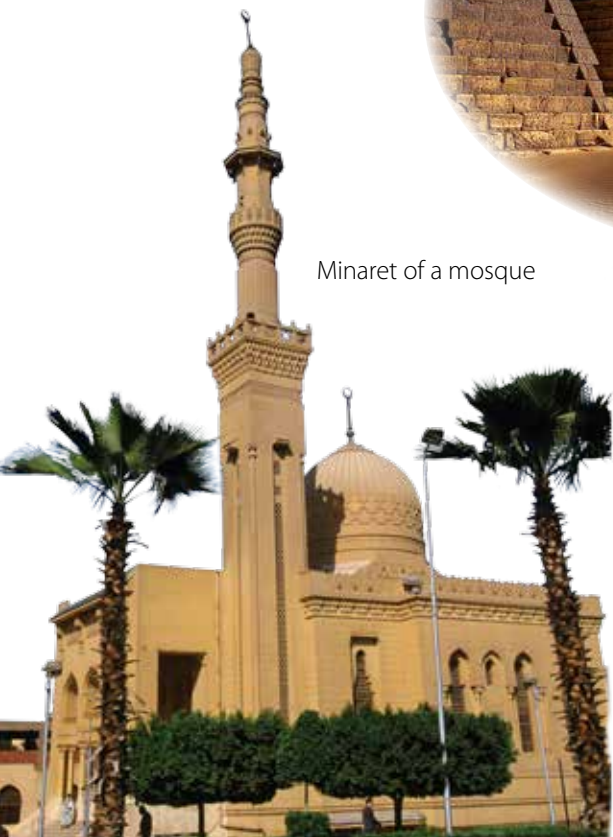
Kushite pyramids



Mansa Musa



Minaret of a mosque





# Medieval Islamic Empires

1-70

## Early and Medieval African Kingdoms

71-177



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# Medieval Islamic Empires

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# **Medieval Islamic Empires**

## **Teacher Guide**

Core Knowledge History and Geography™ 4

# Introduction

### ABOUT THIS UNIT

#### The Big Idea

Islam is based on messages delivered by the prophet Muhammad in Arabia around 610 CE; it grew into a major world religion.

A series of visions inspired Muhammad to speak on behalf of Allah, or God. Allah's will, as preached by Muhammad, is made known to his followers through sacred scriptures called the Koran. The followers of Muhammad are called Muslims.

After Muhammad's death, Islam spread from the Arabian Peninsula to other parts of the world. Islam's conquest of parts of the Byzantine Empire in the eleventh century led to a series of wars known as the Crusades or the Frankish invasions.

The contributions of Islamic culture can be seen throughout the world. Muslim scholars saved and built on the ideas of classical Greek and Roman thinkers. Muslim scientists have made many important discoveries, and Muslim artists and writers have created great works of art, architecture, and literature.



# What Students Should Already Know

Students in Core Knowledge schools should already be familiar with:

## Grade 1

- Religion has often been at the base of significant ideas and events in world history.
- While different, Judaism, Christianity, and Islam have certain common characteristics: belief in one God, a common line of development, holy books, houses of worship, holy days, and the use of symbols.
- Islam, its original location and dispersal, Muhammad, Allah, Mecca, Koran, mosque, and crescent and star symbol

## Grade 4

- The Middle Ages in Europe, following the decline of the Roman Empire
- Development in the history of the Christian Church, including the growing power of the pope and arguments among Christians leading to the split between the Roman Catholic Church and Eastern Orthodox Church
- Feudalism as a hierarchical, political system of reciprocal responsibility in which land was exchanged for loyalty and services
- Growth of towns as centers of commerce
- Rise of monasteries and preservation of classical learning

## Time Period Background

The items below refer to content related to this Grade 4 unit. Use timelines with students to help them sequence and relate events from different periods and groups.

Mid-500s	After the collapse of the Western Roman Empire, the power of the pope increased throughout medieval Europe.
Mid-500s	The Hagia Sophia was built in Constantinople as the main Christian cathedral for the Eastern Empire.
610	Muhammad had his first vision of an angel proclaiming him to be God's messenger.
622	Muhammad and his followers escaped to Medina (the Hegira or Migration).
632-750	Islam spread to the borders of India and China in the east, through northern Africa, and into Spain.
750-1200	Europeans were introduced to Islamic art, architecture, and knowledge.
1054	A split occurred in the Church in the Eastern and Western Empires.
1096-1099	Pope Urban II called on Christians to recapture the Holy Land from Muslim control during the First Crusade.
1187	Saladin reclaimed Jerusalem.
1192	At the end of the Third Crusade, Richard the Lionhearted and Saladin arrived at a compromise regarding the Holy Land.
1453	The Ottoman Turks captured Constantinople and renamed it Istanbul.

## What Students Need to Learn

---

- The origins of Islam, including
  - Muhammad (“the last prophet”), Allah, Koran, sacred city of Mecca, and mosques
  - Five Pillars of Islam (declaration of faith; prayer five times daily facing Mecca; fasting during Ramadan; helping the poor; pilgrimage to Mecca)
  - Uniting of Arab peoples to spread Islam in northern Africa, through the Eastern Roman Empire, and as far west as Spain
  - Ottoman Turks conquer the region around the Mediterranean; in 1453, Constantinople becomes Istanbul.
  - The first Muslims were Arabs, but today diverse peoples around the world are Muslims.
  - The development of Islamic civilization, including its contributions to science and mathematics (Ibn Sina or Avicenna, Arabic numerals), translation and preservation of Greek and Roman writings, Islamic cities (such as Córdoba, Spain) as thriving centers of art and learning
- Wars between Muslims and Christians, including the location and importance of the Holy Land, the Crusades, Saladin and Richard the Lionhearted, and the growing trade and cultural exchanges between the East and the West that resulted



## AT A GLANCE

The most important ideas in Unit 4 are:

- Muslims believe that there is only one God (*Allah* is the Arabic word for God) and that Muhammad is the last and greatest of Allah's prophets.
- The Koran is the scripture and basis of Islam; the Five Pillars are the basic practices of Islam.
- Muslim empires spread from their beginnings on the Arabian Peninsula throughout the Middle East, west across northern Africa into Europe, through Persian lands (present-day Iran), Turkic lands (present-day Turkey and Central Asia), and into southern Asia (including Afghanistan and Pakistan).
- Scholars working in Muslim-ruled territories contributed to Western knowledge, not only by preserving ancient Greek and Roman writings, but through their own original work.
- Córdoba, Spain, was a representative center of Islamic civilization.
- The Holy Land is so named because of its spiritual importance to Jews, Christians, and Muslims.
- Conflict over control of the Holy Land resulted in the Crusades, wars in which Christians from Europe attempted to take back the Holy Land and other territories from Muslims in the Middle East.
- An unintended result of the Crusades was the rise of trade networks.

## WHAT TEACHERS NEED TO KNOW

### Islam

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#### Muhammad: "The Last Prophet"

Like Judaism and Christianity, Islam is a monotheistic religion. Indeed, Islam accepts and builds on the revelations that form the basis of those two earlier religions. Islamic scripture, the Koran (/kuh\*rahn/), accepts the prophets of the Jewish and Christian faiths, and especially stresses Abraham, Moses, Noah, Mary, and Jesus. The Koran refers to Jesus as the Messiah and says that he was a great prophet, but not God or the son of God. The Koran says that all people who believe in God and the Final Judgment and who do good works will have nothing to fear in the afterlife. Muslims accept the revelations of the Old Testament, or Hebrew Bible, as well as the New Testament, or Gospels, but add to these the revelations of the prophet Muhammad. Those who practice Islam are called Muslims, and they worship Allah (the Arabic word for the same God worshipped by Christians and Jews).

Muhammad was born in the Arabian city of Mecca in 570 CE and made his living as a merchant. A religious man, he often went to a cave to meditate. Muslims

believe that in 610 CE, God, through the voice of the angel Gabriel, began to speak to Muhammad. For a time, Muhammad did not tell anyone other than his family and friends, but after a while, he was moved to preach. His message was simple: there was only one god, Allah (local religious belief was polytheistic, meaning that people believed in many gods), and the rich should share their wealth with the poor. As a result, many poor people began to listen to him. This angered and frightened the rich in Mecca, who thought they would lose their wealth. They began to persecute Muhammad's followers, so the growing community moved to Medina, where they could live freely and establish a society based on Islamic teachings. This journey took place in 622 CE and is known as the Hegira (/hih\*jye\*ruh/) or Migration. It marks the beginning of the Islamic calendar.

In Medina, where Muhammad settled, his message of justice and equality gained more followers. In time, Muhammad took on both a political role, as a leader of the city, and a military one. When Medina and Mecca went to war, Muhammad commanded the troops from Medina, and they defeated the Meccan troops in a series of battles. By 630 CE, Mecca agreed to submit to Muhammad's rule, and Muhammad marched triumphantly into the city. At the center of Mecca was a large shrine called the Kaaba where Arabs built shrines to many gods. Muhammad destroyed the idols (statues and other symbols of gods that the tribes around Mecca believed in) at the Kaaba. Since that time, the Kaaba has become the holiest place in Islam, a place where every Muslim hopes to make a pilgrimage at least once. Muslims believe that Ibrahim (known as Abraham in the Jewish scriptures) built the Kaaba with his son, Ismail. Muhammad sent missionaries throughout Arabia to convert the tribes to Islam, and from there the religion has spread around the world.

Allah (/al\*lah/) is the Arabic word that Muhammad use to name the Supreme Being, or God. According to tradition, Muslims recognize ninety-nine names or attributes of God, such as "the Merciful" and "the Compassionate."

The Koran is the holy book of Islam. Muslims believe that God revealed these actual words to Muhammad through the angel Gabriel. The Koran contains rules for daily living, moral principles, references to events in the Hebrew Bible and the New Testament, and descriptions of Judgment Day and of heaven and hell.

Muslims also consult Hadith for guidance on how to live their lives. Hadith are stories about the actions or sayings of the Prophet Muhammad. Muslims do not believe that these, unlike those of the Koran, come directly from God. Instead, Hadith, are Muhammad's personal actions and advice. There are thousands of Hadith, which scholars have categorized based on their authenticity.

Islam spread rapidly in the Arabian Peninsula. In the time of Muhammad and for some time afterward, Arabia was home to wandering tribes of Bedouins (/beh\*do\*ins/) (desert nomadic herders) who raided one another and the desert towns. After Muhammad's opponents in Mecca were defeated and joined the Muslim community, Islam spread quickly among the tribes. Muhammad and his immediate successors commanded loyal tribes that conquered other Bedouin tribes, ended the fighting among the groups, established law and order, and united the peninsula in an Islamic community.



The leaders of Islam then turned their attention outward and began to invade the Byzantine and Persian Empires, driven by the desire to spread Islam. The Byzantine and Persian Empires had been at war with each other for years. Their power was waning, and some of their subjects were dissatisfied with religious persecution. Finding these empires vulnerable, the Muslims pushed forward and began to take large portions of their territory.

By the late 700s CE, Muslims were encouraging people in the lands they conquered to convert. Many found Islam an attractive religion. The principles were simple, easy to understand, and simple to follow. There were no intermediary priests or saints to pray to—only God. The Third Pillar of Islam—which focuses on acts of charity toward those less fortunate—especially appealed to the poor and those concerned with social responsibility.

### Mecca, Mosques

A mosque is a Muslim place of worship. It usually has one or two towers called minarets (/mihn\*uh\*rehts/), and it is from there that a muezzin (/myoo\*ez\*ihn/) calls the faithful to prayer five times a day. Muslims pray facing the holy city of Mecca.

Islam has no priests and no hierarchy. Most Muslim men may lead the community of faithful in prayer. The prayer leader is called the imam. Usually imams are expected to have memorized and to understand the Koran and to know Arabic. Women may also lead prayers for other women and in their own families. Imams also often give the Friday sermons. Many imams have extra training in the Koran, Hadith, and Islamic teachings. In Shiite Islam, an imam is more than a prayer leader; he is the authoritative interpreter of the Koran.

### Five Pillars of Islam

Islam has five basic practices, known as pillars:

- the declaration of faith: There is only one God, and Muhammad is the Messenger of God.
- prayer five times a day, every day, facing the Kaaba in the holy city of Mecca
- charity, the payment of a portion of one's wealth, which is used to help those in need
- fasting between sunrise and sunset during the month of Ramadan, the ninth month of the Islamic calendar. The purpose of fasting during Ramadan is to remind Muslims that all people are equally dependent upon the help of God and that there are less fortunate people who are in need of their help. Ramadan is a time of reflection when Muslims are called upon to renew their faith, increase their charity, and make repentance.
- a pilgrimage (*hajj*) to worship at the Kaaba in the holy city of Mecca, during the month of pilgrimage, at least once in lifetime if one is physically and

financially able. During the hajj, all Muslim men dress alike in a simple white cloth called an *ihram* (/ee\*rahm/) to stress their equality. Women wear a simple white dress and head covering.

To learn more about specific topics in this unit, use this link to download the CKHG Online Resource “About Medieval Islamic Empires”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## UNIT RESOURCES

### Student Component

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The *Medieval Islamic Empires* Student Reader—five chapters

### Teacher Components

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The *Medieval Islamic Empires* Teacher Guide—five chapters. The guide includes lessons aligned to each chapter of the *Medieval Islamic Empires* Student Reader, with a daily Check for Understanding and Additional Activities, such as vocabulary review and art appreciation, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 49.

- 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.

*Medieval Islamic Empires* Timeline Image Cards—twelve individual images depicting significant events and individuals related to the birth and spread of Islam. 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 Resource Packet for Grade 4—art resources that may be used with cross-curricular art activities described in the Additional Activities of Chapters 3 and 4, if classroom Internet access is not available. These Art Resources include images of the Dome of the

Rock, the Taj Mahal, the Court of the Lions at the Alhambra, and the Oldest Handwritten Koran. You can purchase the Grade 4 Art Resource Packet at:

[www.coreknowledge.org/store](http://www.coreknowledge.org/store)

## Timeline

Some advance preparation will be necessary prior to starting the *Medieval Islamic Empires* 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 time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- 500s
- 600s
- 700s
- 800s
- 900s
- 1000s
- 1100s
- 1200s
- 1300s
- 1400s

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:

	500s	600s	700s	800s	900s	1000s	1100s	1200s	1300s	1400s
	• •	• •	•			• • • •	• •			•
Chapter	1 1	1 2	3			4 1 5 4	5 5			5

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 500s, 600s, 1000s, and 1100s include multiple cards. Also, be aware that Chapters 1, 4, and 5 have multiple cards. In addition, the Chapter 4 Image Cards cover a long span of time but are placed on time indicators representing a portion of the span.



500s



Unit Introduction  
(Chapter 1)

500s



Unit Introduction  
(Chapter 1)

600s



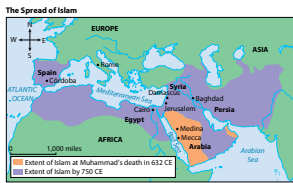
Chapter 1

600s



Chapter 2

700s



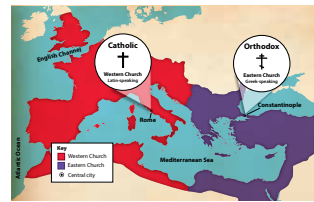
Chapter 3

1000s



Chapter 4

1000s



Unit Introduction  
(Chapter 1)

1000s



Chapter 5

1000s



Chapter 4

1100s



Chapter 5

1100s



Chapter 5

1400s



Chapter 5

### The Timeline in Relation to the Content in the Student Reader Chapters

You will notice that the Unit 4 Timeline begins with events described in the last Core Knowledge History unit. The reason for this is that many of the events described in Unit 4 happen at the same time as the events of medieval Europe.

### Understanding References to Time in the *Medieval Islamic Empires* 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 in medieval Islamic empires, scholars translated works in Latin into Arabic. In contrast, there are many references to specific dates in history. Here are just two of them:

Muhammad was born in 570 CE.

Saladin recaptured Jerusalem in 1187.

Because of this, it is important to explain to students that some sections deal with themes that were important throughout the entire era and with events that occurred over long periods of time. These sections tend to highlight time periods rather than specific dates. Also explain that other sections deal with important people and particular events in specific moments in time. Therefore, these sections 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

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The *Medieval Islamic Empires* unit is one of ten history and geography units in the Grade 4 Core Knowledge Curriculum Series™. A total of nine days have been allocated to the *Medieval Islamic Empires* 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

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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

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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

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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:

Chapter	Big Question
1	Within the religion of Islam, who is Muhammad?
2	What does Muhammad’s decision regarding the replacement of the holy stone reveal about his character?
3	Why was the flight to Medina the start of a new period in the history of Islam?
4	How did the Islamic Empire contribute to the development of Western knowledge and culture?
5	What events caused the First Crusade?

# Core Vocabulary

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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:

Chapter	Core Vocabulary
1	minaret, muezzin, mosque, prophet, pilgrimage, vision, verse, idol, shrine, Ramadan
2	sacred, clan, meditate
3	convert, revelation, caliph
4	scribe, navigation, algebra, stucco, calligraphy
5	cause, crusader, heretic, infidel



# Activity Pages

## Activity Pages



AP 1.1  
AP 1.2  
AP 3.1  
AP 3.2  
AP 4.1  
AP 5.1  
AP 5.2

The following activity pages can be found in Teacher Resources, pages 57–68. 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 Five Pillars of Islam (AP 1.2)
- Chapter 3—Islamic Expansion (AP 3.1)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.2)
- Chapter 4—Islamic Art and Architecture (AP 4.1)
- Chapter 5—Domain Vocabulary: Chapters 4–5 (AP 5.1)
- Chapter 5—The Crusades (AP 5.2)

# 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

Visual Arts	Mathematics
<b>Islamic Art and Architecture</b> <ul style="list-style-type: none"><li>• Illuminated manuscripts</li><li>• Characteristic features of Islamic architecture, such as domes and minarets (Dome of the Rock, Alhambra Palace, Taj Mahal)</li></ul>	<b>Geometry</b> <ul style="list-style-type: none"><li>• Identify and draw lines (Islamic art and architecture)</li><li>• Identify polygons (Islamic art and architecture)</li></ul>

## Books

Geyer, Flora. *Saladin: The Warrior Who Defended His People*. Washington, D.C.: National Geographic, 2006.

McCaughrean, Geraldine. *One Thousand and One Arabian Nights*. Illus. Rosamund Fowler. New York: Oxford University Press Children’s Books, 2000.

National Geographic. *1001 Inventions & Awesome Facts from Muslim Civilization*. Washington, D.C.: National Geographic Kids, 2012.

# MEDIEVAL ISLAMIC EMPIRES SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page

## Week 1

### Day 1

### Day 2

### Day 3

### Day 4

### Day 5

#### Medieval Islamic Empires

<p>"The Pillars of Islam" Core Lesson (TG &amp; SR, Chapter 1)</p>	<p>"Muhammad" Core Lesson (TG &amp; SR, Chapter 2)</p>	<p>"Islamic Expansion" Core Lesson (TG &amp; SR, Chapter 3)</p>	<p>"Islamic Expansion" and "The Art of the Koran" (TG, Chapter 3, Additional Activities, AP 3.1)</p>	<p>"Islamic Culture" Core Lesson (TG &amp; SR, Chapter 4)</p>
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#### CKLA

"The Battle of Yarmouk"	"The Battle of Yarmouk"	"The Civil War"	"The Civil War"	"The Classical Age"
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## Week 2

### Day 6

### Day 7

### Day 8

### Day 9

#### Medieval Islamic Empires

<p>"The Dome of the Rock," "The Court of the Lion," and "The Taj Mahal" (TG, Chapter 4, Additional Activities)</p>	<p>"The Crusades" Core Lesson (TG &amp; SR, Chapter 5)</p>	<p>"Islamic Art and Architecture" and "Domain Vocabulary Chapters 4–5" (TG, Chapters 4 &amp; 5, Additional Activities, AP 4.1 and 5.1)</p>	<p>Unit Assessment</p>
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#### CKLA

"The Classical Age"	"The Crusades"	"The Crusades"	"Kalila and Dimna"
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## MEDIEVAL ISLAMIC EMPIRES PACING GUIDE

\_\_\_\_\_’s Class

(A total of nine days have been allocated to the Medieval Islamic Empires unit in order to complete all Grade 4 history and geography units in the Core Knowledge Curriculum Series™.)

### Week 1

**Day 1**

**Day 2**

**Day 3**

**Day 4**

**Day 5**

#### *Medieval Islamic Empires*

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### Week 2

**Day 6**

**Day 7**

**Day 8**

**Day 9**

#### *Medieval Islamic Empires*

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## CHAPTER 1

# The Pillars of Islam

**The Big Question:** Within the religion of Islam, who is Muhammad?

### Primary Focus Objectives

- ✓ Describe the role of mosques in Islam. (RI.4.2)
- ✓ Explain the significance of Mecca. (RI.4.2)
- ✓ Identify Muhammad. (RI.4.2)
- ✓ Identify and explain the Five Pillars of Islam. (RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *minaret*, *muezzin*, *mosque*, *prophet*, *pilgrimage*, *vision*, *verse*, *idol*, *shrine*, and *Ramadan*. (RI.4.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Pillars of Islam”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

Activity Page



AP 1.1

- Display and individual student copies of World Map (AP 1.1)

### Core Vocabulary (Student Reader page numbers listed below)

**minaret, n.** a high tower on a mosque, from which Muslims may be called to prayer (2)

*Example:* The man climbed the stairs of the minaret to issue the call to prayer.

*Variations:* minarets

**muezzin, n.** a religious official who calls Muslims to prayer (2)

*Example:* A muezzin must have a strong and clear voice.

**mosque, n.** a place of worship for Muslims (4)

*Example:* Many Muslims attend Friday prayers at their local mosque.

*Variations:* mosques



**prophet, n.** someone chosen by God to bring a message to people (4)

*Example:* Muslims believe that Jesus of Nazareth was a prophet.

*Variations:* prophets

**pilgrimage (*hajj* in Arabic), n.** a journey undertaken for a religious purpose (4)

*Example:* Khadija hopes to go on a pilgrimage to Mecca in two years.

*Variations:* pilgrimages

**vision, n.** an image in one's mind or imagination that others cannot see (6)

*Example:* Muhammad had a vision of the angel Gabriel.

*Variations:* visions, visionary

**verse, n.** a part of a poem, song, or religious text, such as the Bible, or rhymed prose, such as the Koran (6)

*Example:* Each verse that Muhammad recited became part of the Koran.

*Variation:* verses

**idol, n.** an object, such as a statue or carving, that represents a god and is worshipped (8)

*Example:* Before Islam, the people of Arabia worshipped many different idols.

*Variations:* idols

**shrine, n.** a place considered holy because it is associated with a religious person or saint (8)

*Example:* The city of Jerusalem contains Jewish, Christian, and Muslim shrines.

*Variations:* shrines

**Ramadan, n.** a holy month in the Islamic calendar when Muslims fast from sunrise to sunset (10)

*Example:* Musa is not eating lunch today because it is Ramadan. He will not eat until after the sun goes down.

## THE CORE LESSON 35 MIN

### Introduce *Medieval Islamic Empires* Student Reader

5 MIN

Remind students that there are many different religions in the world. Have volunteers share the names of religions they have studied. (Students in Core Knowledge schools may recall studying Christianity in the *Medieval Europe* unit. They may also recall studying Judaism, Christianity, and Islam in Grade 1.) Remind students that one of the most widely practiced religions in the world is Islam. Explain that in this unit, students will learn about the beginnings and early history of Islam. Tell students that people who practice the beliefs of Islam are called Muslims.

Direct students' attention to the class Timeline. Ask students to recall from their previous studies what was happening in Europe during these centuries. (Students should share events from their study of *Medieval Europe*.) Use the three Introduction Timeline Cards to review key events in the religious history of medieval Europe: the growing power of the pope after the fall of the Western Empire, the construction of Hagia Sophia as the principal Christian church in the Eastern Empire, and the eventual split of the Church into Eastern and Western Churches. Post the three cards on the Timeline under the 500s and the 1000s. (Refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.)

#### Activity Page



AP 1.1



Explain that the events of this unit occur at the same time historically as these medieval events. While Christianity was growing in Europe, Islam was growing in another part of the world. Display the World Map (AP 1.1). Have students locate Europe. Then direct students' attention south, across the Mediterranean Sea to northern Africa and the Arabian Peninsula. Explain that the events in this unit occurred in this part of the world. They will return to this map throughout the unit to locate specific countries.

Distribute copies of the *Medieval Islamic Empires* 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 chart paper. Students will likely mention buildings, towers, people praying, and works of art.

## Introduce “The Pillars of Islam”

5 MIN

Point out the word *pillar* in the chapter title. Ask students to explain what a pillar is. (Students should recall from their previous studies that a *pillar* is a support column.) Explain that in this instance, the word *pillar* is being used figuratively. It refers to beliefs and practices that support the practice of Islam as a faith. Encourage students to look for specific beliefs and practices associated with Islam as they read.

Call attention to the Big Question, and encourage students to look for information that will help them identify Muhammad as they read.

## Guided Reading Supports for “The Pillars of Islam”

25 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.

## "The Call to Prayer," Pages 2–4

Scaffold understanding as follows:

**CORE VOCABULARY**—Read aloud the caption on page 3. Explain the meaning of the vocabulary terms *minaret* and *muezzin*, using the photograph to illustrate the word *minaret*. Explain to students that *minaret* comes from an Arabic word meaning lighthouse. Just as sailors far out at sea can see a lighthouse, the tall minaret is visible to everyone in a town. To further explain the role of a muezzin, you may wish to play the video clip of a call to prayer in Istanbul, Turkey.

Read aloud the section "The Call to Prayer" on pages 2–4.

