1. ___________ River runs through Mali.
2. ___________ was a big trading center in Mali.
3. We know a lot about the empire of Mali because of the ___________, who told stories of the past.
4. ___________, which was used to prepare food, came from the desert.
5. It was traded for ___________ from Western Africa.
6. The people of Mali had to adapt to the dry climate of ___________, which was north of Mali.
7. Mali is located on the continent of _____________.
8. Products that are found out in nature are _____________.
9. Other products that Mali traded were ___________ and ___________.
10. What is an oral tradition?
   ___________________________________________________________________
   ___________________________________________________________________
11. ____________ were used to carry products from one place to another.
12. How has Timbuktu changed and how has it stayed the same?
   ___________________________________________________________________
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Niger River</td>
<td>River that runs through Mali</td>
</tr>
<tr>
<td>Country of Mali</td>
<td>Located on the continent of Africa</td>
</tr>
<tr>
<td>Salt, gold, ivory and nuts</td>
<td>The major trade items in Mali</td>
</tr>
<tr>
<td>Sahara</td>
<td>Name of the desert in the northern part of Mali</td>
</tr>
<tr>
<td>Timbuktu</td>
<td>The name of the main trading center in Mali</td>
</tr>
<tr>
<td>Griots</td>
<td>The people who told stories of the past in Mali</td>
</tr>
<tr>
<td>Oral Tradition</td>
<td>Passing down information from one generation to another by word of mouth</td>
</tr>
<tr>
<td>Culture</td>
<td>The way a group of people lives; their language, music, religion, food,</td>
</tr>
<tr>
<td></td>
<td>clothing, holidays and beliefs</td>
</tr>
<tr>
<td>Houses</td>
<td>Made of mud bricks</td>
</tr>
<tr>
<td>Jobs</td>
<td>Farmers, salt and gold miners, wavers, ship builders</td>
</tr>
<tr>
<td>Religion</td>
<td>They were Muslims</td>
</tr>
<tr>
<td>Mosques</td>
<td>A place of worship for Muslims</td>
</tr>
<tr>
<td>Caravans</td>
<td>Large groups of traders that traveled together on camels</td>
</tr>
</tbody>
</table>
The student will develop map skills by positioning and labeling the seven continents and four oceans to create a world map.

Continents and Oceans

Label the map with the names of the continents and oceans in the box below.

<table>
<thead>
<tr>
<th>North America</th>
<th>South America</th>
<th>Europe</th>
<th>Asia</th>
<th>Africa</th>
<th>Australia</th>
<th>Antarctica</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Arctic Ocean</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Atlantic Ocean</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Indian Ocean</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pacific Ocean</td>
</tr>
</tbody>
</table>

Use the map to answer the questions.

1. Which continent is just south of North America?

2. Which ocean is east of Africa?

3. Which ocean is farthest north?

4. Which continent is north of Africa?

5. Which continent is farthest south?

Teaching Notes/Directions: Help the students label the names of the continents and oceans. Remind the students that a continent is one of seven large areas of land on the Earth. Then help the students use the Compass Rose to describe the location of continents in relation to each other. For example, “South America is south of North America.” Then have the students answer the questions.
The student will develop map skills by using the Equator and Prime Meridian to identify the four hemispheres.

**Hemispheres**

The lines on the map divide the world into different halves. The world is a *sphere*, or a globe. Half of a sphere (globe) is called a *hemisphere*. You can divide a sphere in half two different ways to make *four halves*.

The *Equator* is an imaginary line around the middle of the earth. It divides the globe into the Northern and Southern Hemispheres.

The *Prime Meridian* is an imaginary line that divides the globe into the Eastern and Western Hemispheres.

