MUHLENBERG COLLEGE LESSON PLAN FORMAT		
Name	Grade	Date
Derek Rosenow	7th	

Unit Title	Lesson
Medieval Africa	Mansa Musa and The Gold Salt Trade

Standards Addressed

Standard - 8.4.7.A: Summarize the **social, political**, cultural, and **economic** contributions of individuals and groups in world history.

Standard - 8.4.7.D: Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Objective(s)

Students will be able to explain why salt is essential for African trade and for human life.
Students will be able to compare historical figures from the last unit to Mansa Musa.

Main Assessment(s) and Criteria for Evaluation

I will assess my students using a KWL. This a formal formative assessment, based on my objectives, allowing me to view their thinking and questions they wanted to answer from the video.

Set Induction

I am going to give students a scenario: “Imagine you’re in a giant desert stretching so far that you can’t see anything but sand all around you. The sun is beating down on you during the day, and you see caravans of camels carrying something so valuable that entire cities rise and fall because of it. This isn’t gold, jewels, or spices — but something much simpler, yet just as essential for survival.”
Question: What do you think could be so valuable that people would cross dangerous deserts to get to it? (Hint for periods 3,6, and 8: This item is something that you eat everyday. **(Salt)** The other item is something that you wear and is only 0.2 kilograms in your body. **(Gold)**
How might a powerful leader use these valuable resources to build an empire?

Content Outline

I DO/ WE DO:

1. Intro to class and Set induction
    a. Hook to get students thinking about the lesson.
2. Medieval Africa - Gold for Salt
    a. Video: Salt: A brief history
3. Salt Uses
    a. Preserved food for survival
    b. Essential for human survival
    c. Used as payment for labor
    d. Traded for slaves

    e. Exchanged for gold, ounce for ounce
    f. Existed before taxation
        i. Question: What does this mean?
4. Salt in the Roman Empire
    a. “Not worth his salt.”
    b. Part of a Roman soldier’s pay was given in salt.
    c. Sal is the Latin word for salt.
    d. Salarium is the Latin origin of the word salary.
    e. The Via Salaria was a famous road in Rome, used as a salt trade route.
    f. Salt was essential for preserving food across the empire; in the event of a siege, preserved food ensured a stable supply.
5. Salt
    a. Difficult to get
    b. Made it valuable (think of oil today)
    c. Needed to preserve food to get through winter months and bad harvests.
    d. Mining the Gold and Salt
    e. Akan people of West Africa easily mined gold
    f. Berbers of North Africa knew how to mine for salt
    g. Camel caravans across the Sahara made trade happen
6. Western Africa (Mali)
    a. The kingdom of Mali, like many other kingdoms, was located in the West African savanna and controlled many important trade routes across the Sahara desert. This made the Kingdom rich and in turn for all of the wealth, the rulers would ensure peace and order for the travelers who were passing through their routes.
7. Pear Deck Question for students: I wonder… Who was the richest person to ever live?
8. Mansa Musa Video: Mansa Musa, one of the wealthiest people to have ever lived
    a. KWL chart used for Mansa Musa video
9. Mansa Musa Song: Mansa Musa "I'll tumble 4 ya"

THEY DO:

10. Closure:
11. Africa Questions Pear Deck based:
    a. Which region in Africa during the middle ages is best known for its’ trade of gold and salt?
    b. Why was salt historically so important in Africa?
    c. Which emperor from the Byzantine Empire would you compare Mansa Musa to, and why?
12. Pear Deck
    a. Draw one thing that you learned today?
    b. Next slide: How well do you understand what we just covered?

c. Tell students what we are doing today and clear any questions.

The Lesson: Teaching Strategies and Learning Activities (with Time Approximations)

Procedure	Differentiation/Accommodation
1. Set Induction (5 mins): a. I am going to start the lesson with a hook and then I am going to ask students questions related to the lesson. 2. Presentation through Pear Deck (20 mins) a. I am going to lecture students through Pear Deck and ask questions throughout the presentation so that I can see how well they are understanding what they are learning. 3. KWL Chart (10 mins) a. For the Mansa Musa video I am giving them a KWL Chart to assess their understanding from the lesson and they will give this back to me so that I can grade it for 15 points. 4. Closure (10 mins) a. I will use Pear Deck questions based on the lesson. Students will draw something they learned and complete a survey so I can assess how well each class understood the material. I will also inform them about what they will be learning the next day. If there is extra time,	1. Visuals 2. Pear Deck usages, from answering questions, drawing, and survey. 3. Check-ins with certain students with IEPs so that they are understanding the lesson and staying on task.

I will ask if they have any questions about what we just covered.	

Closure
Pear Deck questions based on the lesson, students are going to draw something that they learned, and a survey so that I can see how well each class understood the lesson, and tell them what they are learning the next day. If there is extra time I will ask students if they have any questions about what we just learned.

Materials and Resources
Medieval Africa- Gold for Salt Salt: A brief history Mansa Musa, one of the wealthiest people to have ever lived Mansa Musa, "I'll Tumble 4 ya" KWL Chart