**SUPPORT**—Display the World Map (AP 1.1) and guide students in locating Egypt and the city of Cairo. Explain that in 1082, when the events of this chapter are set, Cairo was a part of an Islamic empire that extended from the Arabian Peninsula across northern Africa. At that same time, another Islamic empire existed in what is now Iraq and Iran. Have students locate these places on the map.

After you read the text, ask the following question:

**LITERAL**—What is Khalid ibn Zayd's job?

» Khalid ibn Zayd is a muezzin. He calls people to prayer.

## "Toward Mecca," Pages 4–5

Scaffold understanding as follows:

Direct students' attention to the photograph on page 5; read and discuss the caption.

**CORE VOCABULARY**—Stop to explain the meaning of the vocabulary term *mosque*. Ask students to name other examples of houses of worship. (*churches, cathedrals, synagogues, temples*) If your community has a mosque, share this information with students.

Now read the title of the section, "Toward Mecca" on page 4.

**SUPPORT**—Display AP 1.1 and guide students in locating Mecca on the map. Ask students which direction Muslims in Cairo would need to face to pray toward Mecca. (*southeast*)

Ask students to read the section "Toward Mecca" on page 4 quietly to themselves or with a partner, referring to the vocabulary box as needed.

**SUPPORT**—Point out the word *prophet* and its meaning. Explain to students that the word *prophet* comes from a Greek word meaning to speak for. A prophet, therefore, is someone who speaks for God.

**Chapter 1**  
**The Pillars of Islam**

**The Call to Prayer** Khalid ibn Zayd climbed the stairs that circled the outside of the tower. It was not an easy climb. It was just after noon, and the sun was beating down on the tower and the buildings below. The city was Cairo, Egypt, and the year was 1082 CE.

**The Big Question**  
Within the religion of Islam, who is Muhammad?

There were 175 steps in all, but Khalid no longer thought to count them. When he reached the top step of the tower, he turned and looked down on the courtyard below. Then, he raised his hands beside his head, palms forward, took a deep breath, and called his neighbors to prayer.

Below him, worshippers moved steadily through doors cut into the courtyard wall. They moved toward a covered area near the opposite wall. Before entering the area, worshippers removed their shoes, covered their heads, and carefully took their places as well.

**Vocabulary**  
*minaret*, n. a high tower on a mosque, from which Muslims may be called to prayer.  
*muezzin*, n. a religious official who calls Muslims to prayer.

**Page 2**



**Page 3**

As the Muslim faithful to prayer, Khalid ibn Zayd stands atop a high tower.

Like Khalid, they raised their hands beside their heads, palms forward, and prayed in Arabic, "Allahu Akbar" ("God is great")—Allah being the Arabic word for God.

The worshippers then knelt down and bowed their heads to the ground, while praising God for his goodness.

**Toward Mecca**

Khalid ibn Zayd was proud of the service he performed. He was a muezzin (myoo'ze'z'in), a special person trained to call others to prayer. Five times a day he climbed the tall tower, known as a minaret, (min-ah'rah't) and called people to prayer.

The worshippers Khalid summoned were Muslims (mus'limz), Muslims follow the religion Islam (/is'lah'm/), which means "surrendering to God." Muslims, then, are "those who have given themselves to God or His will."

Many Muslims pray in a building called a mosque (/ma'sku/). Muslims, however, believe prayer can take place anywhere.

When they pray, Muslims face toward Mecca, an important city in Islam. Mecca is located on the Arabian Peninsula in the Middle East in present-day Saudi Arabia. For Muslims, Mecca is the holiest city because it is the birthplace of Muhammad, the prophet of Islam.

**Vocabulary**  
*mosque*, n. a place of worship for Muslims.  
*prophet*, n. someone chosen by God to bring a message to people.  
*pilgrimage* (hajj) to Mecca, n. a journey undertaken for a religious purpose.

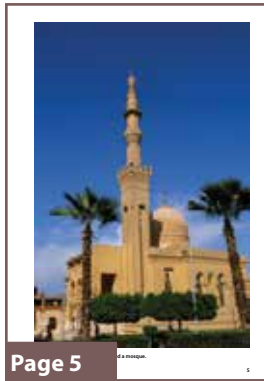
It is also the location of an important mosque where Muslims pray.

**Page 4**

Activity Page



AP 1.1



**After students read the text, ask the following questions:**

**LITERAL**—What are the followers of the religion of Islam called?

» The followers of Islam are called Muslims.

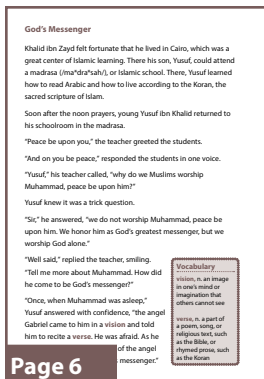
**LITERAL**—What is the name of the building in which Muslims might pray?

» Muslims might pray in a mosque.

**LITERAL**—Why do Muslims consider Mecca a holy city?

» Mecca is the birthplace of Muhammad, the prophet of Islam. (Students may also say that Mecca is the location of the Kaaba because it is mentioned at the end of this section. They will learn more about the Kaaba in the next section.)

## “God’s Messenger,” Pages 6–8



**Scaffold understanding as follows:**

**Read aloud the first two paragraphs of “God’s Messenger” on page 6, pointing out the definitions in the vocabulary box as needed. Then, ask volunteers to read the dialogue that follows, between the teacher at the madrasa, the Islamic school, and his students, to the bottom of page 8.**

**SUPPORT**—Tell students that many Muslims have Arabic names. These names have special meaning. For example, Khalid means eternal. Yusuf is the Arabic equivalent of the English name Joseph. In Arabic, the word *ibn* means son of. So Yusuf ibn Khalid means Yusuf, the son of Khalid.

**SUPPORT**—Explain to students that Yusuf attended a madrasa with other boys. Girls received their own Islamic education, usually at home. Remind students that this was also common in medieval Europe, where boys were more likely to attend school than girls. Tell students that today both Muslim boys and Muslim girls may attend Islamic school.

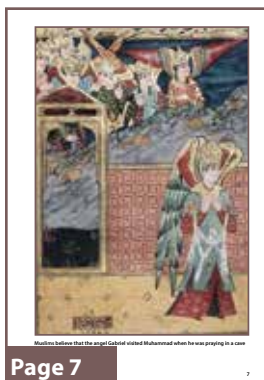
**After volunteers read the text, ask the following questions:**

**LITERAL**—Who is Muhammad?

» In Islam, Muhammad is considered God’s, or Allah’s, greatest messenger.

**LITERAL**—What was the Kaaba when Muhammad first started to spread his message? What is the Kaaba today?

» The Kaaba was first a shrine where many gods were worshipped. Today it is the holiest place in Islam.





"And did Muhammad begin immediately to act as God's messenger?" asked the teacher.

"No," said Yusuf, "he was still afraid. But the angel came to him again and again until he began to preach God's message."

"You have listened well, Yusuf," said the teacher. Yusuf bowed slightly and smiled, happy with his teacher's praise.

"All," the teacher called to a tall boy seated beside Yusuf, "did the people listen to what Muhammad said?"

"No," replied Ali. "At first only a few people among Muhammad's family and friends believed what he said. Most of the people ignored him or did not accept his message."

"And what did he say that made him unpopular?" prodded the teacher.

"Well," Ali answered thoughtfully, "he told them that there was only one God, Allah. He told them they should not worship other gods or idols. The people did not like that because they had lots of gods and put statues of them in the Kaaba."

"And what was the Kaaba?" the teacher cut in.

"It was a shrine where various gods and idols were worshipped."

"And what is it today?"

"It is the holiest place in Islam," answered Ali, adding quickly, "and today only God is worshipped."

**Vocabulary**

**idol**, n. an object, such as a statue or carving, that represents a god and is worshipped

**shrine**, n. a place considered holy because it is associated with a religious person or event

**Page 8**

## LITERAL—Why was Muhammad's message so unpopular at first?

- » He told people that there was the only one God, Allah, and that they should not worship any other gods. At the time, most Arabs prayed to many different gods and idols.

## "The Five Pillars of Islam," Pages 9–11

### Scaffold understanding as follows:

**Ask volunteers to read the first three paragraphs of "The Five Pillars of Islam" on page 9. Point out the definition of the word *Ramadan*.**

**SUPPORT**—This section is written as a dialogue between the teacher and two students. You may wish to assign each volunteer one of these roles and have each volunteer read the text associated with his or her assigned role.

**SUPPORT**—Draw students' attention to the diagram "Five Pillars of Islam" on page 9. Encourage students to refer to the diagram as they follow along with this section.

**SUPPORT**—Call students' attention to the image and caption on page 10, explaining that the Koran, like the Bible for Christians, is the holy book for Muslims.

**Ask volunteers to take turns reading the remaining paragraphs of "The Five Pillars of Islam" on pages 9–11.**

**After volunteers read the text aloud, ask the following questions:**

**LITERAL**—What are the Five Pillars of Islam?

- » The Five Pillars are: belief that there is only one God; prayer five times a day; giving to the poor; fasting during Ramadan; and making a pilgrimage to Mecca, or *hajj*.

**LITERAL**—What is the Koran?

- » It is the holy book of Islam.

The Five Pillars of Islam

"Excellent," said the teacher. "We believe only in God the Almighty. That is the first pillar, or foundation, of our faith. We believe there is no lord but God and that Muhammad is the last messenger of God."

"What are the other pillars of our faith?" the teacher asked. "You first, Hassan," he said to a boy sitting nearby.

"The second pillar of our faith," Hassan responded, "is prayer. Five times a day we Muslims pray toward the Kaaba in Mecca. We must pray before the sun rises, after midday, in the afternoon, about sunset, and at night."

"The third pillar," Hassan continued, "is sharing wealth with the poor. It is called *zakaat*. Muhammad taught that we must help the poor and those in need by giving them money."

"You have answered well," said the teacher. "Let's give someone else a chance to answer now."

**Five Pillars of Islam**

**Page 9**

"Ishaq," he called to a boy sitting next to Hassan, "what is the fourth pillar of our faith?"

"The fourth pillar is fasting," Ishaq said. "We Muslims fast during the month of Ramadan. That means . . . um . . . it means that we do not eat or drink between sunrise and sunset for the whole month."

"And the fifth pillar," Ishaq encouraged the teacher.

"Well . . . the fifth pillar," said Ishaq slowly, calling for time. "The fifth pillar," Ishaq finally said, "is to make a pilgrimage to Mecca."

**Vocabulary**

**Ramadan**, n. a holy month in the Islamic calendar when Muslims fast from sunrise to sunset

as in the students in the story did about

**Page 10**

"If we are able," Ishaq continued, "we should visit Mecca at least once in our lives."

"Well done, Ishaq," said the teacher with genuine pleasure. "You all have answered well today." He was very proud of his students and all they had learned about their faith.

Since the beginning of Islam, Muslim youth have attended their local mosques and later madrasas to learn more about their faith and how to be good Muslims. Today, Islamic schools much like the one described can be found in many parts of the world, such as Egypt, Nigeria, India, France, and the United States.

**Page 11**

## Timeline

- Show students the remaining Chapter 1 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Within the religion of Islam, who is Muhammad?”
- Post the image of the angel Gabriel to the Timeline under the date referencing the 600s; refer to the illustration in the Unit 4 Introduction for guidance on the placement of the image card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Share a short answer to the Big Question, “Within the religion of Islam, who is Muhammad?”
  - » Key points students should cite include: Muhammad is the prophet of Islam. Muslims believe he was God’s messenger. Muslims believe that Muhammad was the last of God’s messengers.
- Choose one of the Core Vocabulary words (*minaret, muezzin, mosque, prophet, pilgrimage, vision, verse, idol, shrine, or Ramadan*), and say a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

### The Five Pillars of Islam (RI.4.1, RI.4.10)

45 MIN

#### Activity Page



AP 1.2

**Materials Needed:** Sufficient copies of The Five Pillars of Islam activity page (AP 1.2)

Review with students the Five Pillars of Islam, based on the Student Reader text. Tell students they are now going to learn more about these key beliefs and practices.

Distribute AP 1.2. Have students work alone or with a partner to read about the pillars and answer the questions that follow. This activity might also be assigned as homework.

If time allows, you may wish to have students create informational posters about the Five Pillars of Islam based on their reading and AP 1.2.

## CHAPTER 2

# Muhammad

**The Big Question:** What does Muhammad's decision regarding the replacement of the holy stone reveal about his character?

### Primary Focus Objectives

- ✓ Describe Muhammad's early life. (RI.4.2)
- ✓ Summarize Muhammad's message. (RI.4.2)
- ✓ Identify the reasons for and the events of the Hegira. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *sacred*, *clan*, and *meditate* (RI.4.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource "About Muhammad":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

Activity Page



AP 1.1

- Display and individual student copies of World Map (AP 1.1)

### Core Vocabulary (Student Reader page numbers listed below)

**sacred, adj.** related to religion; holy (14)

*Example:* The city of Jerusalem is sacred to Jews, Christians, and Muslims.

**clan, n.** a group of families claiming a common ancestor (14)

*Example:* Even members of Muhammad's clan turned against him when he began to preach that the rich should give to the poor.

*Variations:* clans

**meditate, v.** to think quietly or carefully about something (15)

*Example:* Even before he received a revelation, Muhammad used to go into the hills around Mecca to meditate.

*Variations:* meditates, meditating, meditated, meditation (noun)

## Introduce “Muhammad”

5 MIN

Ask students to think about what they read in Chapter 1. Who was Muhammad? *(Possible response: According to Muslims, he was God’s messenger.)* Invite students to share what else they remember about Muhammad from their reading. *(Possible responses: He received a vision from the angel Gabriel; the angel visited Muhammad many times; Muhammad told people there was only one God and they should not pray to idols.)*

After students have shared their recollections, tell them they are going to be reading about the early years of Muhammad’s life, when he faced great opposition while spreading God’s message. Call attention to the Big Question, and encourage students to look for how Muhammad’s actions reflected his character.

## Guided Reading Supports for “Muhammad”

30 MIN

## “Who Was the Prophet?,” Pages 12–15


Scaffold understanding as follows:

Read aloud the first paragraph of the section “Who Was the Prophet?” on page 12.

## Activity Page

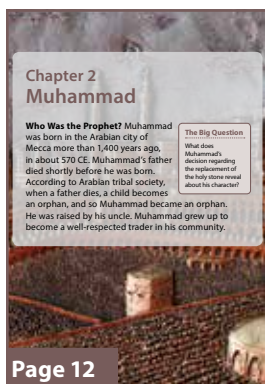


AP 1.1

 **SUPPORT**—Display the World Map (AP 1.1) and guide students in locating Saudi Arabia. Explain that the peninsula where Saudi Arabia is located is called the Arabian Peninsula. Then have students turn to the map of the Arabian Peninsula on page 16 of the Student Reader and locate the city of Mecca. Ask volunteers to describe the relative location of Mecca. *(It is next to the Red Sea. It is in the middle of the Arabian Peninsula’s western coast.)* Note that the image on pages 12 and 13 of the Student Reader shows a tapestry depicting Mecca.

Read aloud the remaining two paragraphs in “Who Was the Prophet?” on pages 14–15.

**CORE VOCABULARY**—Stop to explain the meanings of the vocabulary terms *sacred* and *clan*. Ask students to give examples of something sacred from the unit on *Medieval Europe*.





## After you read the text, ask the following questions:

**LITERAL**—What is the story that Muslims tell about Muhammad and a problem in the Kaaba? How did Muhammad solve the problem?

- » The problem was that a flood knocked a stone loose from one of the Kaaba's walls. Since the Kaaba is a holy shrine, every clan wanted the honor of putting the stone back in its proper place. Muhammad solved the problem by having the clans cooperate to replace the stone. He put the stone on top of his cloak and asked all of the clan leaders to lift it together to put it back in the wall.

**EVALUATIVE**—How did the story show that Muhammad possessed the necessary qualities for a good leader?

- » The story shows that Muhammad was thoughtful, creative, and intelligent in coming up with a solution to the problem that did not favor just one clan. He was able to think of a way to get all of the clans to cooperate, so that all were happy.

Muslims tell a story about Muhammad to show why people respected him. One year, floodwaters badly damaged the Kaaba. The Kaaba is a holy shrine in Mecca that houses a sacred black stone. In Muhammad's time, people visited the shrine to worship many different gods. The flood knocked the stone loose from its special place in one of the Kaaba's walls. At that time there were many groups of families, called clans, living in Mecca. These clans argued over which one would have the privilege of replacing the stone. They could not agree. They decided that the next man who entered the courtyard would decide. Muhammad was the next man to enter. He found a unique solution. He took off his cloak and spread it on the ground. He placed the sacred stone in the middle of it. Then

**Vocabulary**  
*clan*, n. a group of families sharing a common ancestor

The Kaaba is the holiest place in Islam. The Kaaba is a great mosque in Mecca.

**Page 14**

## “Muhammad: The Prophet,” Pages 15–16

### Scaffold understanding as follows:

Read the title of the next section, “Muhammad: The Prophet,” on page 15, reviewing the meaning of the word *prophet*. Call students’ attention to the Core Vocabulary term *meditating* in the first paragraph and preview its meaning, as well.

Ask students to read the section “Muhammad: the Prophet” on pages 15–16 quietly to themselves or with a partner.

leaders to take hold of the ends of the cloak. Carefully, they lifted the stone to its place in the wall. Finally, Muhammad gently slid the stone into its place. The clan leaders praised him for his solution to a difficult problem.

**Muhammad: The Prophet**

Muhammad was a thoughtful man. Often he would go off by himself to reflect on life and how it should be lived. In 610, while meditating, Muhammad had a vision. He believed the angel Gabriel, a messenger from God, appeared to him. Gabriel told him he was to be God's messenger. At first, he was confused and frightened. Muhammad did not know what he was expected to do. His wife, some family members, and friends reassured him. They told him he was meant to be a prophet who spoke on behalf of God.

In 613, after a second vision, Muhammad began sharing the messages he received. He said that there was only one God, Allah. People should pray to God alone. He insisted Muhammad also taught that all believers were equal in God's eyes. The rich, he said, must share their wealth with the poor. He warned people that they would be judged by their actions, not by their wealth.

Some people accepted the messages shared by Muhammad, but many opposed them. People of many faiths came to Mecca to worship their gods at the Kaaba. They spent a lot of money in Mecca. Would these people still come if the people

**Vocabulary**  
*meditate*, v. to think quietly or carefully about something

**Page 15**

**SUPPORT**—After students finish reading, write the prefixes *mono-* and *poly-* on the board or chart paper. Explain that *mono-* means one and *poly-* means many. During the time of Muhammad's revelations, most people in Mecca worshipped many gods. Worshipping more than one god is called *polytheism*. Other people in Mecca worshipped only one God. Worshipping only one God is called *monotheism*. For example, Christians and Jews worship only one God. Muhammad also believed that people should worship only one God. Like Christianity and Judaism, Islam, which developed from Muhammad's revelations, is a monotheistic religion.



**After students read the text, ask the following questions:**

**LITERAL**—What were the main points of Muhammad’s message?

- » People should pray to Allah, who was the only God; all believers were equal; the rich should share their wealth with the poor; people would be judged by what they did, not how rich they were.

**EVALUATIVE**—Why were some people unhappy with Muhammad’s messages?

- » They were concerned about his message saying that people should pray to only one God, Allah, (monotheism) instead of to the many gods who were worshipped at the Kaaba (polytheism). They worried that pilgrims who believed in many gods would stop visiting Mecca and stop spending money in Mecca.

**“A Narrow Escape: The Hegira,” Pages 16–17**

**Scaffold understanding as follows:**

**Ask students to read the section “A Narrow Escape: The Hegira” on pages 16–17 to themselves or with a partner.**



**SUPPORT**—Point out the map of the Arabian Peninsula on page 16. Have students trace Muhammad’s path from Mecca to Medina. Ask students what direction Muhammad and his followers traveled. (*north*)

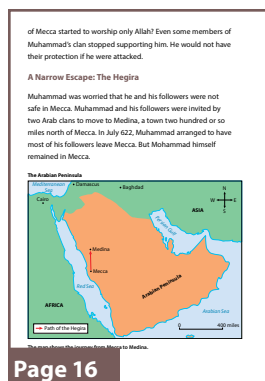
**After students read the text, ask the following questions:**

**LITERAL**—Why did Muhammad leave Mecca?

- » Muhammad’s enemies were plotting to kill him because they did not like what he had to say.

**LITERAL**—How is the Hegira honored today in the Muslim world?

- » Muslims begin their calendar year with the date of the Hegira.



## Timeline

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- Show students the Chapter 2 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What does Muhammad’s decision regarding the replacement of the holy stone reveal about his character?”
- Post the image of the map to the Timeline under the date referencing the 600s; refer to the illustration in the Unit 4 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, “What does Muhammad’s decision regarding the replacement of the holy stone reveal about his character?”
  - » Key points students should cite include: Muhammad’s thoughtfulness, his desire to come up with a solution that pleased everyone, his tact, his modesty (he did not say that he should put the stone on himself or that his clan should be itself).
- Choose one of the Core Vocabulary words (*clan*, *sacred*, or *meditate*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## CHAPTER 3

# Islamic Expansion

**The Big Question:** Why was the flight to Medina the start of a new period in the history of Islam?

### Primary Focus Objectives

- ✓ Describe the distinctive religious practices of Islam. **(RI.4.2)**
- ✓ Explain Muhammad’s conquest of Mecca. **(RI.4.3)**
- ✓ Summarize how Islam spread throughout the Arab world during Muhammad’s final years and after his death. **(RI.4.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *convert*, *revelation*, and *caliph*. **(RI.4.4)**

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About Islamic Expansion”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

Activity Page



AP 3.1

- Islamic Expansion (AP 3.1)
- Internet access to image of the Koran

### Core Vocabulary (Student Reader page numbers listed below)

**convert, v.** to change from one belief or religion to another **(18)**

*Example:* Muslim rulers did not force Jews or Christians to convert to Islam.

*Variations:* converted, converting; conversion, convert (nouns)

**revelation, n.** something that is made known to humans by God **(21)**

*Example:* The angel Gabriel shared a revelation with Muhammad.

*Variations:* revelations

**caliph, n.** a successor of Muhammad; the leader of Islam (23)

*Example:* Abu Bakr was the first caliph after Muhammad's death.

*Variations:* caliphs, caliphate

## THE CORE LESSON 35 MIN

### Introduce “Islamic Expansion”

5 MIN

Write the words *Muhammad*, *vision*, *prophet*, *Mecca*, and *Medina* on the board or chart paper. Have students use these words as prompts to summarize the beginning of Islam on the Arabian Peninsula, using what they read in Chapter 2. (Students should include Muhammad's visions of the angel Gabriel, his calling as God's messenger, the opposition he faced, and his flight to Medina.) Ask students what name is given to Muhammad's escape to Medina. (*the Hegira*)

Call attention to the Big Question, and encourage students to look for how the Hegira, or the flight to Medina, marked a new period in Islam.

### Guided Reading Supports for “Islamic Expansion”

30 MIN

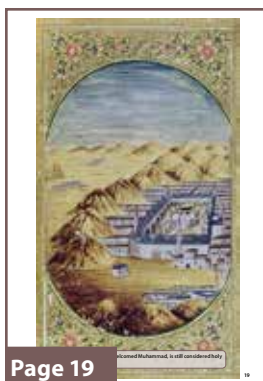
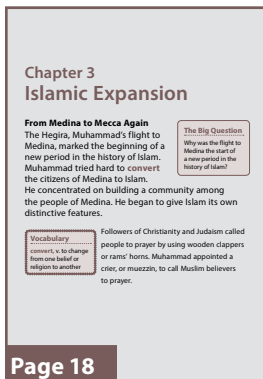
#### “From Medina to Mecca Again,” Pages 18–21

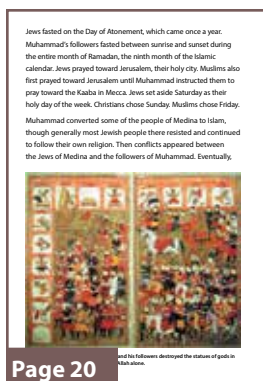
Scaffold understanding as follows:

Ask a volunteer to read aloud the first three paragraphs of “From Medina to Mecca Again” on pages 18–20.

**CORE VOCABULARY**—Explain the meaning of the vocabulary term *convert* when it is encountered

**SUPPORT**—Explain that Judaism, Christianity, and Islam each have a weekly holy day when believers gather together to pray. Each religion has a reason for its holy day. Jews set aside Saturday in honor of the day they believe God rested from creating the world. Christians set aside Sunday in memory of the day they believe Jesus of Nazareth was resurrected. Muslims set aside Friday because they believe that Muhammad received this direction in one of his visions.





**Ask a volunteer to read aloud the remaining paragraph of “From Medina to Mecca Again” on pages 20–21.**

**After the volunteer reads the text aloud, ask the following questions:**

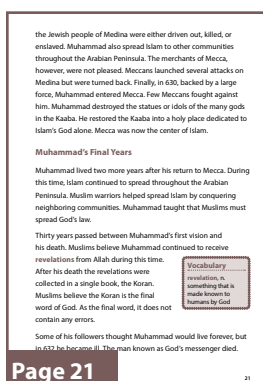
**LITERAL**—What are some of the religious practices of Islam that you just read about?

- » A muezzin calls followers to prayer. Muslims fast during the month of Ramadan. Muslims pray facing Mecca. Friday is the holy day of the week.

**LITERAL**—How did Mecca become the center of Islam?

- » Meccans unhappy with the spread of Islam attacked Medina. In response, Muhammad returned to Mecca with a large army. He destroyed the idols in the Kaaba and dedicated the shrine to the one God, Allah. The dedication of the Kaaba made Mecca the center of Islam.