**Use the map and what you just read to help you answer these questions.**

1. Which imaginary line divides the globe into the Eastern and Western Hemispheres?

2. Which imaginary line divides the globe into the Northern and Southern Hemispheres?

3. Which two continents are completely in the Southern Hemisphere?

4. Which continent is completely in the Eastern and Southern Hemispheres?

5. In which hemisphere are North America and South America located?

**Teaching Notes/Directions:** Review the definitions in the paragraphs at the top of the page. Tell the students that a *hemisphere* is half of a sphere, which is created by the Prime Meridian or the Equator. Have the students answer the questions based on those definitions and the map on page 23. Emphasize that the Prime Meridian and Equator are imaginary lines that are used on maps to help people describe locations.
The student will develop map skills by locating the countries of Spain, England, and France.

# Map Skills

![Map of the World]

1. Label the map, using the words in the box.

<table>
<thead>
<tr>
<th>North America</th>
<th>Europe</th>
<th>Atlantic Ocean</th>
<th>England</th>
<th>Spain</th>
<th>France</th>
</tr>
</thead>
</table>

Use the map to underline the correct answer.

2. North America and Europe are both _________________.
   - continents
   - countries

3. England, Spain, and France are on the ________________ of Europe.
   - country
   - continent

4. Spain is located to the ________________ of France and England.
   - north
   - south

**Teaching Notes/Directions:** Review the definition of *continent* and ask the students to identify Earth’s seven continents. Ask the students to describe the relationship between a country and a continent. Review the use of a Compass Rose.
The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

3.2

**Storytelling**

Read the paragraphs and then answer the questions below.

The people of Mali were divided into groups. Each group had a special role or purpose. One of those groups was the *griots* (GREE ohs). A griot knew the beginnings, troubles, myths, legends, and victories of the people of Mali. This history was in the griot’s memory; none of it was written down.

The griot’s main job was to sing the praises of the people of Mali. For example, when soldiers of Mali went to battle, the griot sang about their past victories. This would give the soldiers courage as they went to war.

The griot’s work was part of an oral tradition. An *oral tradition* is the way by which people pass down stories—by word of mouth or from person to person. A griot in Mali used music to tell stories. Griots would sing and play an instrument, such as a drum. The griot would sing a song about a family’s history or about an important event.

Find and circle three words in the paragraphs above that describe the jobs griots had in Mali.

Write a paragraph about a story that has been told to you about your family.

Teaching Notes/Directions: Ask the students to read the paragraphs. Introduce the term *griot* and its pronunciation. In order to help the students complete the word search, explain that a *griot* was a storyteller, singer, and musician. Many storytellers in Mali passed on traditions and stories from one generation to the next. As such, griots were important to a community’s sense of history and pride. Point out that in the United States and other parts of the world, people also carry on the oral tradition through storytelling. Have the students write a paragraph about their own family stories.

Virginia SOL Resource Book Virginia SOL 3.2
The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

# Building a Great Empire

Read the paragraphs and then answer the questions below.

![Map of West Africa](image)

The early West African empire of Mali lay across trade routes between the sources of salt in the Sahara desert and the gold mines of West Africa. The empire became wealthy by trading goods such as salt, gold, nuts, and ivory.

For the people of the desert, salt was a natural resource. In the cities, salt was valuable. People used salt for their health and for preserving foods. Long lines of camels, called caravans, carried salt to Mali from the Sahara in the north and east. Miners found gold in Western Africa.

Timbuktu was an important city in the empire of Mali. It had a famous university with a large library containing Greek and Roman books. There were many schools and universities in Timbuktu.

1. How did the empire of Mali become wealthy?

2. What were some of the goods that were traded by the empire of Mali?

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**Teaching Notes/Directions:** Explain how the empire of Mali became wealthy by trading. Ask the students to describe what happens when someone trades something with someone else. Have the students describe items they have traded with a friend or relative. Then ask the students to answer the questions at the bottom.
The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

# Kings of Mali

Read the paragraphs and then answer the questions below.

