

The Kingdom of Mali

Grade 7, Term 1	Social Science: History	Lesson Topic: The Kingdom of Mali
Lesson 2 of 6	CAPS reference: page 33	Total time: 1 hour

Aims

- Engage higher order thinking through questions
- Expand knowledge base on African history
- Develop cognitive reasoning

Resources

- Worksheet
- 'Tokens' for bartering: e.g. 2 chickens, 1 sheep, 1 kilogram of salt, 200 grams of gold dust, at least five tokens per group of three

Introductory activity

15 minutes

Discussing trade:

- When you need to get something and you do not have money for it, what other means can you use to get it?
- Hand out the tokens and have the learners evaluate what the different items are worth. e.g. is a chicken worth a kilogram of salt? Yes/No, why?
- Have them work out who has the most wealth and who has the least wealth based on their tokens
- Have them practice trading amongst one another

Activity

30 minutes

- Read through the worksheet and allow for explanations and clarifications
- Discuss new terminology
- Learners complete the worksheet

Consolidation

10 minutes

- Mark the worksheet
- Allow learners to discuss what they learnt about bartering
- Discuss which system is better – money or bartering

Outcomes

- Develop an ability to infer data from context
- Exercise comprehension skills

Terms: (see worksheet)

- Trade and bartering
- Tax

Means of Assessment

Either to be marked in class or by the educator.