## “Muhammad’s Final Years,” Pages 21–22



**Scaffold understanding as follows:**

**Preview the term *revelation*, and then ask students to read “Muhammad’s Final Years” on page 21 quietly to themselves or with a partner.**

**After students read the text, ask the following question:**

**LITERAL**—What is the Koran?

- » It is the holy book of Islam, a collection of revelations to Muhammad. Muslims believe the Koran is the final word of God and therefore has no errors.



## “Muhammad’s First Successors,” Pages 23–25

Scaffold understanding as follows:

Read the title of the next section aloud, “Muhammad’s First Successors,” on page 23.

**SUPPORT**—Discuss the word *successors*. Students learned the word *successor* in the *Medieval Europe* unit. It means a person who becomes king, queen, or leader after the recent leader’s death.

Ask volunteers to read aloud “Muhammad’s First Successors” on pages 23–25.

**CORE VOCABULARY**—Point out the term *caliph* and its definition as it is encountered. The word *caliph* is an Arabic word meaning a successor of Muhammad.

**SUPPORT**—Have students examine the map of The Spread of Islam on page 25. Have students identify the locations of the following to help them visualize the places mentioned in this lesson: Syria, Egypt, Persia (Iran), and Spain. Note that the eastern border of Islam in 750 CE, the river to the east of Persia, is the edge of India.

After students read the text, ask the following questions:

**LITERAL**—Who were the caliphs?

- » They were the successors to Muhammad and the rulers of the Muslim world.

**EVALUATIVE**—How did the two branches of Islam that continue to exist today, the Shiite and the Sunni, come about?

- » The branches were formed because of a disagreement about who should succeed Muhammad as the leader of Islam. Those who supported Abu Bakr, the first caliph chosen by the elders of Medina, became the Sunni. Those who supported Ali, Muhammad’s cousin and his daughter’s husband, became the Shiite.

**LITERAL**—How did Islam spread throughout the Middle East, Europe, and Asia?


- » Islam spread through the leadership of the caliphs and through military battles fought by Islamic warriors.

**Muhammad’s First Successors**

When Muhammad died, he appears to have left no instructions for choosing a successor. His followers had considered him the last of the prophets. The Muslims knew, however, that they needed strong leadership if they were going to survive. But Muhammad’s death caused conflict over who was the rightful leader of the Islamic community. Muhammad’s successors were called *caliphs* (kay’lifs). Muhammad had a surviving daughter, but not a son. Two men stood ready to take over. They were Ali, Muhammad’s cousin and his daughter’s husband, and Abu Bakr, the father of one of Muhammad’s wives and one of Muhammad’s closest friends. The important elders of Medina chose Abu Bakr. The first caliph, lived for only two more years. The second Caliph was Umar, another close companion of Muhammad’s. Once again, Ali was overlooked. Within twenty-four years of Muhammad’s death, there was a civil war that created the two branches of Islam—the Shiites, who are the followers of Ali, and the Sunnis.

Despite such conflict, Islam spread far and wide. The first four caliphs conquered land throughout Syria, Egypt, North Africa, and Persia. Muslim warriors depended on military strategy and good fortune. In one important battle for the city of Damascus in Syria, for example, a much larger army outnumbered the Muslim warriors. The Muslims camped with the desert at their backs, waiting for them. When the two armies met in the

**Page 23**



Damascus became the capital of an Islamic empire.

battle on a hot summer day, a strong wind blew in from behind the Muslim troops, swirling dust and sand and blinding the enemy force. The Muslim warriors were able to win an important victory. The great ancient Syrian city of Damascus was theirs.

Within one hundred years after the death of the Prophet Muhammad, Muslim rule had spread from the Arabian Peninsula to the borders of India and China in the east. It spread through North Africa and into Spain in the west. Muslim armies also advanced as far as Constantinople, the capital of the Byzantine Empire, conquering it in 1453.

and this vast territory, most immediately convert to Islam.


**Page 24**

This took hundreds of years. However, over time most conquered people did convert.

The caliphs worked to organize and govern their growing empire. They used their powerful armed forces to control that empire. They collected taxes. They made Arabic the official language of the government.

The caliphs also created a special place for other believers who worshipped one God. Jews and Christians were known as “People of the Book.” Muslims believed that Jews and Christians worshipped the same God as Muslims. As “People of the Book,” Jews and Christians had more rights and privileges than other non-Muslims, although they did pay a tax. This tax, according to Islamic law, provided them with protection and released them from having to serve in the army.

**The Spread of Islam**



and from the time of Muhammad’s death in 622 to 750 CE.

**Page 25**



## 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: “Why was the flight to Medina the start of a new period in the history of Islam?”
- Post the image of the map to the Timeline under the date referencing the 700s; refer to the illustration in the Unit 4 Introduction for guidance on the placement of the image card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Share an answer to the Big Question, “Why was the flight to Medina the start of a new period in the history of Islam?”
  - » Key points students should cite include: The Hegira marked the beginning of the spread of Islam outside Mecca; from there, Islam spread throughout the Arabian Peninsula and then beyond it. After attacks on Medina by the Meccans, Muhammad returned to Mecca with a large army. He destroyed the idols in the Kaaba and dedicated the shrine to the one God, Allah. After Muhammad’s death, his successors, the caliphs, spread Islam to other parts of the world.
- Choose one of the Core Vocabulary words (*convert*, *revelation*, or *caliph*), and say a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

### Islamic Expansion (RI.4.7)

25 MIN

#### Activity Page



AP 3.1



**Materials Needed:** Sufficient copies of Islamic Expansion (AP 3.1)

Distribute AP 3.1, Islamic Expansion, and direct students to use the map to answer the questions.

### Domain Vocabulary: Chapters 1–3 (RI.4.4, L.4.6)

30 MIN

#### Activity Page



AP 3.2

**Materials Needed:** Sufficient copies of the Domain Vocabulary: Chapters 1–3 activity page (AP 3.2)

Distribute AP 3.2, Domain Vocabulary: Chapters 1–3, and direct students to match the definitions to the vocabulary terms they have learned in their reading about *Medieval Islamic Empires*.



## The Art of the Koran

20 MIN

**Materials Needed:** Internet access

**Alternate Art Activity for the Art of the Koran:** If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4, available at:

[www.coreknowledge.org/store](http://www.coreknowledge.org/store)

**The Art Resource packet also includes an image from the Book of Kells, which you may choose to use as a comparison piece during this activity.**



**Background for Teachers:** Prepare for the activity by previewing the image of a handwritten Koran. Use this link to download the CKHG Online Resources for this unit, where the specific link for the image, for background information on the art of the Koran, and for an image from the Book of Kells may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Display the image of the handwritten Koran. Explain to students that this Koran was written in the 1100s–1200s. Remind students of the importance of the Koran in Islam. It is a collection of Muhammad's revelations and is considered to have no errors. It, along with the example of Muhammad's life, provides the guidance for living a Muslim life.

Explain that calligraphy, or artistic handwriting, is an important art form in Islamic culture. This Koran provides an example of that art form. Students will learn more about calligraphy and Islamic art in the next chapter of the Student Reader.

Have students study the image. Then ask the following Looking Questions:

- This is a handwritten Koran. Where do you see something that looks like handwriting?
  - » The writing is in the center of the page.
- What kind of balance is used in the decoration of these pages?
  - » The decoration of these pages is symmetrical.
- What types of lines are used in the design?
  - » Vertical, horizontal, diagonal, and curving lines are used in the design.

- What types of shapes are used?
  - » Geometric shapes, such as rectangles and squares, are used, along with other rounded shapes, similar to an oval or teardrop shape.
- Why might the designer have used this combination of lines and shapes?
  - » This combination of lines and shapes provides balance and structure but also offers variety.
- How does the decoration call attention to the words on the page and to the book itself?
  - » The decoration focuses attention on the words and provides an elaborate frame for them. The decoration also emphasizes the importance of the book.
- In the *Medieval Europe* unit, you studied a page from the Book of Kells. Compare the page from the Book of Kells with the pages of the Koran. How are they similar? How are they different?
  - » Answers will vary but may include the use of geometric shapes and the use of illustrations to emphasize the books' importance.

## CHAPTER 4

# Islamic Culture

**The Big Question:** How did the Islamic Empire contribute to the development of Western knowledge and culture?

### Primary Focus Objectives

- ✓ Explain the importance of trade in the development of Islamic civilization. **(RI.4.2)**
- ✓ Describe the contributions of Islamic scientists, scholars, and artists. **(RI.4.2)**
- ✓ Explain how Muslim scholars preserved, built on, and passed along the works of Greek and Roman thinkers. **(RI.4.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *scribe*, *navigation*, *algebra*, *stucco*, and *calligraphy*. **(RI.4.4)**

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About Islamic Culture”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

- Internet access to images of Dome of the Rock, the Alhambra, and the Taj Mahal

### Core Vocabulary (Student Reader page numbers listed below)

**scribe, n.** a person whose job is copying written information **(28)**

*Example:* Muslim scribes copied and translated the works of Greek and Roman thinkers.

*Variations:* scribes

**navigation, n.** the act of planning and directing the movement of a ship, plane, or other vehicle **(28)**

*Example:* The discoveries of Muslim astronomers and mathematicians made navigation easier for ships.

*Variations:* navigate (verb)

**algebra, n.** a type of advanced mathematics **(29)**

*Example:* Students in middle school and high school mathematics often study algebra.

**stucco, n.** a type of rough plaster; a material used to make walls (32)

*Example:* Muslim builders often created designs on stucco walls.

**calligraphy, n.** artistic handwriting (32)

*Example:* Muslim artists often include calligraphy of verses from the Koran in their artwork.

*Variations:* calligrapher

## THE CORE LESSON 35 MIN

### Introduce “Islamic Culture”

5 MIN

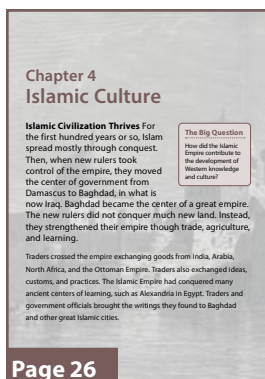
Ask students if they have ever read the tags on their clothing. Where were their clothes made? How many have clothes made outside the United States? Ask students what we call the process of exchanging goods with other countries (*trade*). Explain that in earlier times—before television, movies, and computers—people learned about other countries and cultures through exploration and trade.

Tell students that in this chapter, they will learn how important trade became to the growing Islamic Empire and how it enriched the empire and its peoples. Tell them they also will learn how this trade resulted in important discoveries and innovations in Islamic culture. Call attention to the Big Question, and encourage students to look for ways that the Islamic Empire contributed to the development of Western knowledge and culture. Remind students that, in this context, *Western* means European.

### Guided Reading Supports for “Islamic Culture”

30 MIN

#### “Islamic Civilization Thrives,” Pages 26–29



**Scaffold understanding as follows:**

**Read aloud the first two paragraphs of “Islamic Civilization Thrives” on page 26. Explain that the word *thrives* means to do well or to grow. Note that in this section, students will read about how Islam grew and became important during this time. Examine and discuss the image and caption on page 27.**



**SUPPORT**—Have students turn to the map of The Spread of Islam on page 25 of the previous chapter. Have students locate the city of Baghdad. Make sure students understand that Baghdad was in a good location to be a center of trade. The Tigris River (and the nearby Euphrates River) linked it with waterways and land routes to India and the East as well as to Syria and Constantinople (in present-day Turkey). Tell students that Muslim rulers in Baghdad controlled this vast territory. They made sure that the empire was peaceful and people were safe. Traders could travel from one end of the empire to another in peace. This made it easier for traders to do business, and trade flourished.



Page 27



Page 28

**CORE VOCABULARY**—Read aloud the remaining paragraphs of “Islamic Civilization Thrives” on pages 28–29, stopping to explain the meaning of the vocabulary term *scribe*.

**SUPPORT**—Help students understand the role of Muslim scholars in preserving the works of Greek and Roman thinkers. Draw a four-step flowchart on the board or chart paper. Fill in each step of the flowchart as follows: 1. Greek and Roman thinkers write down their ideas. 2. Muslim traders bring the writings of Greek and Roman thinkers to Baghdad and other Muslim cities. 3. Muslim scholars study and translate the writings. 4. Muslim scholars share their studies and translations with Europeans.

**SUPPORT**—Write the numbers 0–9 on the board in a row from left to right, explaining that these numerals are called Arabic numbers.

**SUPPORT**—Call attention to and discuss the illustrations and captions on pages 28–29. Explain the meaning of the vocabulary word *navigation* in the caption on page 28.

**After you read the text, ask the following questions:**

**LITERAL**—In 750 CE, the center of Islamic government moved from Damascus to what city?

» Baghdad

**INFERENTIAL**—What was the primary language Muslims of medieval Islam spoke? How do you know?

» Medieval Muslims spoke Arabic. Muslim scholars translated works written originally in Greek (and Latin) into Arabic.

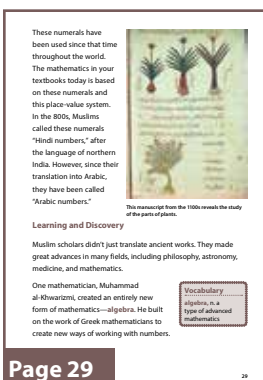
**LITERAL**—What contributions by Muslim scholars are described in this section?

» Muslim scholars translated the works of ancient Greek and Roman thinkers. They also borrowed and spread the use of written numerals 0–9.

## “Learning and Discovery,” Pages 29–31

**Scaffold understanding as follows:**

**Ask a volunteer to read the first two paragraphs of “Learning and Discovery” on page 29, stopping to explain the meaning of the term *algebra*.**



Page 29



In medicine, Muslim doctors were far ahead of those in western Europe. Muslim doctors were the first to describe measles and smallpox accurately. They were the first to discover how some diseases spread. One doctor and philosopher, Ibn Sina, was especially influential.


Ibn Sina was born in 980 CE. He was a wonder child. It is said that he memorized the Koran by the time he was ten and learned medicine and philosophy by the time he was a teenager. The Koran has 114 chapters and more than 6,000 verses! As an adult he wrote a detailed medical encyclopedia, the *Canon of Medicine*, and a review of all the philosophical sciences of his day. The encyclopedia was used to teach doctors throughout the Muslim world. Later, it was translated and used in Europe for hundreds of years.



**Page 30** read measles and smallpox.

Ibn Sina described various diseases and their treatments with great accuracy. He also wrote a philosophical text titled *The Healing*. His interests didn't stop there, however. He also wrote books on astronomy and mathematics.

Eventually, the works of Ibn Sina and other Islamic scholars were shared with Europe. Muslims conquered southern Spain in the late 700s. The Spanish city of Córdoba became a center of Muslim art and learning. Córdoba boasted three thousand mosques, seven hundred libraries, and several universities. Muslim scholars in Spain also translated works from Arabic and Hebrew and Latin. By 1050, European doctors were reading translations of Ibn Sina's medical encyclopedia and philosophical works. By 1200, Europeans had been introduced to algebra.



**Page 31** Córdoba—was built in 784. Later, it was turned into a

**Ask volunteers to take turns reading the rest of “Learning and Discovery” on pages 30–31.**

**After volunteers read the text, ask the following questions:**

**LITERAL—Who was Ibn Sina?**

- » He was a gifted Muslim doctor and philosopher who wrote a medical encyclopedia and books on philosophy, astronomy, and mathematics.

**LITERAL—Why is the Spanish city of Córdoba important in Islamic history?**

- » It became a center of Muslim art and learning after the Muslim conquest of Spain in the 700s.

## “Architecture and Art,” Pages 32–33

**Architecture and Art**

During this time art and architecture also thrived. Some of the most beautiful buildings in the world were designed by Muslim architects. The Great Mosque of Samarra, in Iraq, is one of these buildings.

Muslim artists created complex patterns and designs in bright colors. They applied these patterns to all types of surfaces: pottery, tile, glass, wood, plaster, stucco, and even rock. Islamic artists developed calligraphy, the art of elegant writing. Muslims often used calligraphy to write words from the Koran.

Thus, they turned the words into works of art.

Muslim poets wrote poems of great beauty. Other Muslim writers told stories that are still read today. One of the greatest story collections in Muslim literature is *A Thousand and One Nights*, also known as *The Arabian Nights*.

While Muslim scholars, poets, and architects created great treasures, Islam continued to spread, by way of preaching, by trade, and by warfare. People in East Africa, West Africa, South Asia, and Southeast Asia converted to Islam.

During this time a new group of Muslims, the Seljuk (sel'jook/) Turks, took control of much of the Islamic Empire. They did not stop there. By 1100, the Seljuk Turks had seized more than half of the old Byzantine Empire.



**Page 32** patterns and calligraphy.

**Scaffold understanding as follows:**

**Ask students to read “Architecture and Art” on pages 32–33 to themselves.**

**CORE VOCABULARY—**Explain the terms *stucco* and *calligraphy* to students. If you have buildings or walls made of stucco in your community, offer these as examples. Tell the students that the word *calligraphy* comes from two Greek words meaning beauty and writing. Calligraphy is not just good handwriting—it is art. It is created purposely to be beautiful and artistic.

**After students read the text, ask the following questions:**

**LITERAL—What were some of the characteristics of medieval Islamic art?**

- » Medieval Islamic art often contained patterns. Some artists created mosaics. Others were calligraphers. Artists often used bright colors.

**LITERAL—Who were the Seljuk Turks?**

- » They were a group of Muslims who took control of the Islamic Empire and seized more than half of the Byzantine Empire.

**Page 33** 33

## Timeline

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- Show students the Chapter 4 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did the Islamic Empire contribute to the development of Western knowledge and culture?”
- Post the Image Cards to the Timeline under the date referencing the 1000s; refer to the illustration in the Unit 4 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 the Islamic Empire contribute to the development of Western knowledge and culture?”
  - » Key points students should cite include: Muslim scholars translated the works of Greek and Roman thinkers and then shared their work with Europeans; they introduced “Hindi numbers,” or “Arabic numbers,” to Europe; they made advances in mathematics, astronomy, and medicine, and their works were translated and shared in Europe.
- Choose one of the Core Vocabulary words (*scribe*, *navigation*, *algebra*, *stucco*, or *calligraphy*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

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### The Dome of the Rock

15 MIN

**Materials Needed:** Internet access

**Alternate Art Activity for the Dome of the Rock:** If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource 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 images of the Dome of the Rock. Use this link to download the CKHG Online Resources for this unit, where the specific links for the images, as well as background information about the Dome of the Rock, may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Display the image of the Dome of the Rock from a distance. Tell students that the Dome of the Rock is in Jerusalem in what is now the country of Israel. It was built as a shrine to mark the place where Muslims believe that Muhammad ascended to heaven and received God's, or Allah's, instructions before returning to Earth to share those instructions. The site is also sacred to Jews and Christians as the site of an ancient Jewish temple. The Muslim shrine was built in the late 600s CE when Islam was still a young religion.

Point out the structure's octagonal arrangement and dome. Explain that the dome is actually two domes: a wooden one on the inside and a gilded (metal-covered) dome on the outside. The dome represents heaven; the building's mosaic facing represents Earth.

Then display the close-up of the building. Point out the mosaics and the use of calligraphy in the design.

After students study the images, ask the following Looking Questions:

- What things catch your eye about this building?
  - » The gold dome is quite striking, as is the enormous entrance.
- What does the use of gold suggest about the building?
  - » The expensive materials used in this building show that it is important.
- This building is a mosque, a place of worship like a church or temple. How does the top half of the mosque contrast with the bottom half?
  - » The bottom half of the mosque is more decorative and has flat sides, which create an octagonal form. The dome is round—a hemisphere on top of the vertical lines.
- CHALLENGE: Why are the materials used in this building especially appropriate for a desert climate?
  - » The sun reflects off the gold dome.
- Which parts of this building are symmetrical, that is, having identical parts facing one another across an imaginary center line? Can you find any parts that are not?
  - » The building is mostly symmetrical though some of the wall decoration is not.



## The Court of the Lions

15 MIN

**Materials Needed:** Internet access

**Alternate Art Activity for the Court of the Lions:** If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource 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 images of the Alhambra. Use this link to download the CKHG Online Resources for this unit, where the specific links to the images, as well as to background information, may be found:

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

Tell students that the Court of the Lions was built in the 1300s, after the medieval time period covered by this chapter. However, the building is particularly beautiful and displays many of the characteristics of Islamic architecture and so is worthy of study in this unit.

Display the image of the Alhambra's exterior. Explain that the Court of the Lions is part of this complex of buildings called the Alhambra in Granada, Spain. The Alhambra includes a military fortress, a palace, and craftspeople quarters.

Display the image of archways in the Alhambra. Explain that the palace area is decorated with intricate, detailed geometric patterns and calligraphy characteristic of Islamic art. Point out the intricacy of the designs on the archways.

Display the image of the Court of the Lions. If using the Core Knowledge Art Resource, make sure the title is covered. Give students a few moments to study the image and then ask the following Looking Questions:

- In this courtyard, what sounds would you hear?
  - » You would hear water from the fountain.
- What animals surround the fountain?
  - » Lions surround the fountain.
- What different shapes of arches are used in the building?
  - » There are both pointed and rounded arches.
- What kind of decoration covers the walls?
  - » There are abstract patterns covering the walls.
- What examples of Islamic art and architecture do you see in the picture?
  - » There are two types of arches and decorative mosaics along the tops of the walls. Point out the geometric patterns.



## The Taj Mahal

15 MIN

**Materials Needed:** Internet access

**Alternate Art Activity for the Taj Mahal:** If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource 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 image of the Taj Mahal. Use this link to download the CKHG Online Resources for this unit, where the specific link to the image, as well as to background information, may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Tell students that the Taj Mahal was built in the 1600s in India, hundreds of years after the time period covered in this unit and in a different geographic area. However, because it is home to one of the world's most recognizable buildings and it displays many of the characteristics of Islamic architecture, it is worthy of study in this unit.

Display the image of the Taj Mahal. Explain that the Taj Mahal complex was built by the shah, or ruler, of India for his wife. It includes a gateway, a garden, a mosque, and a mausoleum (tomb) where the shah's wife is buried. Artisans from Europe and two Islamic empires (Persia and the Ottoman Empire) helped build the complex. It took twenty years and two hundred thousand workers to complete.

After students study the image, ask the following Looking Questions:

- What attracts your attention about this building?
  - » The colors, the dome, and different kinds of towers in this building immediately attract attention.
- What do you think the building might be used for?
  - » Answers may include a church, the home of someone important, etc. Explain that the building was commissioned as a memorial to the wife of Emperor Shah Jahan by the emperor himself.
- Where are examples of three important Islamic architectural features?
  - » The domes, minarets, and pointed arches are examples of important Islamic architectural features.
- Point out the minarets. What are minarets used for? What do they tell us about the shah who had the Taj Mahal built?
  - » Minarets are used in Islamic culture to call people to prayer. The shah was likely a Muslim.

## Islamic Art and Architecture

30 MIN

Activity Page



AP 4.1

**Materials Needed:** Sufficient copies of the Islamic Art and Architecture activity page (AP 4.1)

Distribute AP 4.1, Islamic Art and Architecture, and direct students to identify the elements in each picture.

## CHAPTER 5

# The Crusades

**The Big Question:** What events caused the First Crusade?

### Primary Focus Objectives

- ✓ Identify the events that resulted in the Crusades and the outcome of the Crusades. **(RI.4.3)**
- ✓ Identify the key historical figures in the Crusades, including Richard the Lionhearted and Saladin. **(RI.4.2)**
- ✓ Describe Islam's capture of Constantinople under the leadership of the Ottoman Turks. **(RI.4.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *cause*, *crusader*, *heretic*, and *infidel*. **(RI.4.4)**

### Materials Needed

#### Activity Pages



AP 1.1

AP 4.1

AP 5.1

- Display and individual student copies of World Map (AP 1.1)
- Sufficient copies of Islamic Art and Architecture (AP 4.1)
- Sufficient copies of Domain Vocabulary: Chapters 4–5 (AP 5.1)

### Core Vocabulary (Student Reader page numbers listed below)

**cause, n.** something that a group of people believe in or fight for **(37)**

*Example:* Saladin rallied Muslims to the cause of expelling the crusaders from Jerusalem.

*Variations:* causes

**crusader, n.** someone who participated in religious wars during the Middle Ages in which Christians from Europe attempted to take back the Holy Land and other territories from Muslims in the Middle East **(37)**

*Example:* Crusaders came from areas across Western Europe to fight in the Middle East.

*Variations:* crusaders, crusade



**heretic n.**, a person who does not accept or follow the ideas of a particular religion (37)

*Example:* During the Crusades, many Western Christians believed that Eastern Christians were heretics.

*Variations:* heretics

**infidel n.**, someone who does not believe in a certain religion or rejects its teachings (40)

*Example:* The fact that Christians and Muslims viewed one another as infidels led to war in medieval times.

*Variations:* infidels

## THE CORE LESSON 35 MIN

### Introduce “The Crusades”

5 MIN



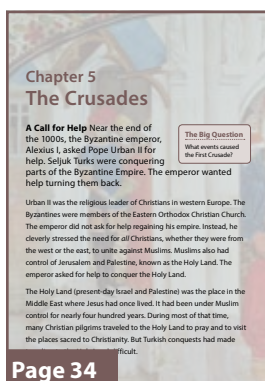
Ask students to turn to the map, The Spread of Islam, on page 25 of their Student Readers. Have them identify where Islam began. (*Mecca, the Arabian Peninsula*) Point to various locations and ask whether Islam spread to those areas by 750 CE. (*Spain: yes; Italy: no; northern Africa, yes; Persia/Iran: yes; Greece: no*) Have students identify two cities on the map that were capitals of Islamic empires. (*Damascus, Baghdad*) Direct students' attention to Jerusalem. (If you conducted the Dome of the Rock Additional Activity for Chapter 4, remind students that Jerusalem is where the Dome of the Rock is located.) Remind students that Jerusalem is sacred to Jews, Christians, and Muslims and had once been a part of the Byzantine Empire. Was Jerusalem part of an Islamic empire? (*yes*)

Tell students that in this chapter they will learn about a series of wars in this region called the Crusades. Call attention to the Big Question, and encourage students to look for reasons for the beginning of the First Crusade.