<table>
<thead>
<tr>
<th>Africa was home to several great empires. One of the most prosperous was the early West African empire of Mali. The kings of Mali were rich and powerful men who controlled much of the trade in West Africa. In about 1235, Sundiata became the first ruler of Mali. Sundiata helped make Mali one of the wealthiest empires in the region. He conquered many lands that had great wealth. The kings, or mansas, that followed Sundiata made the empire even larger. During Mansa Musa’s rule from 1313 to 1337, the empire grew to include important trade centers such as Timbuktu. The West African empire of Mali soon became an important trade center. Mansa Musa stopped in Cairo, Egypt, during a long journey. With him were thousands of his followers and about 100 camels. Each camel carried hundreds of pounds of gold. Mansa Musa handed out handfuls of gold dust to beggars. He showed off the wealth and generosity of the empire of Mali.</th>
</tr>
</thead>
</table>

1. In what part of Africa was the empire of Mali located?

2. Who was the first ruler of the empire of Mali?

3. What was an important trade center in the empire of Mali?

4. Why could Mansa Musa be considered a generous ruler?

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Teaching Notes/Directions: Have the students read the paragraphs about the kings of the early West African empire of Mali. Tell the students that the kings, or mansas, of the empire of Mali were rich and powerful. The kings expanded the empire and controlled much of the trade in West Africa. Then have the students answer the questions at the bottom of the page.
The student will develop map skills by describing the physical and human characteristics of Greece, Rome, and West Africa.

The Land and People of the Early West African Empire of Mali

Use the map to complete sentences 1–3.

1. The early empire of Mali was located in ___________________ Africa.

2. The climate in the empire of Mali was like living in a desert. Is this a physical or human characteristic? ___________________

3. ____________ from the mines allowed the empire of Mali to get the things it needed.

Answer the question.

4. Besides farmers and traders, name one other human characteristic of the empire of Mali.

Teaching Notes/Directions: Have the students study the map of western Africa and complete the sentences. Invite the students to make comparisons of this map with those of ancient Greece and Rome. Remind the students that the empire of Mali became wealthy through trade. Then have the students answer the last question.
The student will develop map skills by explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

Life in the Early West African Empire of Mali

Use the map to answer the questions. Circle the correct letter.

1. The people in the empire of Mali had to adapt to a(n) ___________________ environment.
   A. tropical  
   B. desert  
   C. arctic

2. The empire of Mali grew wealthy by trade. There were mines in Mali, and ________________ was traded for salt.
   A. clothes  
   B. money  
   C. gold

3. ________________ was a natural resource in the desert.
   The people of Mali used it to preserve their food.
   A. Gold  
   B. Salt  
   C. Water

4. One reason Mali was an important trade center is because ________________.
   A. it was near rivers  
   B. it sold rain water  
   C. it offered land to settlers

Teaching Notes/Directions: Ask the students to use the map to answer the questions. Explain that trading is a method by which people exchange one resource or good for another. If necessary, guide the students through the map. Reinforce students' use of the Compass Rose and Map Legend.
The student will recognize the concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services (in ancient Greece, Rome, the West African empire of Mali, and in the present).

At Work in the West African Empire of Mali

- Cowrie Shells
- Gold
- Copper
- Ivory
- Salt
- Kola Nuts

Circle the word that is being described.

1. In the empire of Mali, some people had the job of protecting the empire.
   - Specialization
   - Interdependence

2. The people in the empire of Mali traded gold with people outside the empire. In return they got salt.
   - Specialization
   - Interdependence

3. In the empire of Mali, some people grew food for all of the people in the empire.
   - Specialization
   - Interdependence

4. The people outside the empire of Mali had salt, so they traded gold for salt.
   - Specialization
   - Interdependence

Teaching Notes/Directions: Review the concepts of specialization and interdependence, asking the students to provide examples of each. Refer the students to a map of the empire of Mali (SOL 3.4b, page 19). Ask the students to describe ways in which the empire of Mali was similar to the Greek and Roman empires. (The empire was wealthy; it had an important city center [Timbuktu]; it had a rich culture, and it had powerful rulers.) Then have the students answer questions 1–4 and circle either specialization or interdependence.