

# Teacher's Guide for FOOTSTEPS Mansa Musa

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Teacher Guide prepared by: our staff.

The National Center for History in the Schools has published a study unit on Mansa Musa: African King of Gold which includes background materials, lesson plans, and student resources. This is available from Cobblestone Publishing (ISBN 0382409477, \$12.00 plus shipping and handling).

**Compare the maps** on pages 24/25 and present-day Africa, page 3.

What made Sundiata and Mansa Musa great leaders? Examples:

**Sundiata** - established a strong government, rewarded loyalty, delegated authority, kept a large, well-trained army, encouraged trade, allowed religious diversity.

**Mansa Musa** - generous, introduced new styles of architecture, keen interest in scholarship and law, established schools, upright, just, tolerance for other religions, a great diplomat.

After reading the article on pages 12/13, ask students to each come up with a custom or tradition (either past or present) that is specific to a royal court, an ethnic or religious group, or a country. Have them share their findings with the class (examples: at the court of Louis XIV, his getting up and getting dressed ("lever") was public; in Japan one slurps tea or noodle soups; in some Arab countries, it is polite to burp after a good meal to express appreciation; one takes off one's shoes before entering a mosque; the ancient Romans believed that when entering a new home, it should be right foot first since that foot was considered lucky, etc.).

## Research projects:

Have students **research a real or mystical hero/heroine from their country of origin** and share with the class. Include time period, geographic location, accomplishments, reason why the person was chosen.

How far can you **trace your roots**, or the roots of someone you know in your community? Students can use interviews, photos, news clippings, maps, drawings, etc. to put together a poster to be shared with the class.

**Where is gold mined in the world today?** Working in groups, each researching a region of the world for current mining operations. This could be as simple as locating them on a world atlas to doing a report on various mining companies, economic statistics, political climate. Ask students to **chart the price of gold** over the past 5 years.

Similar research could be done with salt.

Muslims try to make a pilgrimage to Mecca once in their lifetime. Ask students to **think of other**

**locations that have become sacred places to people of various (religious) beliefs.** Perhaps someone in your community has been on such a pilgrimage and could talk to students about it. A project could be for students to do a travel brochure to a holy site."