### Guided Reading Supports for “The Crusades”

30 MIN

#### “A Call for Help,” Pages 34–37



**Scaffold understanding as follows:**

**Ask students to quietly read the first three paragraphs of “A Call for Help” on page 34 to themselves and to study the illustration and caption on page 35.**

**SUPPORT**—Remind students that the map of The Spread of Islam, on page 25, showed Jerusalem under Muslim control as of the year 750 CE. The events of this chapter begin around the year 1095, by which point Jerusalem had been in Muslim hands for hundreds of years.



**Read aloud the final paragraph of “A Call for Help” on pages 36–37,** stopping to explain the vocabulary terms *cause* and *crusader*. Help students see the connection between the terms *Crusades* and *crusader*.

**After you read the text, ask the following questions:**

**LITERAL**—Why did Pope Urban II call for war against the Muslims?

- » The Byzantine emperor asked for help in turning back the Seljuk Turks, who were conquering parts of the Byzantine Empire and making it difficult for Christians to visit the Holy Land.

**EVALUATIVE**—Why did Christians consider the land around Jerusalem to be the Holy Land?

- » Jesus had lived there.



## “War,” Pages 37–38

**Scaffold understanding as follows:**

**Ask a volunteer to read aloud “War” on pages 37–38.**

**CORE VOCABULARY**—Point out and explain the vocabulary term *heretic*.

**SUPPORT**—Help students gain an understanding of the span of time of the Crusades by noting that the Crusades lasted for almost two hundred years. Note that the United States has been a country for less than 250 years. Ask students to imagine what it would be like to live in a land that had groups of people invading it periodically for almost two hundred years.

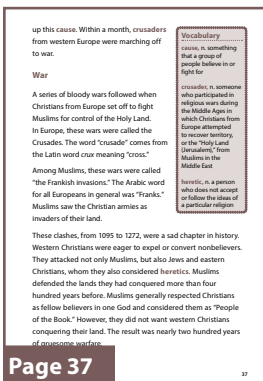
**After the volunteer reads the text, ask the following questions:**

**LITERAL**—Who were the Crusaders?

- » The Crusaders were European Christians who went to the Middle East to try to take back control of the Holy Land and other territories from the Muslims.

**LITERAL**—Did the Crusades end quickly or go on for a long time?

- » The Crusades went on for a long time. The series of wars lasted nearly two hundred years.



**LITERAL**—Did the Crusades succeed in freeing the Holy Land from Muslim rule?

- » The Crusades succeeded for only a short time. By the time they ended, the Muslims had regained control of the Holy Land.

## “Richard and Saladin,” Pages 38–41

**Scaffold understanding as follows:**

**Ask volunteers to take turns reading “Richard and Saladin” on pages 38–41.**

**CORE VOCABULARY**—Stop and explain the meaning of the word *infidel*. Write the word *infidel* on the board and pronounce it. Tell students that it is made up of the prefix *in-*, which means not, and *fidelis*, the Latin word for faithful. An infidel is someone who is not “faithful,” that is, someone who does not believe in God or who believes in a different faith.

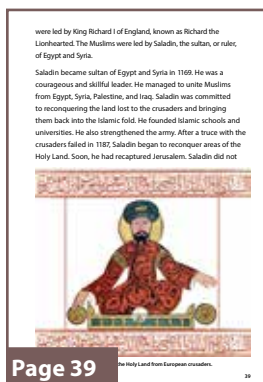
**After volunteers read the text, ask the following questions:**

**LITERAL**—Who were Richard the Lionhearted and Saladin?

- » In the Third Crusade, Richard was the leader of the Crusaders (Christians). Saladin was leader of the Muslims. Richard was king of England, and Saladin was the Sultan of Egypt and Syria.

**LITERAL**—What was the outcome of the Third Crusade?

- » The Crusaders did not recapture Jerusalem, but Christian pilgrims were allowed to visit Jerusalem as long as they did not carry any weapons.



## "Some Effects of the Crusades," Page 41

The crusaders under Richard never did retake Jerusalem. However, the two sides came to an agreement. The European Christians would give up some of their land along the Mediterranean Sea. Saladin permitted Christians to make pilgrimages to the Holy Land, provided they came unarmed. Richard agreed to these terms and returned to England.

**Some Effects of the Crusades**

By the end of the last Crusade, the Muslims had reclaimed all the territories they had lost. Years of brutal warfare left Muslims and Christians suspicious and distrustful of each other.

Nevertheless, the Crusades allowed European nobles and Muslim leaders to learn from each other. In particular, western Europe benefited from Muslim scientific and cultural advances. By 1140, universities in western Europe taught the Arabic language. Western European scholars used Islamic scholarly texts. Arabic works, like those of Ibn Sina—known in the West by the Latin name Avicenna—were being translated into Latin. Trade was on the rise. Distrust remained, but it existed alongside a new curiosity.

**The Ottoman Turks**

By 1453 the Islamic Empire was dominated by another group of Turks: the Ottoman Turks. They had grown powerful enough to capture Constantinople. This city had been the center of the Byzantine Empire for more than 1,300 years. The Ottomans captured a large fleet of ships and many warriors for an attack on

**Page 41**

**Scaffold understanding as follows:**

**Ask students to read "Some Effects of the Crusades" on page 41 to themselves.**

**After students read the text, ask the following question:**

**EVALUATIVE**—How did Crusaders' contact with Muslim society change European ideas about Islam?

- » Although Muslims and Europeans continued to distrust one another, Crusaders came in contact with Islamic scientific discoveries, knowledge, and art. Christian universities began to teach Arabic and Muslim subjects. Arabic works were translated into European languages.


## "The Ottoman Turks," Pages 41–43



**Page 42**

**Scaffold understanding as follows:**

**Ask students to read "The Ottoman Turks" on pages 41–43 to themselves or with a partner.**

-  **SUPPORT**—Display AP 1.1 and have students find the location of Constantinople. Help students notice the city's proximity to Europe. Explain that Constantinople, or Istanbul, straddles Europe and Asia: part of the city is on one continent and part is on the other. Tell students that although the Ottomans were unable to expand farther into Europe, their empire continued for another four hundred years until the early 1900s.

**After students read the text, ask the following questions:**

**LITERAL**—What did the Ottoman Turks accomplish in 1453?

- » They captured Constantinople, which had been the center of the Byzantine Empire for more than 1,100 years.

**LITERAL**—What did the Ottoman Turks rename the city of Constantinople?

- » Istanbul

Activity Page



AP 1.1

On May 29, 1453, the Ottomans captured this prize of the Byzantine Empire. They changed its name to Istanbul, from a Greek word meaning "into the city." Istanbul would be a major center of Islam for centuries to come.

The Ottomans did not stop at Constantinople. Over the next seventy-five years, they pushed into southeastern Europe. They were halted first in 1529 at Vienna, in present-day Austria. In 1571 the navies of western Europe dealt the Ottomans a decisive defeat. The Ottomans stopped expanding into Europe.

For hundreds of years, Islamic armies had successfully defended themselves and conquered new lands. Islamic cultural accomplishments had continued to grow, too. Islam influenced people around the world. We still benefit from its scientific and mathematical advances. We still marvel at the riches of its art.

**Page 43**

## Timeline

- Show students the four Chapter 5 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What events caused the First Crusade?”
- Post the image of Pope Urban II to the Timeline under the date referencing the 1000s, the images of Saladin and Richard the Lionhearted to the Timeline under the date referencing the 1100s, and the image of Constantinople to the Timeline under the date referencing the 1400s; refer to the illustration in the Unit 4 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 events caused the First Crusade?”
  - » Key points students should cite include: The Muslims were conquering parts of the Byzantine Empire, including Jerusalem and the Holy Land. The Byzantine emperor asked for the pope’s help in recapturing the Holy Land.
- Choose one of the Core Vocabulary words (*cause*, *crusader*, *heretic*, or *infidel*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

### Domain Vocabulary: Chapters 4–5

30 MIN

#### Activity Page



AP 5.1

**Materials Needed:** Sufficient copies of Domain Vocabulary: Chapters 4–5 (AP 5.1)

Distribute AP 5.1, Domain Vocabulary: Chapters 4–5, and direct students to match the definitions to the vocabulary terms they have learned in their reading about *Medieval Islamic Empires*. This activity page may also be assigned as homework.

Activity Page



AP 5.2

**Materials Needed:** Sufficient copies of The Crusades activity page (AP 5.2); crayons, colored pencils, or markers in a variety of colors for each student.

Distribute AP 5.2, The Crusades, and direct students to use the maps to answer the questions. This activity page may also be assigned as homework.



# Teacher Resources

<b>Unit Assessment: <i>Medieval Islamic Empires</i></b>	<b>50</b>
<b>Performance Task: <i>Medieval Islamic Empires</i></b>	<b>53</b>
• Performance Task Scoring Rubric	<b>54</b>
• Performance Task Activity: <i>Medieval Islamic Empires</i>	<b>55</b>
• <i>Medieval Islamic Empires</i> Performance Task Notes Table	<b>56</b>
<b>Activity Pages</b>	
• World Map (AP 1.1)	<b>57</b>
• The Five Pillars of Islam (AP 1.2)	<b>58</b>
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• Domain Vocabulary: Chapters 1–3 (AP 3.2)	<b>62</b>
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<b>Answer Key <i>Medieval Islamic Empires</i></b>	<b>69</b>

Name \_\_\_\_\_

Date \_\_\_\_\_

## Unit Assessment: *Medieval Islamic Empires*

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### A. *Circle the letter of the best answer.*

1. The person who calls Muslims to prayer is a
  - a) minaret.
  - b) madrasa.
  - c) muezzin.
  - d) mosque.
2. The Koran is the
  - a) place of prayer for Muslims.
  - b) leader of prayer for Muslims.
  - c) mosque schoolteacher.
  - d) holy book for Muslims.
3. Which is *not* one of the Five Pillars of Islam?
  - a) helping the poor
  - b) crusade
  - c) pilgrimage
  - d) prayer
4. Muslims follow only the word of
  - a) Gabriel.
  - b) Jesus.
  - c) Abraham.
  - d) God.
5. A group of families claiming a common ancestor is called a
  - a) kingdom.
  - b) clan.
  - c) dynasty.
  - d) caravan.
6. Who is the main prophet of Islam?
  - a) Ali
  - b) Muhammad
  - c) Yusuf
  - d) Khalid

- 7.** The Hegira was
- a)** the city to which Muhammad and his followers moved.
  - b)** Muhammad's escape to Medina.
  - c)** an extraordinary effort and struggle.
  - d)** the name of the chief clan of Mecca.
- 8.** Muhammad's successors were called
- a)** prophets.
  - b)** kings.
  - c)** emperors.
  - d)** caliphs.
- 9.** In the field of medicine, the Islamic Empire was
- a)** behind Europe.
  - b)** ahead of Europe.
  - c)** about the same as Europe.
  - d)** without any doctors at all.
- 10.** Who urged Christians to free the shrines of the Holy Land from the Muslims?
- a)** Saladin
  - b)** Avicenna
  - c)** Pope Urban II
  - d)** Genghis Khan
- 11.** In 1453, the Ottoman Turks succeeded in capturing
- a)** Medina.
  - b)** Constantinople.
  - c)** Spain.
  - d)** Mecca.

**B. Match each term with its definition. Write the correct letter on the line.**

<b>Terms</b>	<b>Definitions</b>
12. _____ muezzin	a) to change from one belief or religion to another
13. _____ mosque	b) a high tower on a mosque, from which Muslims may be called to prayer
14. _____ meditate	c) related to religion; holy
15. _____ heretic	d) to think quietly or carefully about something
16. _____ pilgrimage	e) a religious official who calls Muslims to prayer
17. _____ convert	f) a place of worship for Muslims
18. _____ sacred	g) a journey undertaken for a religious purpose
19. _____ minaret	h) a person who does not accept or follow the ideas of a particular religion
20. _____ prophet	i) someone chosen by God to bring a message to people

## Performance Task: *Medieval Islamic Empires*

**Teacher Directions:** The 700s–1400s was a period of learning, culture, scientific discoveries, and influence in the Islamic world. Historians call times when learning and culture flourish a golden age.

Ask students to write a brief essay that supports calling the centuries following Islam’s expansion “Islam’s Golden Age.” Encourage students to use their Student Reader 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 Islam’s Golden Age to use as the basis of their essay.

Topic	Evidence supporting the term “Islam’s Golden Age”
<b>Islamic Expansion</b>	<ul style="list-style-type: none"><li>• Muslim rulers controlled southern Spain, northern Africa, the Middle East, central Asia, and parts of southern Asia.</li><li>• Turks conquered the Byzantine Empire and parts of southeast Europe</li></ul>
<b>Islamic Learning</b>	<ul style="list-style-type: none"><li>• translation of texts from Romans, Greeks, and Indians</li><li>• creation of algebra</li><li>• use of Arabic number system</li><li>• Ibn Sina’s work in medicine, philosophy, and mathematics</li><li>• libraries and universities in cities such as Baghdad, Cairo, and Córdoba</li></ul>
<b>Islamic Culture</b>	<ul style="list-style-type: none"><li>• beautiful buildings</li><li>• calligraphy</li><li>• poetry</li><li>• literature such as <i>A Thousand and One Nights</i></li></ul>
<b>The Islamic Empire’s Influence on the Rest of the World</b>	<ul style="list-style-type: none"><li>• Ibn Sina’s medical text used by doctors in Europe</li><li>• algebra used by Europeans</li><li>• preservation of ancient Greek and Roman texts</li></ul>

## Performance Task Scoring Rubric

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**Note:** Students should be evaluated on the basis of their essays using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their written responses. Their goal is to provide three to five specific examples.

<b>Above Average</b>	Response is accurate, detailed, and persuasive. The references clearly show how the centuries following the spread of Islam were Islam's Golden Age. The writing is clearly articulated and focused, and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
<b>Average</b>	Response is mostly accurate and somewhat detailed. The references show how the centuries following the spread of Islam were Islam's Golden Age. The writing is focused and demonstrates control of conventions; some minor errors may be present.
<b>Adequate</b>	Response is mostly accurate but lacks detail. The essay helps show how the centuries following the spread of Islam were Islam's Golden Age but references few details from the text. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.
<b>Inadequate</b>	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.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Performance Task Activity: *Medieval Islamic Empires*

The 700s–1400s was a period of learning, culture, scientific discoveries, and influence in the Islamic world.

Write an essay describing the accomplishments of Islam during this time period. Give three to five specific examples of Islam's achievements.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *Medieval Islamic Empires*.

[illegible]



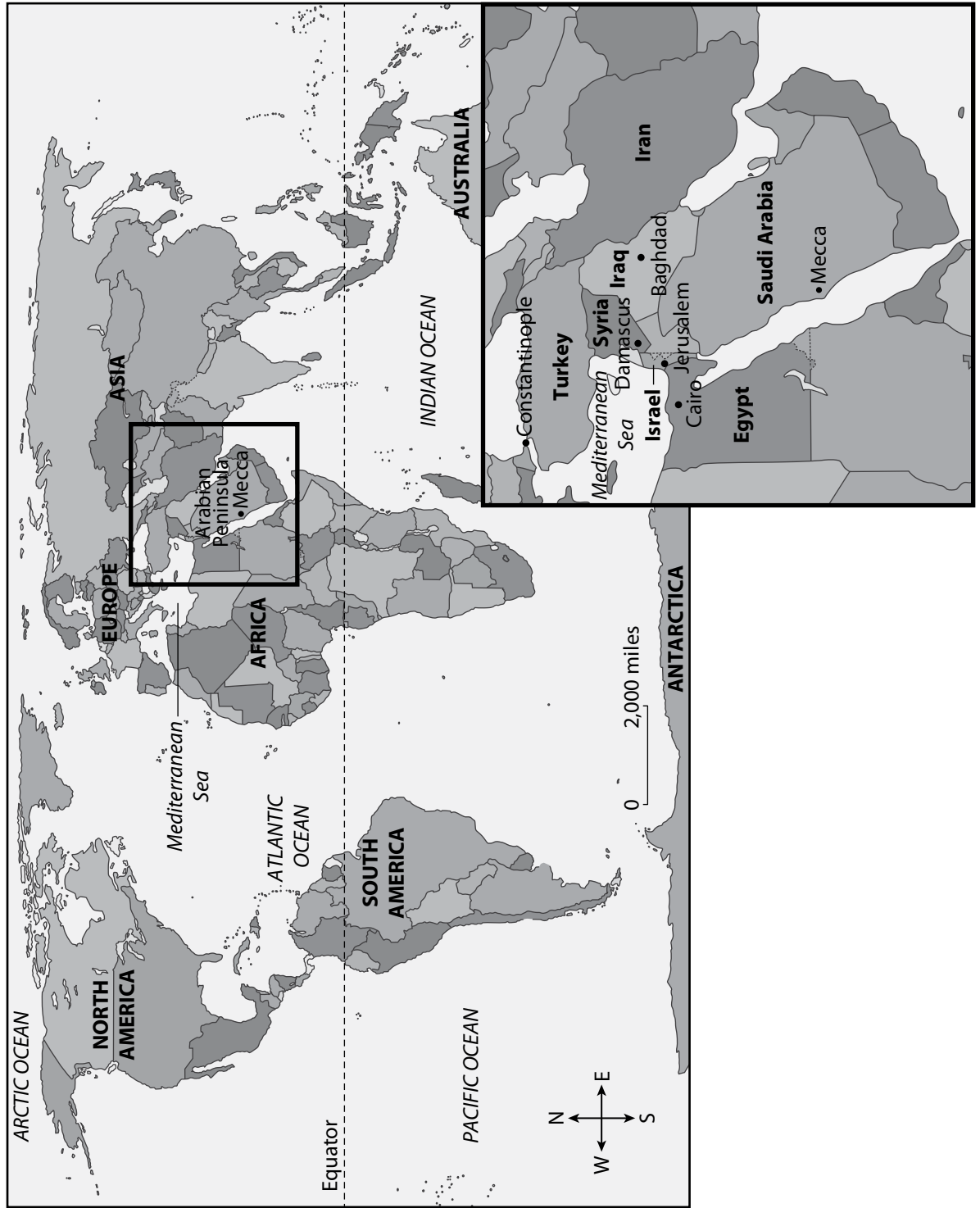
**Medieval Islamic Empires Performance Task Notes Table**

Use the table below to help organize your thoughts as you refer to *Medieval Islamic Empires*. You do not need to complete the entire table to write your essay, but you should try to provide three to five specific achievements from Islam’s Golden Age.

Topic	Evidence supporting the term “Islam’s Golden Age”
Islamic Expansion	
Islamic Learning	
Islamic Culture	
The Islamic Empire’s Influence on the Rest of the World	<ul style="list-style-type: none"><li>• Ibn Sina’s medical text used by doctors in Europe</li></ul>

Name \_\_\_\_\_

Date \_\_\_\_\_

**World Map**

## Activity Page 1.2

## Use with Chapter 1

## The Five Pillars of Islam

**Explore the Five Pillars of Islam by reading the information below and then answering the questions that follow.**

**Faith**

The first pillar involves believing that Allah is the one and only God, and that Muhammad is his messenger. This declaration of faith is called the *shahadah*: "There is no god except God and Muhammad is the Messenger of God." This declaration is learned by Muslims as children and is recited throughout one's life in order to prove one's spiritual commitment to God.

**Prayer**

Muslims pray five times a day. In an area with many Muslims, an official caller (or the muezzin) calls people to prayer from a minaret of the mosque. Inside the mosque, Muslims perform a ritual cleansing before they begin to pray. Although it is preferable to pray in a mosque, prayers can be said anywhere. However, the person must pray facing the direction of Mecca. There are specific times each day that Muslims pray:

<i>fajr</i>	the morning prayer
<i>zuhr</i>	the noon prayer
<i>'asr</i>	the afternoon prayer
<i>maghrib</i>	the sunset prayer
<i>isha</i>	the night prayer

**Concern for the Poor**

One of the most important ideas of Islam is that everything belongs to God. Each year, Muslims are supposed to give a percentage of their money as a donation to the poor. A person may also perform a voluntary act of charity or kindness, which has no set amount.

**Fasting**

Every year during Ramadan (the ninth month in the Muslim calendar), all Muslims fast from sunrise to sunset. This means that they do not eat or drink during that time period. Fasting is seen as a way to purify oneself. Fasting allows Muslims to concentrate more on their religious practices during this time. Children do not begin to fast until they are teenagers. Soldiers during battle, pregnant women, and the sick are not required to fast. The last day of Ramadan is celebrated by feasting.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.2 *Continued*

Use with Chapter 1

### Pilgrimage

The annual pilgrimage to Mecca is called the *hajj*. It occurs in the twelfth month of the Muslim calendar. Muslims are expected to perform this pilgrimage at least once in their lives if they can afford it and are in good health. During the five-day-long hajj, certain rituals are performed. These include wearing special clothes that symbolize unity and walking together around the Kaaba. Pilgrims also go to the plain of Arafat, where they stand and are “alone with God.”

1. What is the first Pillar of Islam?

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2. How many times do Muslims pray each day? Why do you think it is not necessary to perform these prayers in a mosque?

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3. How can Muslims express their concern for the poor?

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4. What do Muslims do during Ramadan? Why?

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5. How many times are Muslims encouraged to make the pilgrimage to Mecca? What are some important things Muslims do during the hajj?

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Name \_\_\_\_\_

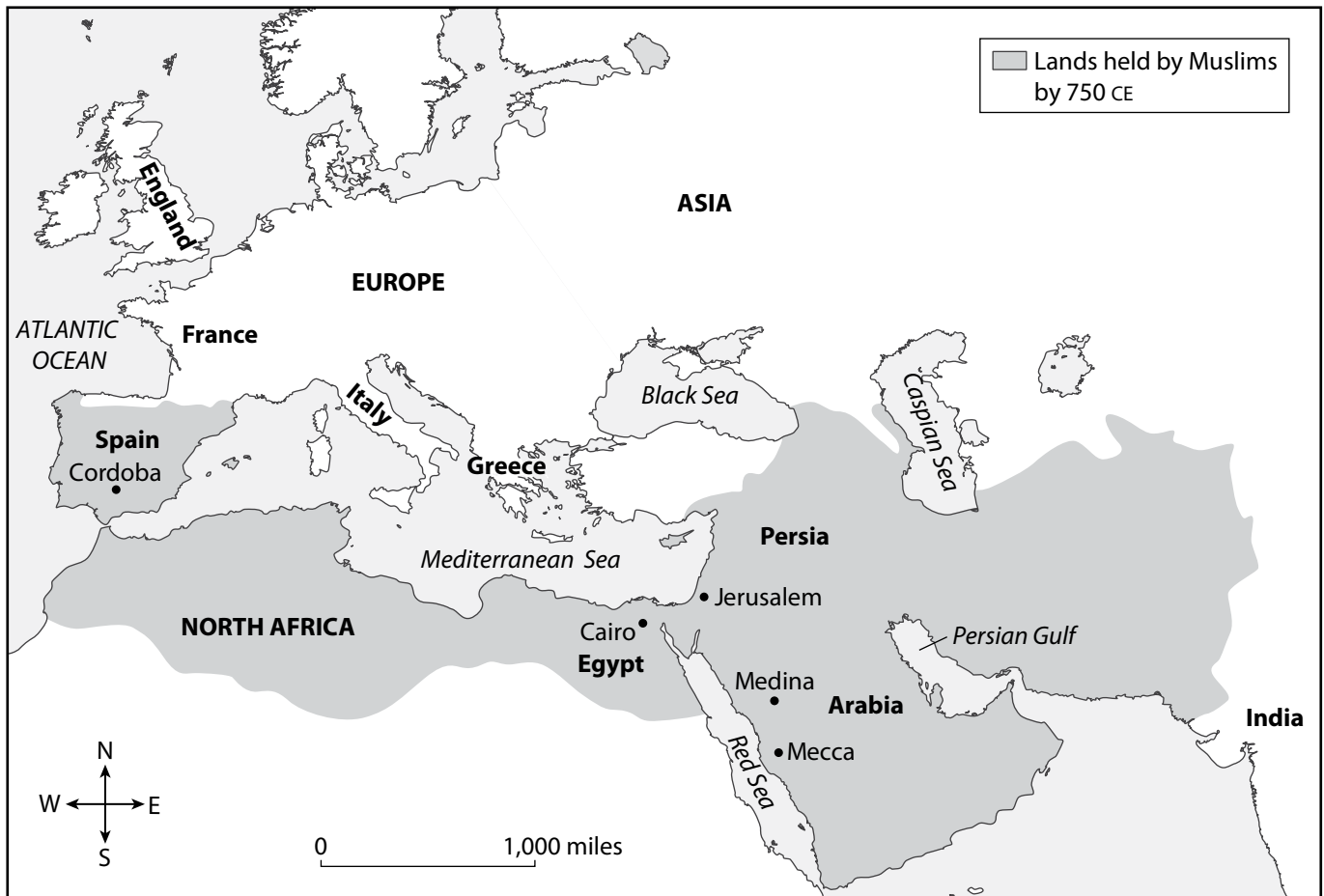
Date \_\_\_\_\_

### Activity Page 3.1

Use with Chapter 3

## Islamic Expansion

Study the map. Use it to answer the questions that follow.