Total Marks for entire worksheet: 40 Marks

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Name: _____

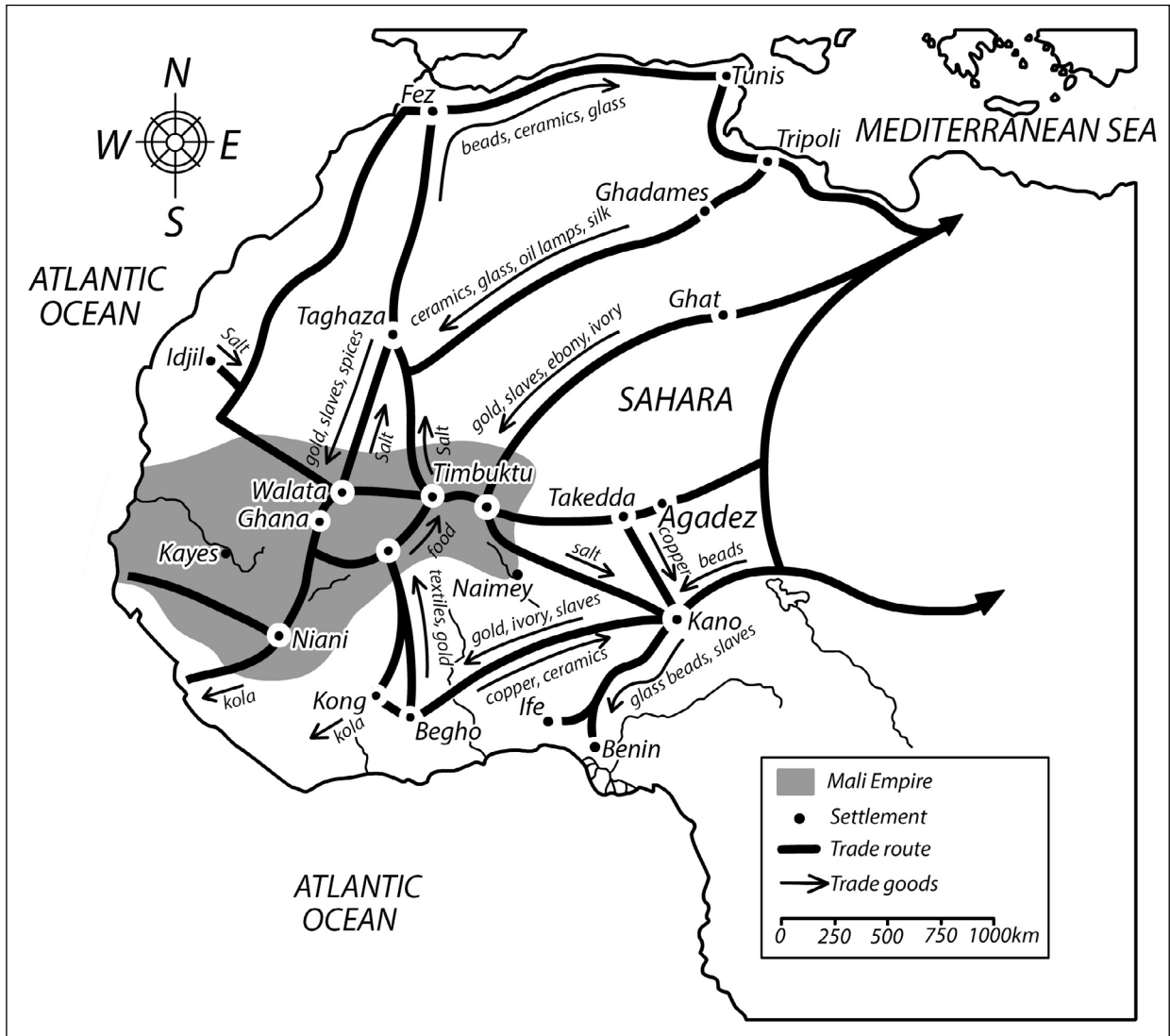


Image source: https://mrgrayhistory.wikispaces.com/file/view/Africa_-_Mali_Map.jpg/244114449/924x679/Africa_-_Mali_Map.jpg

For over seven centuries, Mali was the second biggest and most successful empire in the world. Between 1350AD and 1550AD, the empire grew to control all salt trade along the trade routes. Before, when transport of goods was conducted only over land, the Mali Empire added the use of the Niger River to transport heavy goods.

Living close to the river had other benefits as well. The soil was more fertile and yielded better crops, which meant better feed to rear livestock. It also enabled better access to trade, which had a positive impact on the economy. There was also little chance of drought. The most common crops grown were beans, rice, sorghum, millet, papaya, gourds, cotton and peanuts. Cattle, sheep, goats and poultry were also farmed.

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The empire also offered protection against violence that started along trade routes. Tax was also introduced, which further expanded the Mali Empire territory. All goods were taxed heavily and all gold nuggets were declared property of the king, which meant only gold dust could be traded.

With the expansion of the Mali Empire, Islam spread to the Arab traders and with that, an emphasis on education and literacy, which brought several places of Islamic learning into effect. The most famous places were Timbuktu, Djenne and Gao centres, where many scholars were able to study a variety of disciplines.

As the economy of the Mali Empire grew, currency was required and most notably, salt, cotton cloth and gold was used for this purpose. Later, before the modern introduction of coins and paper money, cowrie shells became the currency.

Answer the questions below:

1. How long was the rule of the Mali Empire?

2. How did the Mali Empire revolutionise trade?

3. What was the most important part of the Mali Empire that had multiple uses? Name the uses.

4. What did the towns and traders have to do to gain the protection of the Mali Empire?

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5. Why do you think the Mali Empire declared all gold nuggets property of the king?

6. Complete the table by listing what agriculture was used by the Empire of Mali:

Grains:	Legumes:	Fruit:	Vegetable:	Meat and dairy:	Poultry

7. What important aspect of Islam was instilled in the culture of the Mali Empire and where were the most famous centres?

8. What could be used to buy goods in the Mali Empire before the introduction of modern money?

9. Refer to the picture on the first page:

- 9.1. Colour the Mali Empire **green**.
- 9.2. Colour all the rivers **light blue**.
- 9.3. Colour all the salt trade routes in **red**.
- 9.4. Colour all the gold trade routes in **yellow**.
- 9.5. Colour the three Centres of Learning in **purple**.
- 9.6. Colour the most westerly town **brown**.
- 9.7. Colour the most easterly town **white**.
- 9.8. Colour the most northerly town **pink**.
- 9.9. Colour the most southerly town **orange**.
- 9.10. Colour the trade routes for each specific good in a **different colour**.

Answer sheet

Answer the questions below:

1. How long was the rule of the Mali Empire? (1)

700 years

2. How did the Mali Empire revolutionise trade? (1)

They transported goods on the Niger River.

3. What was the most important part of the Mali Empire that had multiple uses? (1)
Name the uses. (4)

The Niger River

They could grow crops and rear cattle near the river and transport goods on the river.

4. What did the towns and traders have to do to gain the protection of the Mali Empire? (1)

They needed to pay tax to the empire for their protection.

5. Why do you think the Mali Empire declared all gold nuggets property of the king? (2)

They declared all gold nuggets property of the king to make the king wealthy so that he could expand the empire.

6. Complete the table by listing what agriculture was used by the Empire of Mali: (11)

Grains:	Legumes:	Fruit:	Vegetable:	Meat and dairy:	Poultry
Rice, sorghum, millet	Beans and peanuts	papaya	gourds	Sheep, goats and cattle	poultry

7. What important aspect of Islam was instilled in the culture of the Mali Empire and where were the most famous centres? (4)

Islam instilled the value of education in the Mali culture. The most famous learning centres are in Timbuktu, Gao and Djenne.

8. What could be used to buy goods in the Mali Empire before the introduction of modern money? (4)

Salt, gold, cotton cloth and cowrie shells.