

# Ancient Africa and Timbuktu

## Social Studies

Grade Nine

### OBJECTIVES:

- Students will explore the Mali empire from the 1200's to the present.
- Students will be able to explain the rise and fall of both Timbuktu and Mali.
- Students will use their knowledge gained through Internet research to produce a paper demonstrating their understanding of the city, Timbuktu.

### STANDARDS AND BENCHMARKS:

- Michigan Social Studies-
  - Geographic Perspective: Students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them. [CONTENT STANDARD: 2.4](#)
  - Trade: Students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals and government. [CONTENT STANDARD: 4.5](#)
- Michigan Technology-
  - Retrieving and Evaluating: Students will retrieve, communicate, organize, evaluate, and manipulate information using a technological system. [CONTENT STANDARDS: 2.3 and 2.4](#)

This lesson will take 3-4 class periods. Two periods will be in the computer lab.

### MATERIALS:

- Class handouts—[Mali Scavenger Hunt Handout & Timbuktu Internet Search Handout](#) and also the [Timbuktu Letter Format](#)
- Computer access—Internet
- Computer access—word processing

### PROCEDURE:

Days one and two—

- Explain first handout entitled, "Mali Scavenger Hunt." Only tell students that Mali is a country in Africa...they need to figure the rest out on their own. Stress the importance of typing web addresses EXACTLY as shown on their handouts.

- Rest of hour is for researching and completing the handout in the computer lab.
- When they finish this handout, students must show their answer to the last question on the form in order to receive the next handout entitled "Timbuktu Letter."
- Students need to finish both the "Mali Scavenger Hunt" handout and the "Timbuktu Letter" handout in two class periods in the computer lab.

Day three—

- Students will share their answers with the class from the previous two handouts. By checking them in class, students will understand the correct answers and they will all have the same information to move on to the project.
- Hand out the "Timbuktu Letter Format" to students and explain their assignment. Students need to write a letter to their families trying to persuade their families to live in Timbuktu (in the 1300's).
- Students must hand this assignment in within three school days and it must be TYPED!

CLOSURE:

- When students are completed with the whole lesson, review the relationship between Mali and Timbuktu. Have students review how Mali has deteriorated economically through the years. They will be able to use their knowledge gained from researching and completing projects in future discussions of countries in Africa.

ASSESSMENT:

The two Internet research handouts will be graded according to points. Points are reflective of the number of questions and the length of responses I explained I expected from the students. The Timbuktu Letters handed in as the project will be graded out of 50 points. Students will be graded on if the letter followed the format given to them in class.