1. Which areas were under Muslim rule by 750 CE?

\_\_\_\_\_

2. What was the northernmost area controlled by the Muslims in 750 CE?

\_\_\_\_\_

3. What was the southernmost area? \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 3.1 *Continued***

**Use with Chapter 3**

4. What was the westernmost area? \_\_\_\_\_
5. Using the map scale, estimate the distance between Mecca and Medina. \_\_\_\_\_
6. The United States is about 2,700 miles across from east to west. Using the map scale, estimate the distance between the westernmost areas controlled by Muslims and the easternmost area controlled by Muslims. How does it compare to the width of the United States?  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 3.2**

**Use with Chapter 3**

**Domain Vocabulary: Chapters 1–3**

**Read each sentence and choose the word that best completes the sentence.**

convert	clan	minaret	vision	meditate	pilgrimage	mosque
revelation	caliph	Ramadan				

1. Even before he received the revelations, Muhammad often went off by himself to \_\_\_\_\_.
2. The first Muslims hoped to \_\_\_\_\_ other people to Islam.
3. The \_\_\_\_\_ of the mosque rose high above the building.
4. Abu Bakr was the first \_\_\_\_\_ to rule after the death of Muhammad.
5. Eventually, even Muhammad's \_\_\_\_\_ turned against him.
6. Muhammad believed that an angel appeared to him in a \_\_\_\_\_.
7. The Koran contains each \_\_\_\_\_ that Muslims believe Muhammad received from God.
8. Every Friday Muslims gather together in the \_\_\_\_\_ to pray.
9. During \_\_\_\_\_ Muslims fast during the day.
10. Many Muslims hope to make a \_\_\_\_\_ to Mecca.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 4.1

Use with Chapter 4

### Islamic Art and Architecture

**Study the pictures of art and architecture from three major Islamic buildings. Label each picture using words from the box. You will not use all the words.**

calligraphy

dome

floral designs

heretic

animal statues

minarets

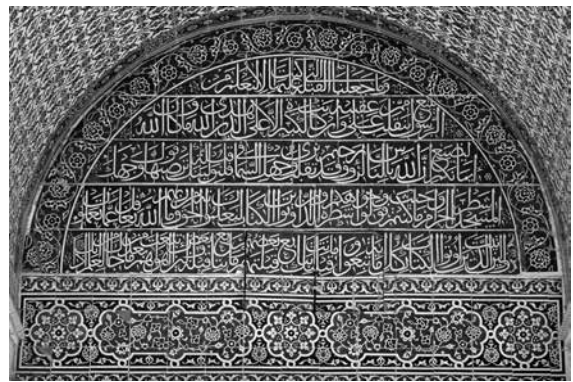
pointed arch

#### 1. Dome of the Rock (Jerusalem)



\_\_\_\_\_

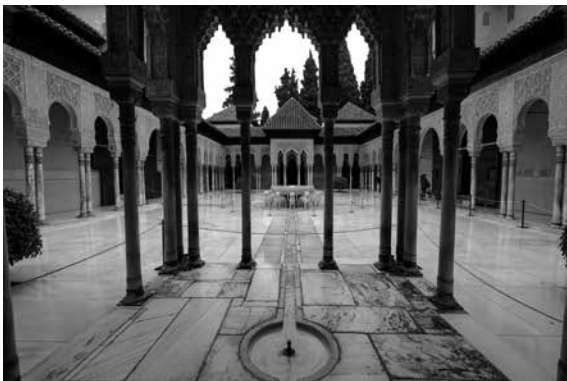
\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

#### 2. Court of the Lions (Spain)



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 4.1 Continued**

**Use with Chapter 4**

**3. Taj Mahal (India)**



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Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 5.1**

**Use with Chapter 5**

**Domain Vocabulary: Chapters 4–5**

**Write the letter of each vocabulary term next to its definition.**

- |           |   |           |             |
|-----------|---|-----------|-------------|
| _____ 1.  | a place of worship for Muslims  | <b>a.</b> | algebra     |
| _____ 2.  | the act of planning and directing the movement of a ship, plane, or other vehicle   | <b>b.</b> | calligraphy |
| _____ 3.  | something that a group of people believe in or fight for  | <b>c.</b> | cause       |
| _____ 4.  | related to religion; holy   | <b>d.</b> | crusader    |
| _____ 5.  | a person whose job is copying written information   | <b>e.</b> | heretic     |
| _____ 6.  | someone who does not believe in a certain religion or rejects its teachings   | <b>f.</b> | infidel     |
| _____ 7.  | a type of rough plaster; a material used to make walls  | <b>g.</b> | minaret     |
| _____ 8.  | a type of advanced mathematics  | <b>h.</b> | mosque      |
| _____ 9.  | a person who does not accept or follow the ideas of a particular religion   | <b>i.</b> | navigation  |
| _____ 10. | someone who participated in religious wars during the Middle Ages in which Christians from Europe attempted to recover territory, or the "Holy Land (Jerusalem)," from Muslims in the Middle East attempted to recover the Holy Land from Muslims | <b>j.</b> | sacred      |
| _____ 11. | a high tower on a mosque, from which Muslims may be called to prayer  | <b>k.</b> | scribe      |
| _____ 12. | artistic handwriting  | <b>l.</b> | stucco      |

Name \_\_\_\_\_

Date \_\_\_\_\_

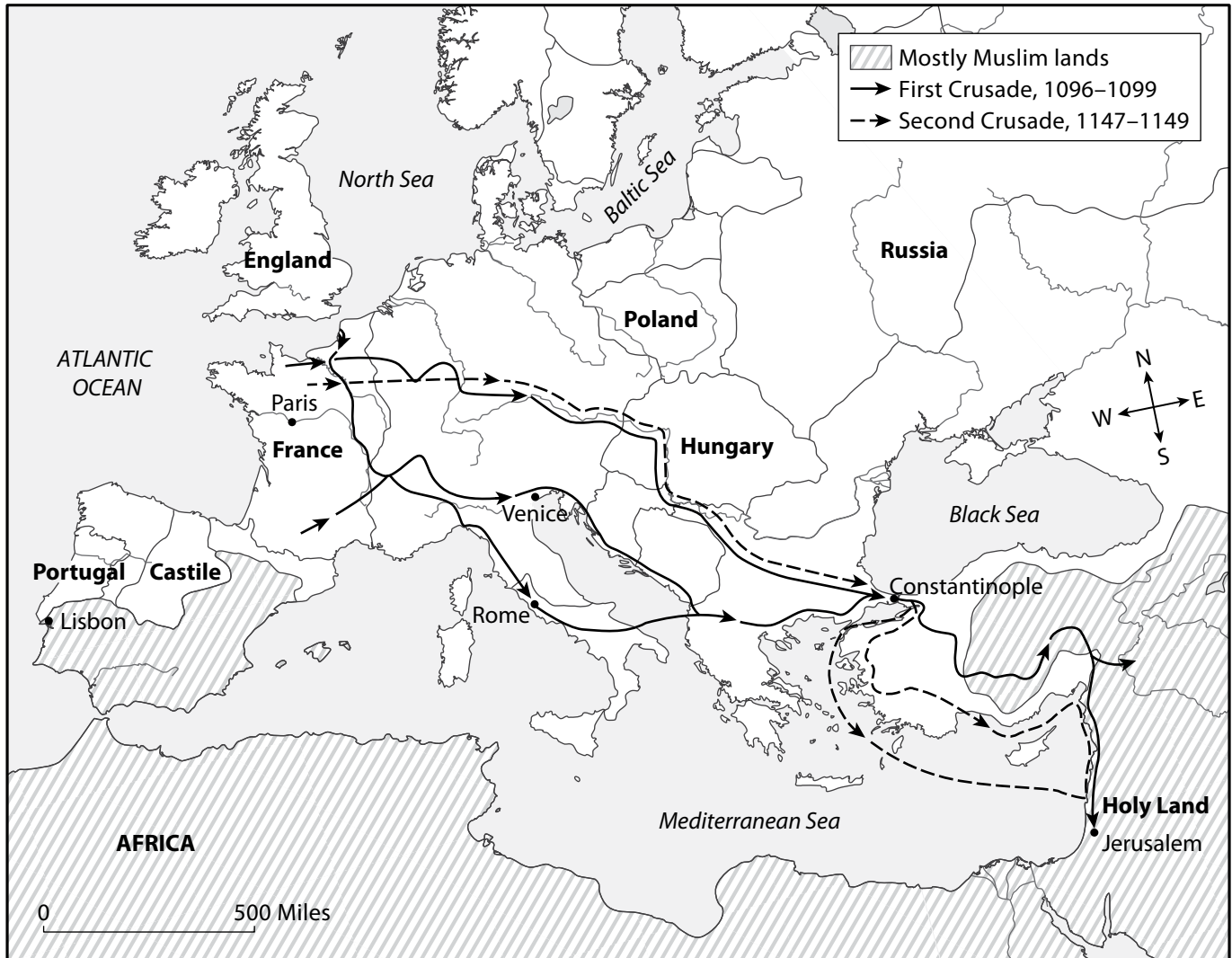
## Activity Page 5.2

Use with Chapter 5

### The Crusades

Use the maps to answer the questions.

#### The First and Second Crusades



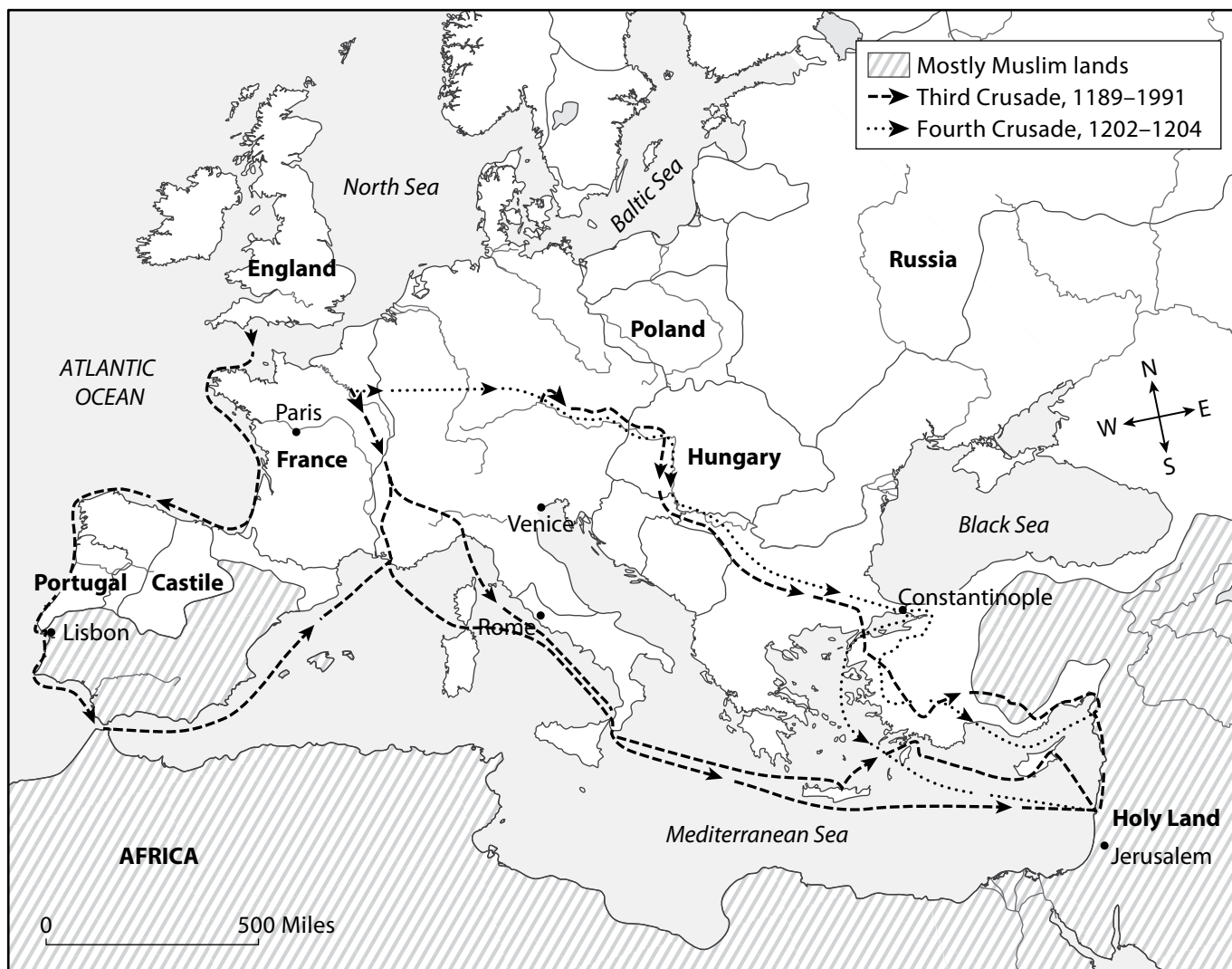
Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 5.2 Continued

Use with Chapter 5

### The Third and Fourth Crusades



Name \_\_\_\_\_

Date \_\_\_\_\_

### Activity Page 5.2 *Continued*

Use with Chapter 5

#### **The First and Second Crusades**

1. On the first map, find the route of the First Crusade and color it blue.
2. Find the route of the Second Crusade and color it red.
3. Find the name *Jerusalem* and draw an orange line under it.
4. Use the scale of miles to answer this question: About how long was the westernmost route of the First Crusade that went from northern France south to Rome, then east to Constantinople, and south to Jerusalem?

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#### **The Third and Fourth Crusades**

5. On the second map, find the route of the Third Crusade and color it green.
6. Find the route of the Fourth Crusade and color it purple.
7. Which of these two Crusades began in England?
8. Did the English crusaders travel to the Holy Land mostly by land or by sea?

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## Answer Key: Medieval Islamic Empires

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### Unit Assessment (page 50–52)

- A. 1. c 2. d 3. b 4. d 5. b 6. b 7. b 8. d 9. b  
10. c 11. b
- B. 12. e 13. f 14. d 15. h 16. g 17. a 18. c 19. b  
20. i

### Activity Pages

#### The Five Pillars of Islam (AP 1.2) (page 58)

1. The first Pillar of Islam is the *shahadah*, the declaration of faith: There is no god but God, and Muhammad is the Messenger of God.
2. Muslims pray five times a day. Sometimes a mosque is not nearby or a person cannot get to a mosque. What is important is that a person pray, not where the person prays.
3. Muslims show concern for the poor by donating a percentage of their money or performing voluntary acts of charity or kindness.
4. During the month of Ramadan, Muslims fast from sunup to sundown. They do this to purify themselves and think about their faith.
5. A Muslim should try to make the pilgrimage at least once during his or her lifetime. During the hajj, Muslims wear special clothes, walk around the Kaaba, and stand on the plain of Arafat.

#### The Spread of Islam (AP 3.1) (page 60)

1. Spain, North Africa, Egypt, Persia, Arabia
2. Spain and the area near the Black and Caspian seas
3. the southern tip of Arabia
4. Spain and North Africa
5. accept answers between 200 and 300 miles
6. The distance is about 6,000 miles, which makes it almost twice as wide as the United States.

### Domain Vocabulary: Chapters 1–3 (AP 3.2) (page 62)

1. meditate
2. convert
3. minaret
4. caliph
5. clan
6. vision
7. revelation
8. mosque
9. Ramadan
10. pilgrimage

### Islamic Art and Architecture (AP 4.1) (page 63)

1. left: dome right: calligraphy (and floral designs)
2. left: pointed arch right: animal statues
3. left: floral designs right: minarets (and dome)

### Domain Vocabulary: Chapters 4–5 (AP 5.1) (page 65)

1. h 2. i 3. c 4. j 5. k 6. f 7. l 8. a 9. e 10. d  
11. g 12. b

### The Crusades (AP 5.2 ) (page 66)

4. about 2500 miles
7. the Third Crusade
8. by sea







# Early and Medieval African Kingdoms

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# **Early and Medieval African Kingdoms**

## **Teacher Guide**

Core Knowledge History and Geography 4™

# Introduction

### ABOUT THIS UNIT

#### 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

## 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.

1580–1150 BCE	Early stages of Kush's development
750–667 BCE	Kushite rule of Egypt
667 BCE	Kushites driven from Egypt by Assyrians
500s BCE – 600s CE	Kingdom of Aksum
350 CE	Kush conquered by Kingdom of Aksum
300–1200s CE	Empire of Ghana
1235–1450s CE	Empire of Mali
1235–c. 1255	Reign of Sundiata Keita in Mali
1307–1332	Reign of Mansa Musa in Mali
1461–1600s	Empire of Songhai
1493–1528	Reign of Askia Muhammad

## What Students Need to Learn

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- 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-Saharan 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 headaddresses of Mali
  - Sculptures of Yoruba artists in the city of Ife
  - Ivory carvings and bronze sculptures of Benin

## AT A GLANCE

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-Saharan 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.

## WHAT TEACHERS NEED TO KNOW

### Geography of Africa

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#### 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 Chambezi 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**

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

### Student Component

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*Early and Medieval African Kingdoms* Student Reader—eight chapters

### Teacher Components

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*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 in Teacher Resources, beginning on page 150.

- 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:

	3150 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
	•	•	•		•	• •	• • • •	• •
Chapter	1	2	2		2	3 4	5 6 6 8	7 7

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.

**3150 BCE**



**Chapter 1**

**1500–1000 BCE**



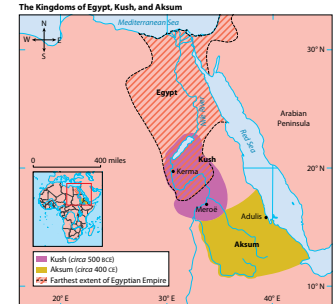
**Chapter 2 (Intro)**

**730–591 BCE**



**Chapter 2**

**350 CE**



**Chapter 2**

**700s**



**Chapter 3**

**300–1200s**



**Chapter 4**

**1235–c. 1255**



**Chapter 5**

**1307–1332**



**Chapter 6**

**1324**



**Chapter 6**

**1320s–1350s**



**Chapter 8**

**1461–1600s**



**Chapter 7**

**1493–1528**



**Chapter 7**

## 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

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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

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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

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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

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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:

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

## Core Vocabulary

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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:

Chapter	Core Vocabulary
1	cape, oasis, ravine, nomadic, sorghum, kingdom, empire
2	natural resource, goods, ebony wood, incense, archeologist, artifact



3	caravan, mosque, quarry, splay, cowrie shell, kola nut
4	tax, quill
5	Mandinka, legend, mansa, university
6	pilgrimage, lavish, captive
7	dynasty, sack, siege, queen mother, social system, devout, sacred
8	steppe, sultan, tunic, crater

## Activity Pages

### Activity Pages



AP 1.1

AP 1.2

AP 1.3

AP 1.4

AP 2.1

AP 2.2

AP 4.1

AP 4.2

AP 4.3

AP 5.1

AP 7.1

AP 8.1

AP 8.2

The following activity pages can be found in Teacher Resources, pages 159–175. 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 a specific link to the following fiction excerpt may be found:

**[www.coreknowledge.org/ckhg-online-resources](http://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	Visual Arts
<b>Fiction</b> <b>Stories</b> <ul style="list-style-type: none"><li>• “The Fire on the Mountain” (Ethiopian folktale)</li></ul> <b>Phrases and Sayings</b> <ul style="list-style-type: none"><li>• Timbuktu</li></ul>	<b>The Art of Africa</b> Examples of art from specific regions and peoples in Africa, such as: <ul style="list-style-type: none"><li>• Antelope headdresses of Mali</li><li>• Sculptures by Yoruba artists in the city of Ife</li><li>• Ivory carvings and bronze sculptures of Benin</li></ul>

## Books

Bauer, Susan Wise. *The Story of the World: History for the Classical Child: Volume 2*. Charles City, VA: The Well-Trained Mind Press, 2007.

Gates, Henry Louis. *Wonders of the African World*. New York, NY: Knopf, 2001.

McKissack, Patricia and Frederick. *The Royal Kingdoms of Ghana, Mali, and Songhay: Life in Medieval Africa*. New York, NY: Henry Holt & Company, 1995.

Reynolds, Jan. *Sahara* (Vanishing Cultures). New York, NY: Lee & Low Books, Inc., 1991.

Rumford, James. *Traveling Man: The Journey of Ibn Battuta, 1325–1354*. New York, NY: Houghton Mifflin, 2004.

Sharafeddine, Fatima. *The Amazing Travels of Ibn Battuta*. Toronto, ON: Groundwood Books, 2014.

Wisniewski, David. *Sundiata: Lion King of Mali*. New York, NY: Clarion, 1999.

# 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

### Day 1

### Day 2

### Day 3

### Day 4

### Day 5

#### *Early and Medieval African Kingdoms*

"The Geographic Setting" Core Lesson and "World Map" (TG & SR, Chapter 1, AP 1.1)	"Team Map Challenge: Countries of Africa" (TG & SR, Chapter 1, Additional Activities; AP 1.4)	"The Kingdoms of Kush and Aksum" Core Lesson (TG & SR, Chapter 2)	"Wonders of the African World: Black Kingdoms of the Nile" OR "The Fire on the Mountain" (TG, Chapter 2, Additional Activities;)	"Trans-Saharan Trade" Core Lesson (TG & SR, Chapter 3)
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## CKLA

"Islamic Empires"	"Islamic Empires"	"Islamic Empires"	"Islamic Empires"	"Islamic Empires"
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## Week 2

### Day 6

### Day 7

### Day 8

### Day 9

### Day 10

#### *Early and Medieval African Kingdoms*

"Ghana, Land of Gold" Core Lesson (TG & SR, Chapter 4)	"Mali and Sundiata Keita" Core Lesson (TG & SR, Chapter 5)	"Wonders of the African World: The Road to Timbuktu" (TG & SR, Chapter 5, Additional Activities)	"Medieval African Art: Bamana Headdress and Mask" (TG & SR, Chapter 5, Additional Activities)	"Medieval African Art: Ife Brass Head and Benin Bronze Head" (TG & SR, Chapter 5, Additional Activities)
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## CKLA

"Islamic Empires"	"Islamic Empires"	"Eureka!"	"Eureka!"	"Eureka!"
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## Week 3

### Day 11

### Day 12

### Day 13

### Day 14

#### *Early and Medieval African Kingdoms*

"Mansa Musa and His Pilgrimage" Core Lesson (TG & SR, Chapter 6)	"Songhai and Askia Muhammad" Core Lesson (TG & SR, Chapter 7)	"The Travels of Ibn Battuta" Core Lesson (TG & SR, Chapter 8)	Unit Assessment
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## CKLA

"Eureka!"	"Eureka!"	"Eureka!"	"Eureka!"
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## EARLY AND MEDIEVAL AFRICAN KINGDOMS PACING GUIDE

\_\_\_\_\_’s Class

(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

Day 1

Day 2

Day 3

Day 4

Day 5

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### Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

--	--	--	--	--

### Week 3

Day 11

Day 12

Day 13

Day 14

--	--	--	--

## CHAPTER 1

# 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](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

Activity Pages



AP 1.1

AP 1.4

- 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 **(50)**

*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 (52)

*Example:* Traders crossing the desert stopped at an oasis for food and water.

*Variation(s):* oases

**ravine, n.** a small, deep, narrow valley (53)

*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 (53)

*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 (54)

*Example:* The family used sorghum to make a porridge similar to oatmeal.

**kingdom, n.** a country ruled by a king or queen (56)

*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 (56)

*Example:* The powerful empire conquered the neighboring country.

*Variation(s):* empires

## THE CORE LESSON 35 MIN

### Introduce *Early and Medieval African Kingdoms Student Reader*

5 MIN

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 108–109 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”

5 MIN

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.*)

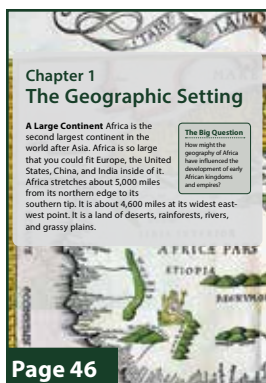
Ask students to name several countries in Africa while referring to the map. Also ask whether they can name any cities, rivers, or mountains in Africa that they recall from previous study. (*Students in Core Knowledge schools may recall the Nile, Niger, and Congo Rivers, which were studied in Grade 3, 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”

25 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 Large Continent,” Pages 46–47



Scaffold understanding as follows:

Read the first paragraph on page 46 aloud.

 **SUPPORT**—Call attention to the map and caption on pages 46–47. 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.*



## "Seas and Oceans," Pages 48–50

### Seas and Oceans

Africa is surrounded by water. The Mediterranean Sea borders Africa on the north. It provides the continent with an important water route to Europe and western Asia. The ancient Greeks, Romans, and North Africans used the Mediterranean Sea for trade. In the Middle Ages, Muslims from North Africa traded with people in Europe and western Asia.

The stormy Atlantic Ocean borders Africa on the west. It kept Europeans away from western Africa for centuries. In the late 1400s, Europeans adapted Arab ships and technology to be able to sail the Atlantic. European explorers began to explore western and southern Africa.

The Indian Ocean borders Africa on the east. It is the third largest ocean in the world. It stretches about 4,500 miles from east to west from eastern Africa to Australia. It is about 6,000 miles north to south from India to Antarctica. The Indian Ocean linked people in Africa and Asia for centuries. Traders sailed between Africa, the Arabian Peninsula, and India. In the 1400s, Chinese fleets even reached the east African coast.

Madagascar is the world's fourth largest island. It lies in the Indian Ocean about 200 miles east of the African continent. The island is almost as big as Arizona and New Mexico combined. Africans and visitors from Asia explored the island thousands of years ago.

The Indian and Atlantic Oceans meet at the southern tip of Africa. It is a dangerous place for ships. The west coast of the southern

Page 48

**Scaffold understanding as follows:**

**Read the first three paragraphs of the section "Seas and Oceans" on page 48 aloud.** Pause after each paragraph, calling attention to the map of Africa on page 49, 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.



Page 49

## "The Northwest Coast and Atlas Mountains," Page 50

**Scaffold understanding as follows:**

**Read the title of the section, "The Northwest Coast and Atlas Mountains," on page 50 aloud. Ask students to turn back to the map on page 49 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 50 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.

part of Africa experiences many storms. Originally, Europeans called it the Cape of Storms. Later its name was changed to the Cape of Good Hope to make it sound more peaceful.

**Vocabulary**  
*cape*, n. a point of land extending into water

The Red Sea lies off the northeastern coast of Africa. It separates the continent from Asia. The Red Sea extends northwest for about 1,200 miles from the southern edge of the Arabian Peninsula to the Sinai Peninsula in Egypt. For centuries, the Red Sea served as a major trade route between East Africa and Asia. Today, the Suez Canal links the Red and Mediterranean seas.

### The Northwest Coast and Atlas Mountains

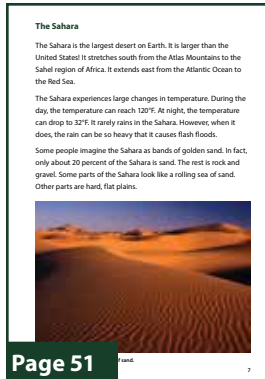
Africa has many different physical features and climates. We are going to work our way south from Africa's northern coast on the Mediterranean Sea to southern Africa. A narrow strip of land lies along northwestern Africa. It is mostly flat and has warm, rainy winters and hot, dry summers. This land lies between the Mediterranean Sea and the Atlas Mountains 200 miles to the south. It stretches east about 1,200 miles from the present-day city of Casablanca to the present-day city of Tunis. That's more than one third the width of the United States!

The Atlas Mountains form a barrier between northwest Africa and a large desert called the Sahara. There are no barriers between the Sahara and the Mediterranean in northeast Africa. The desert stretches north to the sea.

Page 50



## "The Sahara," Pages 51–52



**Scaffold understanding as follows:**

**Read the title of the section, “The Sahara,” on page 51 aloud. Ask students to locate the Sahara on the map of Africa on page 49.**

**Ask a volunteer to read the first three paragraphs of the section on page 51 aloud.**

**CORE VOCABULARY**—Read the first paragraph at the top of page 52 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 52–53



**Scaffold understanding as follows:**

**Read the title of the section, “The Sahel,” on page 52 aloud. Ask students to turn back to the map on page 49 and identify this area on the map.**

**Have students read the section on pages 52–53 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 49 and locate the Sahel.

The Sahara is dotted with oases. The water at these oases allows people to grow fig, olive, and date trees. They also grow other fruits and vegetables. Even today, travelers across the Sahara stop at oases to refill their water containers and get food. In the eastern Sahara, people use the Nile River for transportation and water.

Although life in the Sahara can be harsh, nearly 2.5 million people live there today. Most of these people live in oases or near the Nile River. The desert is also home to many animals, including gazelles, scorpions, lizards, antelope, jackals, foxes, and hyenas.

Below the western Sahara is a strip of land called the Sahel. The Sahel separates the western Sahara from the more fertile lands to the south. The word *Sahel* means shore. It is like the shoreline between the "sea of sand" of the Sahara and the grasslands of the savanna.

**The Sahel**

The Sahel is a semi-dry rolling plain that stretches eastward across Africa from the Atlantic Ocean to the Indian Ocean. The region is an area of gradual change between the desert to the north and the savanna regions to the south.

Most of the Sahel receives ten to twenty inches of rain each year. Most rain tends to fall during the rainy season of June, July, and August. Various grasses and other types of plants that can survive in the Sahel. The land is used mainly for

**Page 52**

## LITERAL—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.

## "The Savanna," Pages 53–54

grazing animals such as goats, sheep, and cattle. Some crops, such as peanuts, are raised there. To the south of the Sahel lies a large grassland called the savanna.


**The Savanna**

The savanna is a large region of tall grasses. It is dotted by trees and herds of animals. It reaches from the Atlantic Ocean in the west to the highlands of the present-day country of Ethiopia in the east.

In the drier parts of the savanna, broad rocky plains are crossed by deep ravines. Further south, the region becomes wetter, with rolling hilly grasslands good for grazing herds of animals. Many nomadic

**Vocabulary**

*nomadic*, adj. moving around, often in search of food; not settled in one place



**Page 53**

### Scaffold understanding as follows:

Read the title of the section, "The Savannah," on page 53 aloud. Ask students to turn back to the map on page 49 and identify this area on the map.

Invite volunteers to read aloud the section on pages 53–54.

**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 53 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 54

peoples raise their goats, sheep, and cattle on the savanna.

The savanna has two seasons—wet and dry. During half the year, it rains, and rain, and rains. During the other half of the year, the air is dry and hot. This is called the "dry season."

There is enough rain to grow many crops on the savanna. These include grains such as corn, sorghum, and millet. Farmers also produce beans, peas, squash, melons, and okra. In areas with more rainfall, farmers grow rice, oranges, lemons, limes, and yams. Farmers clear their fields by burning the plants and then using the ashes as fertilizer.

**The Rainforest**

As you travel south of the savanna, temperatures remain warm but rainfall increases. Warm temperatures and heavy rainfall create tropical rainforests throughout central Africa. Africa's rainforests are covered with dense vegetation. They are similar to the rainforests of Brazil, Indonesia, and other parts of the world.

There aren't any "seasons" in tropical rainforests. The climate is the same all year. The temperature usually stays between 75 and 80°F. This part of Africa usually gets between 80 and 400 inches of rain a year. Because of this climate, the rainforest is home to thousands of different types of plants.

**Page 54**


**Scaffold understanding as follows:**

**Ask students to read the section "The Rainforest" on page 54 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 49, 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 55–56

**Southern Africa**

South and east of its rainforests, Africa has a variety of climates and land features. Much of the land is rolling savannas. Other areas have mountains. The southwestern tip of Africa has a climate similar to that of northwest Africa. Southern Africa is also home to Africa's second major desert.

The Kalahari Desert is located in the present-day countries of Namibia, Botswana, and South Africa. It is covered with red soil and dry grasses. It is difficult to grow anything in the Kalahari because there is so little water. Still, wild animals such as meerkats, wildebeests, zebras, giraffes, and elephants live there. Some Khoikhoi and San peoples still survive in the Kalahari Desert by hunting, gathering, and herding. Others have been forced to move to villages.



**Page 55**

**Scaffold understanding as follows:**

**Invite volunteers to read aloud the section "Southern Africa" on pages 55–56.**

**SUPPORT**—Have students refer to the map of Africa on page 49 and locate the Kalahari Desert and Mt. Kilimanjaro.

**SUPPORT**—Call attention to the image on page 55 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 56–57

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Read the first paragraph of the section "African Rivers" on page 56 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.

Most of the land east of Africa's rainforests is savanna. However, the highest mountain in Africa is also found here. This mountain, Mount Kilimanjaro, is located in the country of Tanzania. Mountains are also found along Africa's southern coast.

**African Rivers**

Some of the world's greatest rivers slice through the African continent. The Niger and Senegal rivers flow through the savanna of West Africa. Some of the great kingdoms and empires of medieval Africa developed along these rivers. Among these were Ghana, Mali, and Songhai. You will learn more about them later.

The powerful Congo River flows through the hot rainforest region of Africa. The Congo is the second longest river in Africa. It is about 2,720 miles long and flows from central Africa to the Atlantic Ocean.

Africa's most famous river is the Nile River. The Nile is the longest river in the world. The Nile starts at Lake Victoria in east-central Africa. It flows north to the Mediterranean Sea, for a total of more than 4,130 miles.

In ancient times, the Nile flooded its banks once a year. The flood water deposited rich, black soil nearby. Egyptian farmers planted their crops in this soil. They were able to grow more food than the Nile was sent to many places. In 1970, the huge Aswan High Dam in

**Vocabulary**  
kingdom, n. a country ruled by a king or queen  
empire, n. a group of countries controlled by a single authority

**Page 56**

Egypt controls the flooding of the Nile. A large lake, called Lake Nasser, has formed behind the dam. The waters from this lake are used to make electricity and to water farmlands.

**The Egyptian Civilization**

The geography of Africa played a big role in the development of early and medieval kingdoms and empires. The oldest of these kingdoms was Egypt. Egyptian civilization stretches back more than five thousand years, to about 3100 BCE. The Nile River, which runs through Egypt, helped this ancient civilization succeed. A Greek historian once called Egypt "the gift of the Nile."

Farmers of ancient Egypt produced a surplus of food. This allowed some Egyptians to do other things. They became the craftsmen, soldiers, officials, and other specialized workers who helped make civilization grow and prosper. The Nile River also played an important role in the development of the ancient kingdoms of Kush and Aksum. You will read about these kingdoms in



**Page 57**



**SUPPORT**—Refer to the map of Africa on page 49. 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.**

**SUPPORT**—Have students locate the Congo River on the map of Africa on page 49 and trace its path.

**Invite volunteers to read the remainder of the section aloud.**

**SUPPORT**—Refer to the map of Africa on page 49. 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 57

**Scaffold understanding as follows:**

**Ask students to read the section "Egyptian Civilization" on page 57 independently.**

**SUPPORT**—Call attention to the image on page 57 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

#### Activity Page



AP 1.2

**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)

15 MIN

Activity Page



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)

45 MIN

Activity Page



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 108.

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 108.

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*)



## CHAPTER 2

# 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

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- ✓ 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

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For background information, download the CKHG Online Resource “About Early African Kingdoms”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

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- “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 numbers listed below)

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**natural resource, n.** something from nature that is useful to humans (58)

*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 (58)

*Example:* Traders sell goods at the market.

*Variation(s):* good

**ebony wood, n.** a dark, hard wood that comes from tropical trees (60)

*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 (60)

*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 (62)

*Example:* The archeologists studied the ancient vase made by the people of Aksum.

*Variation(s):* archeologists

**artifact, n.** an object used during a past period in history (62)

*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 58-60

Scaffold understanding as follows:

**CORE VOCABULARY**—Read the section “Egypt’s Rivals” on pages 58-60 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 63. Have students locate the Nile River, Egypt, and Kush.

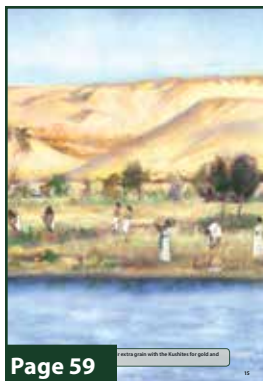
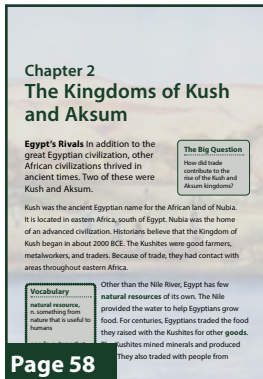
After you read the text, ask the following questions:

**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 60–61

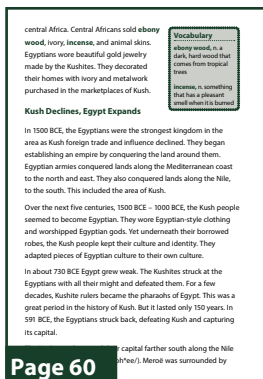
Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section “Kush Declines, Egypt Expands” on page 60 aloud.

 **SUPPORT**—Ask students to refer to the map on page 63. 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 60–61 aloud.

 **SUPPORT**—Ask students to locate the Kush capital city of Meroë on the map on page 63.



**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 61–62

**Scaffold understanding as follows:**

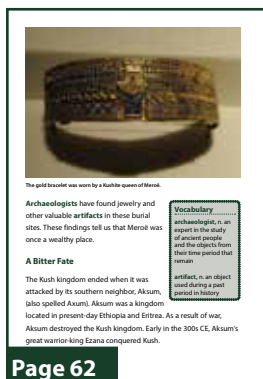
**CORE VOCABULARY**—Have students read the section “Land of Wonders” on pages 61–62 independently. After students finish reading the text, call attention to the Core Vocabulary terms *archeologist* and *artifact* and explain each word’s meaning. Ask students to consider how these two terms are connected. Students should recognize that archaeologists search for and study artifacts to better understand the past.

**SUPPORT**—Call attention to the image on page 62 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.



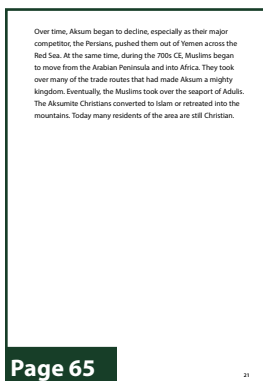
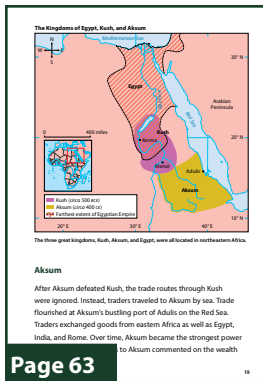
## “A Bitter Fate” and “Aksum,” Pages 62–65

**Scaffold understanding as follows:**

**Ask students to read the section “A Bitter Fate” on page 62 independently.**

**Invite volunteers to read the section “Aksum” on pages 63–65 aloud.**

**SUPPORT**—Have students refer to the map on page 63 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

Activity Page



AP 2.1

**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

Activity Page



AP 2.2

**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](http://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.



### 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](http://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](http://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.)*

## CHAPTER 3

# 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](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

Activity Page



AP 1.4

- 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 (66)

*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 (68)

*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 (68)

*Example:* The salt quarry was located in the middle of the Sahara.

*Variation(s):* quarries

**splay, v.** to spread out (68)

*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 (69)

*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 (70)

*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 108 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”

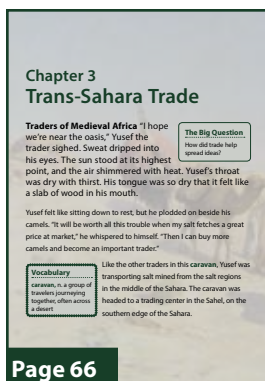
30 MIN

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 66–68

#### Scaffold understanding as follows:

**CORE VOCABULARY—Read aloud the section “Traders of Medieval Africa” on pages 66–68.** Call attention to the Core Vocabulary terms *caravan*, *mosque*, and *quarry* and explain each word's meaning.



**SUPPORT**—Call attention to the image on pages 66–67 and read the caption aloud.

**SUPPORT**—Have students turn to the map of Africa on page 108 of the Atlas and locate the Sahara. If students have completed Team Map Challenge: Countries of Africa (AP 1.4), compare the two maps side by side, and name the present-day countries covered by the Sahara.

**After you read the text, ask the following questions:**

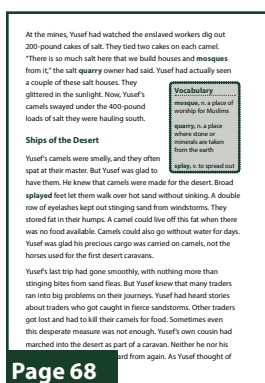
**LITERAL**—How was trade carried on in medieval Africa?

- » Caravans crisscrossed the vast Sahara, carrying goods to and from west African kingdoms and the northern coast of the continent.

**LITERAL**—What goods were being transported by the camels in this caravan and why?

- » The caravan was carrying salt from salt quarries. The salt was very valuable and used for many things, including building mosques.

## “Ships of the Desert,” Pages 68–70



**Scaffold understanding as follows:**

**Read the title of the section, “Ships of the Desert,” on page 68 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 69 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:**

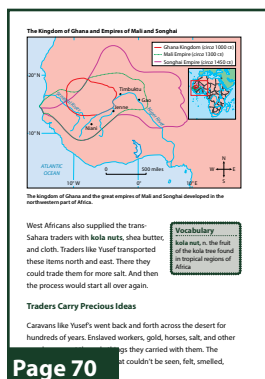
**LITERAL**—What physical characteristics of camels made them particularly well-suited for long trips across the hot desert?

- » 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 69–70 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 70–71**

**Scaffold understanding as follows:**

**Ask students to read the section “Traders Carry Precious Ideas” on pages 70–71 independently.**


**SUPPORT**—Call students’ attention to the map and caption on page 70, and discuss how and why the kingdom of Ghana and empires of Mali and Songhai became such great powers.

tasted, or heard. However, these things had far more impact than all the goods bought and sold.

What else did Yusuf and his fellow traders carry? They carried ideas, art, culture, and religion.

Sometimes teachers, clerics, poets, musicians, and artists traveled with the traders. The teachers and poets on the caravan taught fellow travelers. The musicians sang their songs. The artists sold their work. Traders also brought their religion with them. Most of the traders were Muslims. They built mosques in the West African trading cities. They talked about Islam with people they met. By 1000 CE, many people in western Africa knew about the Islamic faith and culture.

Rulers in West African trading cities controlled the caravan trade. This control allowed them to develop large and powerful kingdoms and empires. Three great powers rose up in western Africa: Ghana, Mali, and Songhai.



**Page 71** Trading Cities in West Africa 27

## 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](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

Activity Page



AP 1.4

- 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 (74)

*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 (75)

*Example:* The scribe used the quill to write a letter for the king.

*Variation(s):* quills

## Introduce “Ghana, Land of Gold”

5 MIN

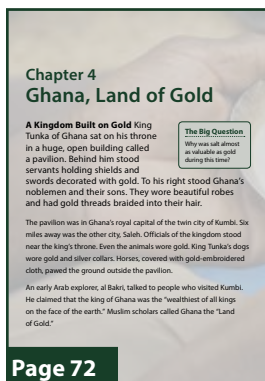
Ask students to recall what they discussed in the previous lesson. Students should remember that trans-Saharan trade carried both goods and ideas from one side of the continent to the other. Ask students to recall which products formed the basis of trans-Saharan trade. (*gold, salt, various foods, enslaved 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 72–74




Scaffold understanding as follows:

**SUPPORT—Read the first three paragraphs of the section “A Kingdom Built on Gold” on page 72 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 73 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 108 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 74 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 74–75**

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Ask students to read the section **"Ghana's Great Kings" on pages 74–75 independently.** Before students begin reading, preview the meanings of the Core Vocabulary terms *tax* and *quill*.

**SUPPORT**—Call attention to the image on page 74 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 75 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.

How did Ghana become so rich?

Ancient Ghana was located between the upper Niger and Senegal rivers. Ghana's kings took advantage of their location. Salt mines lay to the north in the Sahara. Gold mines lay farther to the south. Trade routes between the mines ran right through Ghana. Another trade route ran east to the Nile River Valley. Ghana's capital, Kumbi, was at the center of these trade routes.


Ghana's location helped it become a great West African trading kingdom. The kingdom is said to have begun about 300 CE and lasted until the 1200s. It was largest in about 1000 CE. The kingdom of Ghana spread over an area almost as big as the state of Texas.

**Ghana's Great Kings**

The kings helped the kingdom of Ghana grow by collecting taxes from traders passing through the area. Traders paid taxes on the goods they brought to sell and on the goods they purchased. These taxes went into the king's treasury and helped support his wealthy court. In return, the king protected the trade routes. The traders could travel safely.

**Vocabulary**

**Tax**, money that people are required to pay to support the workings of the government.



The people of Ghana created beautiful gold jewelry.

**Page 74**

The king claimed all gold nuggets found in Ghana. He let traders keep the gold dust they brought from the gold mines. Gold mines lay south of Ghana along the Senegal River. The miners kept their exact location a secret. The gold was sometimes stuffed into hollow quills for safe travel across the Sahara.

**Salt, Vital for Life**

You know that gold is valuable because it is rare and beautiful. But do you know why ancient Africans valued salt so highly? Africans prized salt for many important reasons. Salt kept meat and vegetables from spoiling in the hot weather. It made bland food tastier. Salt was also used as a medicine to treat many different illnesses. In addition, people in hot climates such as the Sahara needed—and still need—salt to replace the salt the body loses from sweating.

Although salt was plentiful in the northern deserts, it was rarer in western Africa. By the time a trader like Yusuf had traded his salt to western Africa, its value would have increased greatly. Salt was so valuable in this area that it was traded for an equal amount of gold.

**Ghana Flourishes**

Ghana became very rich and powerful by controlling the gold-salt trade. Ghana's kings used the profits made from this trade to build beautiful cities. Ghana's citizens admired the king's beautiful

**Vocabulary**

**Quill**, a dried animal part of a bird's feather, often used as a tool for writing.


**Page 75**

## "Ghana Flourishes," Pages 75–77

Iron ore was plentiful in Ghana and easy to mine. Ancient Ghanaians developed ways of working iron into strong tools and weapons. They used iron farming tools to increase the amount of food they could grow. They used iron weapons to win battles and expand their kingdom.

As traders passed through Ghana, they brought many new goods with them. Some traders paid their taxes in gold or salt. Others paid in copper, cloth, dried fruit, or other goods. As a result, the people of Ghana's cities had many fine things to purchase and enjoy.

Many traders from northern Africa and the Middle East moved to Ghana's cities to participate in the rich trade. Most of these traders were Muslims. The traders told the people they met about Islam. Some people of Ghana adopted this new religion. Most people continued to follow their traditional religious beliefs.



**Page 76** salt to the markets of Ghana.

**Scaffold understanding as follows:**

**Read the title of the section, "Ghana Flourishes," on page 75. 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 75–76.**

**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 76–77.**

**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 77

They worshipped one central god, many lesser gods, and spirits in nature. The religion of ancient Ghana also taught people to respect their ancestors.

**Ghana's Downfall**

Of course, neighbors envied a country as rich as Ghana. Enemies often attacked, hoping to get their hands on Ghana's gold.

Beginning in the late 900s, Ghana was attacked by various groups from North Africa. The Ghanaians fought off the first few attacks. However, in 1076, Kumbi was conquered. Muslim conquerors seized control. This was the beginning of Ghana's decline.

Ghana regained control of Kumbi in the late 1000s, but the kingdom never recovered its former power. As it became wealthier, Ghana's gold production dropped. Ghana was further weakened when important trade networks slipped from its control.

In the early 1200s, Kumbi came under attack yet again. This time the attacker was a West African king named Sundiata Keita, whose people had previously served Ghana as a conquered state. In 1240 Sundiata Keita and his army captured Kumbi. They added the defeated kingdom of Ghana to the new empire of Mali.

**Page 77**

**Scaffold understanding as follows:**

**Ask students to read the section "Ghana's Downfall" on page 77 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

Activity Page



AP 4.1

**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

Activity Page



AP 4.2

**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

Activity Page



AP 4.3

**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.

## CHAPTER 5

# 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](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

Activity Pages



AP 1.1

AP 1.4

- 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 **(80)**

*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 **(81)**

*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 (82)

*Example:* Mansa Musa made a pilgrimage to Mecca.

*Variation(s):* mansas

**university, n.** a school where advanced learning is taught (83)

*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

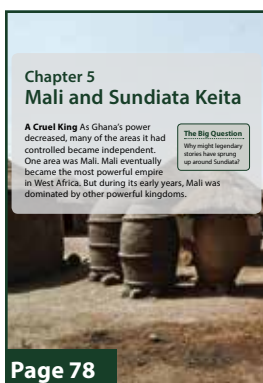
Have students recall what they learned about the kingdom of Ghana in the previous lesson. Encourage students to share what they remember aloud. Students should note that Ghana was the first powerful West African trading kingdom. It became very wealthy and very powerful from the gold and salt trade. Read aloud the last paragraph of Chapter 4 on page 77 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 78–80



Activity Page




AP 1.4

**Scaffold understanding as follows:**

**Invite student volunteers to read the section “A Cruel King” on pages 78–80 aloud.**

**SUPPORT**—Call attention to the image on pages 78–79 and read the caption aloud. Explain that the village shown still exists today.

 **SUPPORT**—Have students refer to the Atlas map on page 108 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 80 aloud. Call attention to the Core Vocabulary term *Mandinka* and explain its meaning.





One of Mali's early rivals was the Soso kingdom. The Sosos lived in the coastal regions south of Ghana. Sumanguru (su'man'gu'ru), king of the Soso people, marched into Mali and conquered it. Cunning and cruel, Sumanguru taxed the people of Mali without mercy. He took their daughters and wives. To eliminate any rivals for his throne, Sumanguru decided to kill all of the former king's sons.

**A Moment of Mercy**

Sumanguru decided to spare the life of a young Mandinka prince named Sundiata (sun'di'ah'ta'). Little Sundiata could not even stand up or walk. Even when he was seven, he crawled from place to place. Sumanguru decided that this child could not possibly be a threat to him.

Sumanguru was wrong about that. Sundiata eventually grew up to be a great leader, known as "the hungry lion." Sundiata had a strong will. He refused to submit to his sickness. After months and months of trying, Sundiata forced himself to walk. Learning 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. Sundiata even became a great horseman and hunter.

The Mandinka people admired Sundiata and his bravery. They looked to Sundiata to rescue them from Sumanguru's hard rule. Sundiata's people counted on him to get rid of Sumanguru.

**Page 80**

**SUPPORT**—Call attention to the pronunciation key for Sundiata on page 80. Encourage students to correctly pronounce the word.

**Have students read the remainder of the section on page 80 independently.**

**After students read the text, ask the following questions:**

**LITERAL**—Who was Sumanguru?

- » Sumanguru was the cruel leader of the Soso people. He conquered and briefly ruled Mali.

**LITERAL**—The text describes Sundiata as having "a strong will." What evidence from the text shows that this was the case?

- » The text explains that Sundiata overcame many obstacles with his strong will. Even though Sundiata had a sickness that had prevented him from walking, Sundiata didn't give up. He learned to walk with, and eventually without, a cane. He even learned to ride horses.

**INFERENTIAL**—Why did the Mandinka look to Sundiata to rescue them from Sumanguru?

- » The Mandinka had heard of Sundiata's bravery, accomplishments, and determination.

## "Sundiata Versus Sumanguru," Page 81

**Sundiata versus Sumanguru**

In 1230, the other leaders of Mali rallied around Sundiata. They proclaimed him the king of Mali. Sumanguru realized that Sundiata was a leader who could defeat him. But Sumanguru would not give up without a fight. He had a large, powerful army. His people believed that he had special powers that protected him from injuries during battle. Their belief in him made Sundiata's people strong, fearless warriors.

In 1235, Sumanguru's army met Sundiata's army in battle. During this battle Sundiata's Mali warriors crushed Sumanguru's army.

According to one Mandinka legend, Sumanguru disappeared when an arrow struck him. A giant tree sprang up where Sumanguru had stood. There are also legends that tell of Sundiata's bravery. Whichever legend you decide to believe, no one disagrees that Sundiata defeated Sumanguru. Sundiata had shown great bravery in battle. Even today, the Mandinka people celebrate Sundiata as a hero.

Sundiata went on to conquer other lands. In 1240, he and his generals captured Kumbi, the old capital of Ghana. The empire of Mali became the most powerful empire in West Africa.

**Mali's Power Grows**

Like Ghana, Mali controlled West African trade. The leaders of Mali set up their capital in Niani. Mali had fair leaders. They created a strong empire and farming to help Mali become rich.

**Page 81**

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Invite volunteers to read the section "Sundiata Versus Sumanguru" on page 81 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.

## "Mali's Power Grows," Pages 81–82

Sundiata proved to be as powerful a leader in peace as he had been in war. He created a strong central government that brought peace and order to the entire empire of Mali. This helped him gain control of the trade routes. Mali was self-sufficient in food production because villages and slave communities were purposefully organized for agricultural production. The leaders of Mali also increased trade in the cities along the Niger River. The new leaders of Mali took the proud title *mansa*, which means emperor.

**Vocabulary**  
*Mansa* is the title used by kings in the Mali Empire.

**A Muslim Empire**  
Islam had been a presence in West Africa since the kingdom of Ghana. However, most Mandinka did not convert to Islam until the end of the 1200s. Under a Muslim king, Islam became the most powerful religion in the Mali Empire. The Muslim holy book, the *Koran*, had become the basis of Mali culture. Mali had new laws, a tax system, and a dedication to education, all based



Page 82

Scaffold understanding as follows:

Ask students to read the section "Mali's Power Grows" on pages 81–82 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 82–83

**Timbuktu, a Center of Learning**  
Many important cities developed and prospered in the Mali Empire. One of these was the capital city of *Niani* (now "ah'ne"). Others were the trading cities of *Gao*, *Gao*, and *Timbuktu*. Timbuktu is located at the bend of the Niger River. The people of the desert and the people of the river met at this spot to trade their goods. Over the years, Timbuktu grew from a group of tents into a great center for learning and trade. People throughout the Islamic world recognized its name.

Timbuktu had many mosques, libraries, and schools. The city also had a famous Muslim university. Muslim scholars throughout Africa traveled to Timbuktu to study at the university.

A new ruler helped the world hear of Timbuktu and Mali. His name was *Mansa Musa*.

**Vocabulary**  
*University* is a school where advanced learning is taught.



Page 83

Scaffold understanding as follows:

Invite a volunteer to read the section "A Muslim Empire" on page 82 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 82 and read the caption aloud.

**CORE VOCABULARY**—Read the section "Timbuktu, a Center of Learning" on page 83 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 108 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 83 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

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- 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

Activity Page



AP 5.1

**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

Activity Pages



AP 1.1

AP 1.4

**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](http://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

### Activity Pages



AP 1.1  
AP 1.4

**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](http://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](http://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



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.

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](http://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.)*

## CHAPTER 6

# 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](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

Activity Page



AP 1.4

- 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 (86)

*Example:* Many Muslims go on a pilgrimage to the holy city of Mecca.

*Variation(s):* pilgrimages

**lavish, adj.** rich or expensive (87)

*Example:* The king served a lavish feast with dozens of different dishes.

**captive, n.** a prisoner (88)

*Example:* During the battle, the soldier was taken as a captive by the enemy.

*Variation(s):* captives

## Introduce “Mansa Musa and His Pilgrimage”

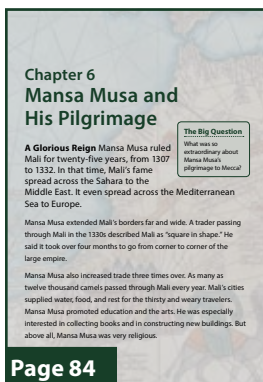
5 MIN

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 84–85



Page 84



Page 85

Scaffold understanding as follows:

Ask students to read the section “A Glorious Reign” on page 84 with partners.

**SUPPORT**—Have students refer to Ghana and Mali on the Atlas map on page 108. 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 84–85 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.

## “A Golden Pilgrimage” and “Sharing the Wealth,” Pages 86–88

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Read the first paragraph of “A Golden Pilgrimage” on page 86 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.**

**SUPPORT**—Call attention to the image on page 86 and read the caption aloud.

**CORE VOCABULARY**—Preview the Core Vocabulary word *lavish* on page 87 and explain its meaning.

**Instruct students to read the section “Sharing the Wealth” on pages 87 and 88 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.

**A Golden Pilgrimage**

In 1324, after converting to Islam, Mansa Musa decided to make a **pilgrimage** to Mecca, located in present-day Saudi Arabia. In Islam, Mecca is considered the holiest city in the Muslim world. Followers of Islam are required to travel to Mecca during their lifetime if they can afford to do so. Muslims call the pilgrimage to Mecca the *hajj*. Making the pilgrimage is one of the five pillars of Islam. The fact that Mansa Musa made a pilgrimage to Mecca wasn’t unusual. Other West African rulers of Mali had already made pilgrimages there. It was how Mansa Musa made his pilgrimage that was so amazing.

Mansa Musa traveled with a huge caravan. Family, friends, teachers, and doctors came along. Mansa Musa also brought

**Vocabulary**  
*pilgrimage*, n. a journey undertaken for a religious purpose



**Page 86** *Religious understanding for Muslims.*


along certain important chiefs. This was smart for two reasons. First, being part of Mansa Musa’s pilgrimage brought honor to the chiefs. Second, getting the chiefs out of Mali reduced problems while Mansa Musa was away.

The caravan included thousands of people. It was very likely the biggest caravan ever to cross the Sahara. Mansa Musa also brought lots of gold. As a result, the caravan included as many as one hundred camels weighed down with sacks of gold.

**Sharing the Wealth**

In 1324, Mansa Musa’s extraordinary caravan entered Cairo, Egypt. Everyone in Cairo was impressed by Mansa Musa’s wealth. Mansa Musa’s generosity was as impressive as his religious faith. Everywhere he stopped on his pilgrimage, Mansa Musa gave away gold. He gave lavish gifts of gold in the Muslim holy cities of Mecca and Medina. He gave gold to everyone who helped him on his journey, too. He gave away so much gold that the price of gold

**Vocabulary**  
*lavish*, adj. with an expensive



**Page 87** *Mansa Musa gave away so much gold that the price of gold dropped.*

On his return journey from Mecca back to Mali, Mansa Musa once more passed through Cairo—and gave away more gold.

**“The Century of Musa”**

Mansa Musa returned from his pilgrimage to Mecca in 1325. Mansa Musa’s son had done quite a good job ruling Mali during the time Mansa Musa had been on his pilgrimage. His son had even extended the empire to the east. He did this by conquering the city of Gao, the capital of the neighboring territory of Songhai. To make sure that Songhai would not revolt against Mali, Mansa Musa’s son took two Songhai princes as captives.

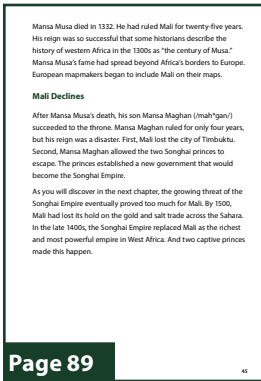
Mansa Musa continued to support education and building in Mali. He persuaded a North African architect to return to Mali with him to build mosques in Mali’s cities. He exchanged ambassadors with other Muslim countries such as Egypt and Morocco. He established religious schools to teach about Islam. However, he also allowed his people to choose which religion to follow. Some, including the people near the gold mines, continued to follow traditional religions.

**Vocabulary**  
*captives*, n. a prisoner



**Page 88** *Mansa Musa’s reign.*

## "The Century of Musa" and "Mali Declines," Pages 88–89



**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 88–89 aloud.**

**SUPPORT**—Call attention to the images on page 88 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 89 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.)*

# Songhai and Askia Muhammad

**The Big Question:** As Askia Muhammad expanded his empire, how did Islam grow within it?

### Primary Focus Objectives

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- ✓ 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

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For background information, download the CKHG Online Resource “About Songhai and Askia Muhammad”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Reader page numbers listed below)

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**dynasty, n.** a series of rulers who are all from the same family **(92)**

*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 **(92)**

*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 **(93)**

*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 **(95)**

*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 (95)

*Example:* The king of Songhai was at the top of the empire's social system.

**devout, adj.** showing deep religious feelings (96)

*Example:* Mansa Musa was a devout Muslim who traveled on a pilgrimage to Mecca.

**sacred, adj.** related to religion; holy (97)

*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 90–92

#### Chapter 7 Songhai and Askia Muhammad

**Prisoners of War** The two Songhai princes were named Ali Kolon and Sulyaman Nar. Ali Kolon was a fierce warrior and a natural leader. Mansa Musa had even had him lead military expeditions for Mali.

**The Big Question**  
Askia Muhammad expanded his empire, how did Islam grow within it?

But Ali Kolon had some big plans of his own. According to legend, he cleverly used his military expeditions to plan his escape from Mali. On each military expedition for Mansa Musa, Ali Kolon got a little closer to his home in Gao. At every stop, he hid weapons and food in secret places that only he knew.

Mansa Maghan, who had gained the throne after his father's death, was a weak leader. This gave Ali Kolon the chance he had been waiting for during his seven years in Mali.

Page 90

**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 90 aloud to find out more about these prisoners.**

**CORE VOCABULARY—Read the section “The Great Escape” on page 92 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 92. Encourage students to correctly pronounce the words.



**SUPPORT**—Have students refer to the Atlas map on page 108 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 92–93

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Read the section “Hard Times for Timbuktu” on pages 92–93 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.

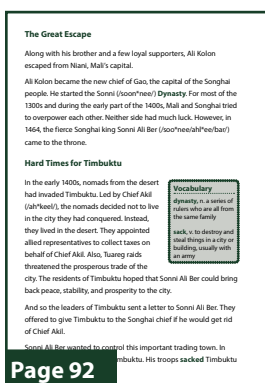
**After you read the text, ask the following questions:**

**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 93–95

Scaffold understanding as follows:

**CORE VOCABULARY**—Ask students to read the section “The Capture of Jenne” on pages 93–95 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 108 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 94 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.

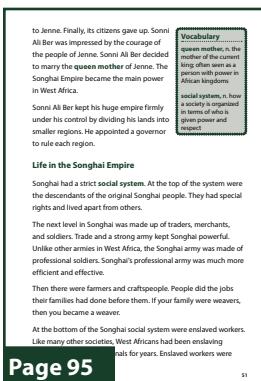
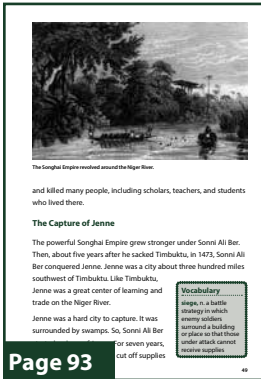
**EVALUATIVE**—Why do you think Sonni Ali Ber decided to marry the queen mother? How do you think this decision impacted his rule in Jenne?

» 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 95–96

Scaffold understanding as follows:

**CORE VOCABULARY**—Read the first paragraph of the section “Life in the Songhai Empire” on page 95 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.



often sold to other African kingdoms. Local enslaved workers kept some rights, including the right to buy their freedom and to marry. Both Islam and traditional religions influenced life in Songhai. Throughout the 1400s, the Songhai king somewhat followed the teachings of Islam. However, they were not very religious. Most people in Songhai shared their leader's attitude toward Islam. Some continued to worship their own traditional gods.

**Askia Muhammad Rules**

Sonni Ali Ber died in 1492. He had ruled for twenty-eight years. The Muslims in Songhai refused to accept his son, Sonni Baru, as king. Like his father, Sonni Baru did not follow Islam closely. Askia Muhammad Toure, one of the king's soldiers, was also unhappy. Unlike the rulers of the Sonni dynasty, Askia Muhammad was a very devout Muslim. He led a revolt against the new king.

In 1493, Askia Muhammad's army defeated the king; he established the Askia dynasty, which was named after him. The Muslims of Songhai celebrated their new leader and his deep faith in Islam. With Askia Muhammad in control of the government, Muslim scholars, teachers, and students once again settled in Timbuktu. They knew they would be safe from religious persecution. Askia Muhammad respected their wish to learn. He protected them and asked them for advice.

**Page 96**

**Vocabulary**  
devout, e.g., showing deep religious feelings

**Invite volunteers to read the remainder of the section on pages 95–96 aloud.**

**SUPPORT**—Draw a triangle on the board or chart paper, labeling the following levels from top to bottom to illustrate the social system and hierarchy in the Songhai Empire: (1) descendants of the original Songhai people; (2) traders, merchants, and soldiers; (3) farmers and craftspeople; and (4) enslaved workers.

**CORE VOCABULARY**—Read the first paragraph of the section “Askia Muhammad Rules” on page 96. Call attention to the Core Vocabulary term *devout* and explain its meaning. Students may recognize the term from Unit 3, *Medieval Europe*.

**Have students read the rest of the section on page 96 independently.**

**After volunteers read the text, ask the following questions:**

**LITERAL**—What was the social system of the Songhai Empire like?

- » The Songhai had a very strict social system. The descendants of the original Songhai Empire at the top of the system had special rights and privileges. Enslaved workers were at the bottom, with few rights. In between were traders, merchants, and soldiers, followed by farmers and craftspeople.

**EVALUATIVE**—Why do you think Askia Muhammad started a new dynasty in Songhai rather than continue the Sonni dynasty?

- » Many people in Songhai were unhappy with the rule of Sonni Ali Ber because he was not a devout Muslim. When Askia Muhammad overthrew Sonni Ali Ber's son, he established a new dynasty to separate himself from the Sonni dynasty and mark his loyalty to Islamic teachings. Askia Muhammad also belonged to a different family from the leaders of the Sonni dynasty.

## “The Songhai Empire Expands” and “Askia Muhammad’s Pilgrimage,” Pages 97–99

**The Songhai Empire Expands**

As other rulers before him had done, Askia Muhammad began to expand his empire. In the west, he took land that had belonged to Mali. He also conquered lands to the south of Songhai. Askia Muhammad took many prisoners. Many of these prisoners were children who became soldiers in his army. Around 1513, Askia Muhammad's soldiers invaded the lands of the Hausa people east of the Niger River. Though he exercised little control over the Hausa, all of Askia Muhammad's conquests created a huge, tightly knit empire.

**Askia Muhammad's Pilgrimage**

Askia Muhammad knew that it was his duty to make a trip to Mecca. So in 1496, he set off to Mecca on a two-year pilgrimage. As you would expect, his caravan was huge. About five hundred horsemen and one thousand soldiers accompanied the king. He also took a great deal of gold, reported to be 300,000 “pieces.” About a third of the gold went to charity. Another third paid his traveling expenses. The remaining third paid for wonderful souvenirs. He also bought buildings so that other West African Muslims who were making the pilgrimage could find places to stay. But Askia Muhammad didn't travel to Mecca just to give charity and buy beautiful things. Far from it. As a serious Muslim, he tried to set an example for all Muslims through his faith and worship. Askia Muhammad wanted all related to religion, truly.

**Page 97**

**Vocabulary**  
pilgrimage, e.g., a journey to a sacred place

**Scaffold understanding as follows:**

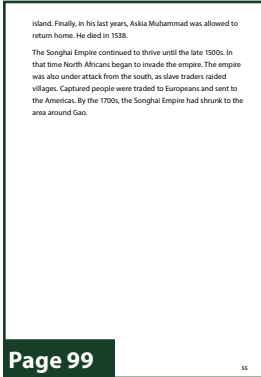
**Invite a volunteer to read the section “The Songhai Empire Expands” on page 97 aloud.**

**CORE VOCABULARY**—Read the first three paragraphs of the section “Askia Muhammad’s Pilgrimage” on pages 97–98 aloud. Call attention to the Core Vocabulary word *sacred* and explain its meaning.

**Invite volunteers to read the remainder of the section aloud.**

**SUPPORT**—Call attention to the image on page 98 and read the caption aloud. Explain that even though Askia Muhammad lived hundreds of years





ago, his tomb is still an important historical place.

**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.

## 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:**

- 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

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### Puzzling Out the Songhai Empire (RI.4.4)

15 MIN

Activity Page



AP 7.1

**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.

## CHAPTER 8

# 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

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- ✓ 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

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For background information, download the CKHG Online Resource "About Ibn Battuta":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Reader page numbers listed below)

---

**steppe, n.** grassland plain (103)

*Example:* The steppe in central Asia is very flat.

*Variation(s):* steppes

**sultan, n.** a king or ruler of a Muslim country (103)

*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 (105)

*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 (107)

*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.

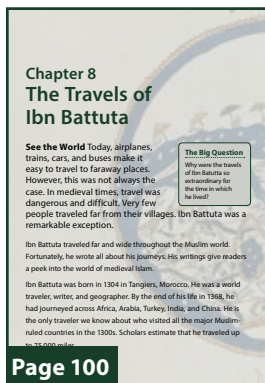
Tell students that this lesson is about a man who spent most of his adult life traveling through Africa, the Middle East, India, and China. Call attention to the Big Question, and encourage students to look for information on why the travels of Ibn Battuta were so extraordinary as they read the text.

## 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 100–101



**Scaffold understanding as follows:**

**Invite volunteers to read the section “See the World” on page 100 aloud.**

**SUPPORT**—Call attention to the image on pages 100–101 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 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 102–103



**Scaffold understanding as follows:**

**Have students read the section "It All Started with a Pilgrimage" on pages 102–103 independently.**

**SUPPORT**—Call attention to the image on page 102 and read the caption aloud.

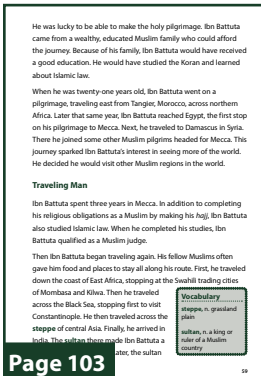
**SUPPORT**—Have students look at the map of Ibn Battuta's Travels on page 106. Instruct students to trace Ibn Battuta's pilgrimage from the city of Tangier in Morocco through Cairo, Egypt, and Damascus, Syria, to Mecca.

**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 103–105



**Scaffold understanding as follows:**

**CORE VOCABULARY**—Read the first two paragraphs of the section "Traveling Man" on pages 103–104 aloud. Call attention to the Core Vocabulary terms *steppe* and *sultan*, and explain their meanings.

**SUPPORT**—Have students return to the map on page 106. Assist students in locating Mombasa and Kilwa in Africa, the Black Sea, Constantinople, and Delhi.

**Invite volunteers to read the two paragraphs on page 104 aloud.**

**SUPPORT**—Call attention to the image on page 104 and read the caption aloud.

**SUPPORT**—Have students return to the map of Ibn Battuta's travels on page 106. Have students trace Ibn Battuta's trip from India to the Maldives, Sri Lanka, and China.



But Ibn Battuta's travels were not over. Instead, he traveled to the city of Granada in Spain. After two years in Spain, he traveled to the Mali Empire in 1352.

Ibn Battuta traveled by camel caravan across the Sahara. He visited the people who lived along the Niger River in West Africa. Ibn Battuta traveled along the trade routes that you read about in previous chapters. He stayed for months at a time with chiefs in the territories of the great empire of Mali. He even visited and stayed in Timbuktu and Gao, and with the nomads who camped along the Niger River.

**Ibn Battuta's Travel Book**

Ibn Battuta's extraordinary travels made him famous in his own day. But because he wrote down his adventures, he is still famous today.

Ibn Battuta's travel book contains colorful details and descriptions. Battuta visited Mali at the height of that empire's power. For example, in his book he describes seeing a sultan appearing in his palace garden. He carried a bow and a quiver of arrows. The sultan wore a gold cap and a red velvet tunic. The sultan was surrounded by musicians who played gold and silver instruments.

**Vocabulary**  
tunic, is a long shirt that extends below the hips, often to the knees.

Ibn Battuta called his book *Rihlah*, which means the journey. A fitting name, indeed! Scholars still consider *Rihlah* a reliable account of the medieval Islamic world.

**Page 105**

**Invite volunteers to read the remaining paragraphs of the section on page 105 aloud.**

**SUPPORT**—Have students refer to the map on page 106. Assist them in locating Granada on the map and have them trace Ibn Battuta's journey from Spain into West Africa.

**After volunteers read the text, ask the following questions:**

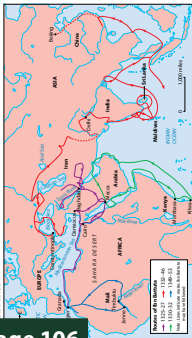
**LITERAL**—What kind of work did Ibn Battuta do during his travels?

» While in Delhi and the Maldives, Ibn Battuta worked as a judge.

**EVALUATIVE**—How did Ibn Battuta's stay in Mecca help him when he started his many years of travels?

» 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.

## "Ibn Battuta's Travel Book" and "The Traveler of Islam," Pages 105–107



**Page 106**

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Read the section "Ibn Battuta's Travel Book" on page 105 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 107 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.

**The Traveler of Islam**

Ibn Battuta's extensive journeys to Muslim countries earned him the nickname "the Traveler of Islam." He claimed to have met sixty rulers and thousands of people during his travels. Along the way, Ibn Battuta rode in a dog sled, sailed on a Chinese ship called a junk, and crossed the Atlas Mountains in northern Africa during a blizzard.

After his last journey, Ibn Battuta returned home where he spent his last days. He died in about 1368.

In 1829, an English scholar discovered Ibn Battuta's book and translated it into English. Ibn Battuta's name and adventures spread to new generations of readers. People celebrated his bravery, intelligence, and courage. Modern scientists even named a crater on the moon after him.

**Vocabulary**  
crater, is a large hole in the ground made by an explosion or something falling out of the sky.

**Page 107**

## 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)

30 MIN

Activity Page



AP 8.1

**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)

30 MIN

Activity Page



AP 8.2

**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.



**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 resources and activities may be found:

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

# Teacher Resources

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<b>Answer Key: <i>Early and Medieval African Kingdoms</i></b>	<b>176</b>

**The following fiction excerpt can be found and downloaded at:**

**[www.coreknowledge.org/ckhg-online-resources](http://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 Battuta 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.**

**Terms**

**Definitions**

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

## 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.

Kingdom or Empire	Trade and the Development of Kingdoms and Empires
<b>Kush</b>	<ul style="list-style-type: none"><li>Controlled trade between central Africa and Egypt</li><li>Produced iron</li><li>Was conquered by and conquered the Egyptians</li></ul>
<b>Aksum</b>	<ul style="list-style-type: none"><li>Controlled trade from the Red Sea into eastern Africa</li><li>Traded goods from eastern Africa, India, Egypt, and Rome</li><li>Christianity arrived in Aksum.</li></ul>
<b>Ghana</b>	<ul style="list-style-type: none"><li>Controlled the gold-salt trade</li><li>Taxed and protected traders traveling through Ghana</li><li>The kingdom grew rich through taxes on trade.</li><li>Muslim traders brought Islam to Ghana, although few converted.</li></ul>
<b>Mali</b>	<ul style="list-style-type: none"><li>Controlled the gold-salt trade</li><li>Included the trading and scholarly city of Timbuktu</li><li>Controlled trade along the Niger River</li><li>More people converted to Islam.</li><li>Travelers such as Ibn Battuta traveled with trade caravans to visit Mali and write about it.</li></ul>
<b>Songhai</b>	<ul style="list-style-type: none"><li>Controlled the gold-salt trade</li><li>Included the trading and scholarly city of Timbuktu</li><li>Controlled trade along the Niger River</li><li>More people converted to Islam.</li></ul>



## Performance Task Scoring Rubric

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**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.

<b>Above Average</b>	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.
<b>Average</b>	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.
<b>Adequate</b>	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.
<b>Inadequate</b>	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.

Name \_\_\_\_\_

Date \_\_\_\_\_

## 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.

[illegible]

**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.

Kingdom or Empire	Trade and the Development of Kingdoms and Empires
Kush	
Aksum	
Ghana	
Mali	<ul style="list-style-type: none"><li>Controlled the gold-salt trade</li></ul>
Songhai	

Name \_\_\_\_\_

This is a detailed black and white map of the world, oriented with North at the top. The map shows the outlines of all continents and the names of numerous countries. Major oceans are labeled: Arctic Ocean, Atlantic Ocean, Indian Ocean, and Pacific Ocean. The map includes a scale bar in the bottom right corner, indicating a distance of 0 to 2,000 miles. A compass rose is also present in the bottom right corner, showing the cardinal directions: North (N), South (S), East (E), and West (W). The map is labeled with the names of continents and countries in all caps. For example, in North America, the United States, Canada, Alaska (U.S.), and Mexico are labeled. In South America, Brazil, Argentina, Chile, Peru, Ecuador, Colombia, Venezuela, Guyana, Suriname, and French Guiana (Fr.) are labeled. In Europe, countries like Norway, Sweden, Finland, Denmark, Germany, France, Ireland, and the United Kingdom are shown. Africa is labeled with countries such as Algeria, Libya, Egypt, Sudan, Chad, Nigeria, and South Africa. Asia includes labels for Russia, China, India, Japan, and Korea. Australia is shown in the southern hemisphere. The map is a standard projection, likely a Robinson or similar pseudocylindrical map, showing the world's geography in a clear and accessible manner.

Name \_\_\_\_\_

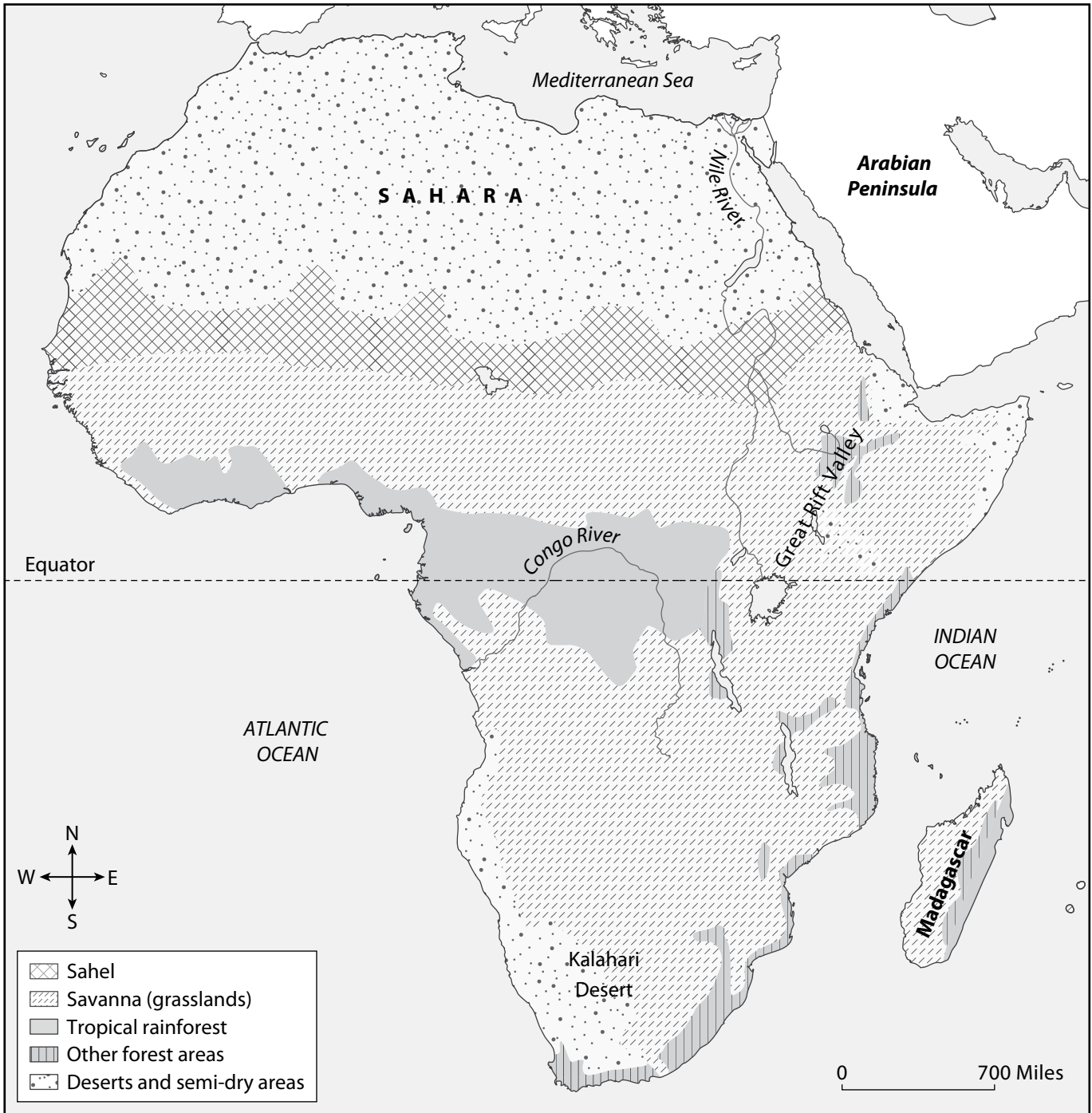
Date \_\_\_\_\_

## Activity Page 1.2

Use with Chapter 1

### The African Continent

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



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2 *Continued***

**Use with Chapter 1**

- 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

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.3**

**Use with Chapter 1**

**Geography of Africa**

**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.  
\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.4**

**Use with Chapter 1**

**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.**



Name \_\_\_\_\_

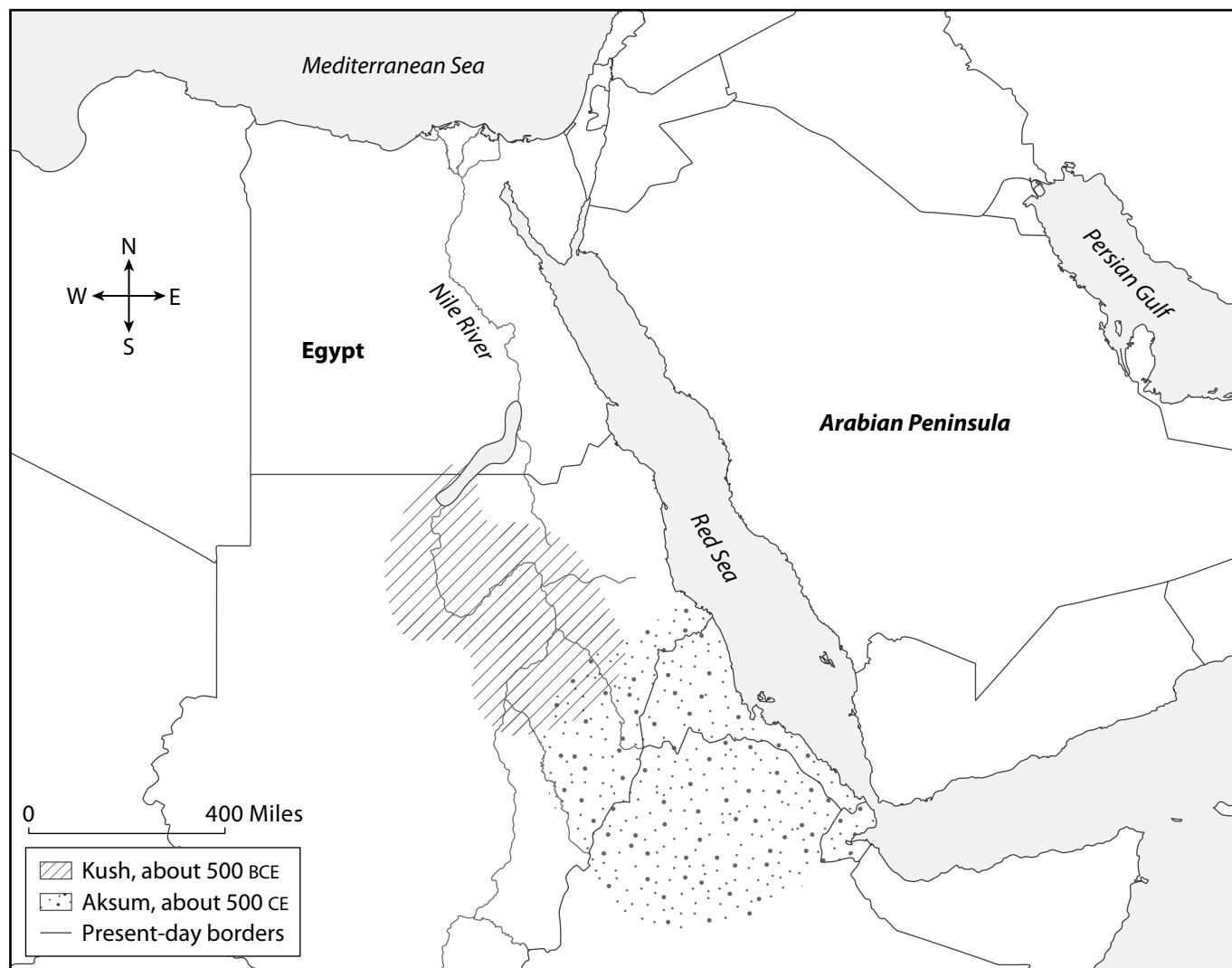
Date \_\_\_\_\_

## Activity Page 2.1

Use with Chapter 2

### 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.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 2.2

## Use with Chapter 2

### Eyewitness to History: Egypt, 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?

**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.                  | 1500 BCE       |
| _____ 2. Kingdom of Kush begins.                             | 730 BCE        |
| _____ 3. Egypt was a stronger kingdom than Kush.             | 591 BCE        |
| _____ 4. Muslims move into Africa and begin to attack Aksum. | about 2000 BCE |
| _____ 5. Kush people seem to become Egyptian.                | 700s CE        |
| _____ 6. Egypt captures the capital of Kush.                 | 1500–1000 BCE  |

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

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Name \_\_\_\_\_

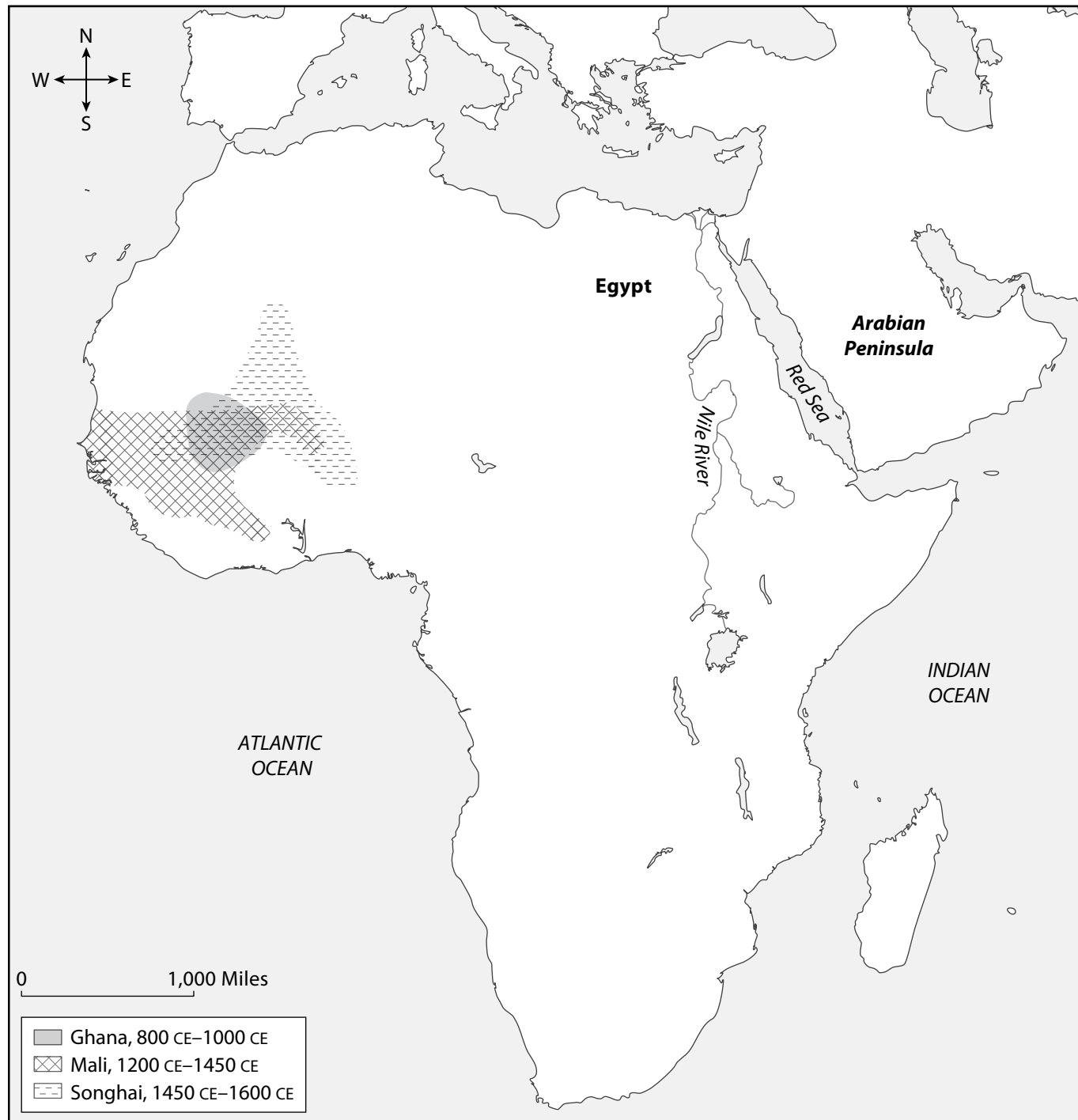
Date \_\_\_\_\_

## Activity Page 4.1

Use with Chapter 4

### Ghana, Mali, and Songhai

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



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 4.1 *Continued***

**Use with Chapter 4**

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?

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

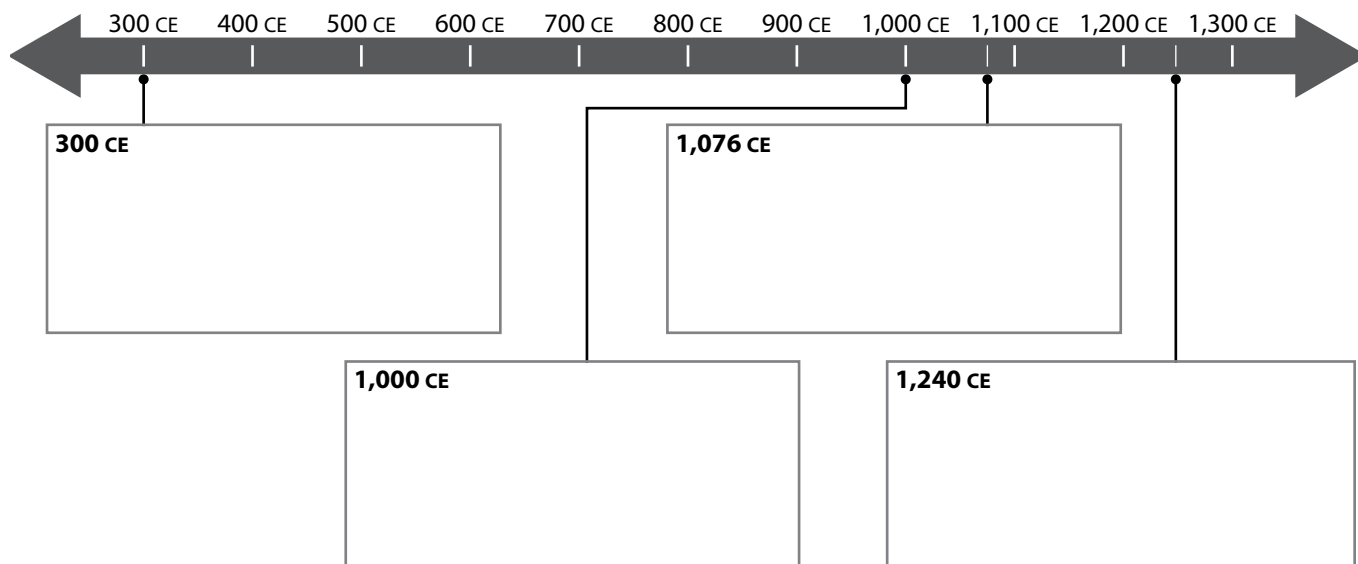
## Activity Page 4.2

## Use with Chapter 4

### Timeline of the Kingdom of Ghana

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.



Name \_\_\_\_\_

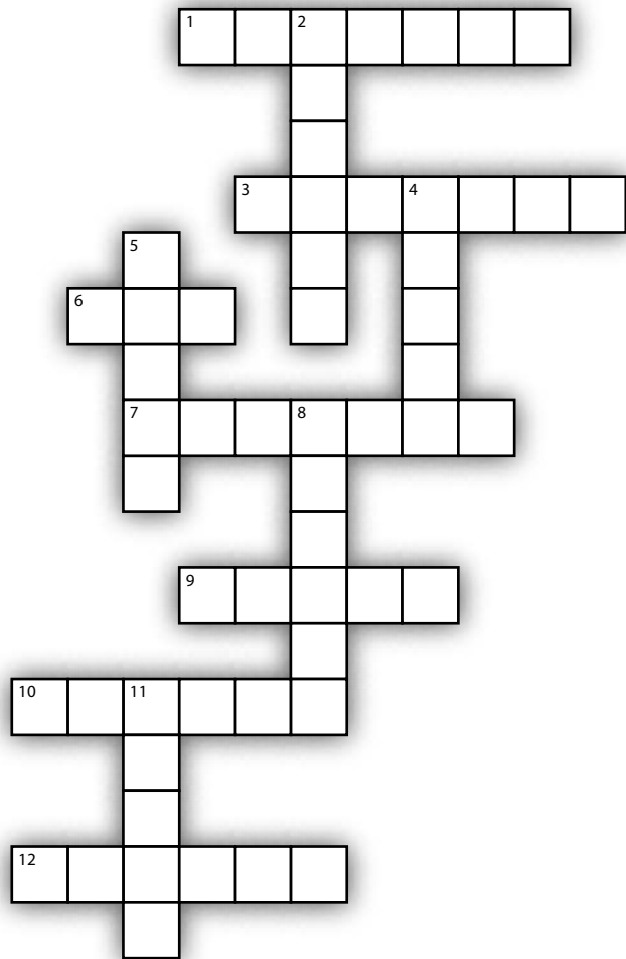
Date \_\_\_\_\_

Activity Page 4.3

Use with Chapter 4

Domain Vocabulary: Chapters 1–4

caravan	ravine	tax	incense	quill	kingdom
mosque	quarry	oasis	goods	empire	splay





Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 4.3 Continued**

**Use with Chapter 4**

**Across**

1. a group of travelers journeying together
3. a country ruled by a king or queen
6. money that people are required to pay to support the workings of the government
7. something that has a pleasant smell when it is burned
9. the central part of a bird's feather, often used as a tool for writing
10. a Muslim house of worship
12. 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

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 5.1

Use with Chapter 5

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.

brave	hungry for greatness
was paralyzed	known as “hungering lion”
merciless to the Mandinkas	cunning and cruel
conquered Mali	determined
saved a king’s son	a hero to the Mandinkas
proud	king of the Soso people

Sumanguru

Sundiata

Name \_\_\_\_\_

Date \_\_\_\_\_

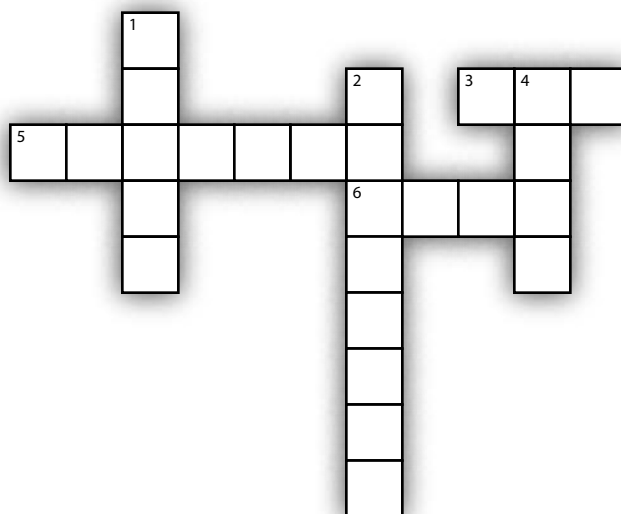
## Activity Page 7.1

Use with Chapter 7

### Puzzling Out the Songhai Empire

**Directions:** Use the clues below to complete the crossword puzzle.

Akil	Gao	Jenne	Mali	Songhai	Timbuktu
------	-----	-------	------	---------	----------



#### 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

Name \_\_\_\_\_

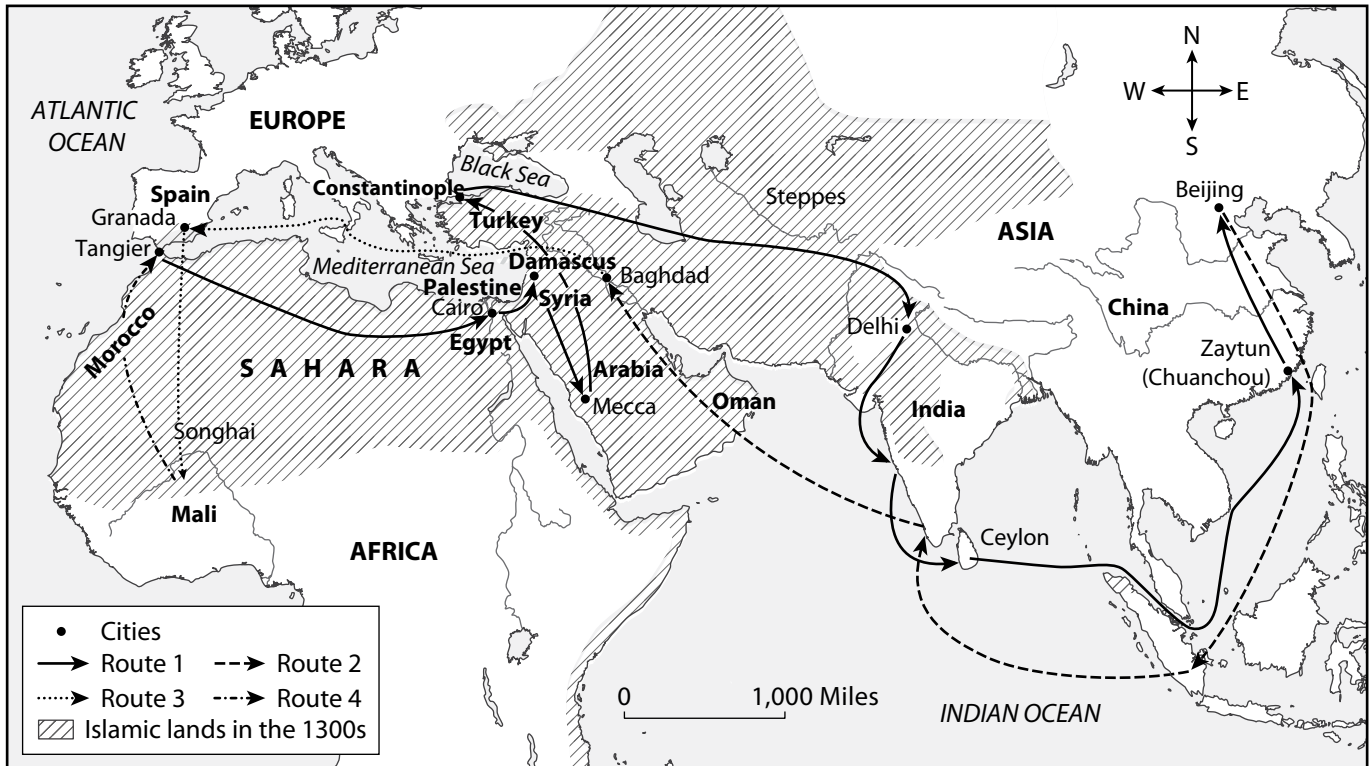
Date \_\_\_\_\_

## Activity Page 8.1

Use with Chapter 8

### 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?

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 8.2**

**Use with Chapter 8**

**Domain Vocabulary: Chapters 5–8**

**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 151–154)

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  
19. d 20. b 21. d 22. h 23. a 24. j 25. b 26. i  
27. c 28. e 29. f 30. g

### Activity Pages

#### The African Continent (AP 1.2) (pages 160–161)

- about 3,500 miles
- five
- desert, Sahel, savanna, rainforest, savanna, desert, other forest areas

#### Geography of Africa (AP 1.3) (page 162)

- Nile River
- Sahel
- Red Sea
- Kalahari Desert
- Mediterranean Sea

#### Team Map Challenge: African Countries (AP 1.4) (page 163)



#### The Kingdoms of Kush and Aksum (AP 2.1) (pages 164–165)

- The kingdom of Kush
- the kingdom of Aksum
- Different time periods in history are shown.
- Answers will vary.

#### Eyewitness to History: Egypt, Kush, and Aksum (page 166)

##### Part A.

- 730 BCE
- about 2000 BCE
- 1500 BCE
- 700s CE
- 1500–1000 BCE
- 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 167–168)

- Mali
- Ghana
- Songhai

#### Timeline of the Kingdom of Ghana (AP 4.2) (page 169)

- 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 170–171)**

**Across**

1. caravan
3. kingdom
6. tax
7. incense
9. quill
10. mosque
12. quarry

**Down**

2. ravine
4. goods
5. oasis
8. empire
11. splay

**Emperors of Mali (AP 5.1)**  
**(page 172)**

**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 173)**

**Across**

3. Gao
5. Songhai
6. Mali

**Down**

1. Jenne
2. Timbuktu
4. Akil

**The Travels of Ibn Battuta (AP 8.1)**  
**(page 174)**

1. Zaytun (Chuanhou) and Beijing
2. Baghdad and Grenada
3. Route 4
4. 1500 miles (2400 km)

**Domain Vocabulary: Chapters 5–8 (AP 8.2)**  
**(page 175)**

1. captives
2. craters
3. devout
4. dynasty
5. sacked, siege
6. sultan
7. university







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## Medieval Islamic Empires

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## Early and Medieval African Kingdoms

### Subject Matter Expert

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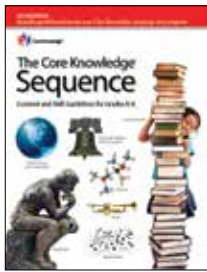
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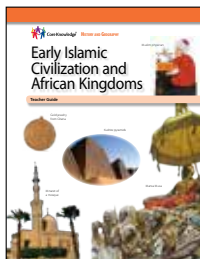
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Core Knowledge History and Geography 4



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