**Lesson Objectives**

Explain the relationships or interactions between two or more individuals, events, ideas in a historical text based on specific information in the text.

**Reading**
- Identify relationships and interactions between two or more people, events, ideas, or concepts in a historical text.
- Explain relationships and interactions between two or more people, events, ideas, or concepts in a historical text.

**Writing**
- Draw evidence from informational texts to support analysis and reflection.

**Speaking and Listening**
- Pose and respond to specific questions and contribute to discussions.
- Review the key ideas expressed and draw conclusions.

**Language**
- Consult reference materials to determine the meaning of words.
- Acquire and use academic and domain-specific words and phrases.

**Academic Talk**
See *Glossary of Terms*, pp. TR2–TR9
- cause and effect
- historical texts
- ideas
- relationships

**Learning Progression**

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explain events, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text.</td>
<td>Building on Grade 4, students draw on specific details to explain the relationships or interactions among people, events, ideas, or concepts in a historical text.</td>
<td>Grade 6 increases in complexity by requiring students to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).</td>
</tr>
</tbody>
</table>

**Lesson Text Selections**

<table>
<thead>
<tr>
<th>Modeled and Guided Instruction</th>
<th>Guided Practice</th>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ancient Saharan Trade Routes</strong>&lt;br&gt;by Joris Maddrin&lt;br&gt;Genre: History Article</td>
<td><strong>The History and Description of Africa</strong>&lt;br&gt;by Leo Africanus&lt;br&gt;Genre: Eyewitness Account</td>
<td><strong>The Rise and Fall of Three African Kingdoms</strong>&lt;br&gt;by Jo Pitkin&lt;br&gt;Genre: History Article</td>
</tr>
</tbody>
</table>
### Whole Class Instruction  
30–45 minutes per day

<table>
<thead>
<tr>
<th>Day</th>
<th>Teacher-Toolbox.com Interactive Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Check the Teacher Toolbox for Interactive Tutorials to use with this lesson.</td>
</tr>
</tbody>
</table>

#### Day 1
- **Introduction** pp. 66–67
  - **Read** Explaining Relationships in Historical Texts 10 min
  - **Think** 10 min
    - Graphic Organizer: Cause-and-Effect Organizer
  - **Talk** 5 min
    - Quick Write (TRB) 5 min

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Modeled and Guided Instruction pp. 68–69, 72</th>
</tr>
</thead>
</table>

#### Day 2
- **Read** Ancient Saharan Trade Routes 10 min
- **Think** 10 min
  - Graphic Organizer: Cause-and-Effect Organizer
- **Talk** 5 min
- **Write** Short Response 10 min

<table>
<thead>
<tr>
<th>Day 3</th>
<th>Guided Practice pp. 70–71, 73</th>
</tr>
</thead>
</table>

#### Day 3
- **Read** The History and Description of Africa 10 min
- **Think** 10 min
- **Talk** 5 min
- **Write** Short Response 10 min

<table>
<thead>
<tr>
<th>Day 4</th>
<th>Independent Practice pp. 74–79</th>
</tr>
</thead>
</table>

#### Day 4
- **Read** The Rise and Fall of Three African Kingdoms 15 min
- **Think** 10 min
- **Write** Extended Response 15 min

<table>
<thead>
<tr>
<th>Day 5</th>
<th>Independent Practice pp. 74–79</th>
</tr>
</thead>
</table>

#### Day 5
- **Review** Answer Analysis (TRB) 10 min
- **Review** Response Analysis (TRB) 10 min
- **Assign and Discuss** Learning Target 10 min

### Language Handbook
Lesson 19 Idioms, Adages, and Proverbs, pp. 474–475 20 min (optional)
• Explain to students that in this lesson they will read historical texts. They will make connections and explain cause-and-effect relationships between people, events, and ideas in history.
• Define cause and effect, using an example such as wind powering a sailing ship across the ocean. Prompt students to identify the wind filling the sails as the cause and the movement of the ship as the effect.
• Provide an example of cause-and-effect relationships in history, such as the first voyage of Christopher Columbus. Explain:
  Columbus believed the world was much smaller. This caused him to sail west from Spain, instead of east, to get to Asia. The effect of Columbus’s voyage was unexpected. He reached the Americas instead of Asia.
• Focus students’ attention on the Learning Target. Read it aloud to set the purpose for the lesson.
• Display the Academic Talk words and phrases. Tell students to listen for these terms and their meanings as you work through the lesson together. Use the Academic Talk Routine on pp. A48–A49.

English Language Learners

Genre Focus

Read

• Read aloud the Read section as students follow along. Restate to reinforce:

  Historical texts include facts about important people, events, and ideas. Many historical texts explain what happened and why it happened. Sometimes one event has more than one cause or more than one effect.
• Direct students’ attention to the passage, and have them read to identify what happened and why it happened.

Get Started

Lesson 4b Explaining Relationships in Historical Texts

Learning Target

Explaining relationships between people, events, and ideas will help you understand what matters in historical texts.

Read

When we read historical texts, we learn about people, events, and ideas. Some historical texts describe simple cause-and-effect relationships that tell what happened and why. Other historical texts explain how one cause led to many effects, or how several causes produced one important effect.

Read the passage below. As you do, try to identify relationships between causes and their effects.

During the Middle Ages, much of Africa was a mystery to Europeans. A few travelers, however, told tales of wealthy African kingdoms and endless supplies of gold. But was this true? Could fortunes be made there?

By the 1400s, improvements to European sailing ships made long ocean trips possible. So, Portuguese sailors began exploring along Africa’s coastline. They set up trading posts in ports along the way, and other Europeans soon followed. This was because the Portuguese had discovered the stories to be true. Indeed, there was wealth to be had. Europeans could trade their goods for salt, spices, ivory, and yes, even gold!

Lesson 4b Explaining Relationships in Historical Texts

Concept Vocabulary

To help students identify and talk about cause-and-effect relationships in the passage, encourage them to ask “why” as they read. Remind them that a cause is a reason why an event happened.
• Demonstrate with a simple example, such as, “James went to the store. He needed groceries.”
• Model asking “why” to identify cause and effect. “Why did James go to the store? Because he needed groceries. His need for groceries was the cause, and his trip to the store was the effect.”
• Have students ask and answer other “why” questions, based on their daily routines. Encourage them to name the cause and effect in each sentence pair.

Genre Focus

Eyewitness Account

Explain that during Guided Practice, students will read one type of historical text called an eyewitness account. Help them infer the meaning of this text type from the word eyewitness.

Discuss the strengths and weaknesses of this genre. Students should recognize that people often experience or remember events differently and may have different reasons for telling the story or biases in the retelling.

Provide some examples of eyewitness accounts, such as The Diary of Anne Frank. Ask students to name others.
Think

Consider what you’ve learned about reading historical texts. According to the passage you just read, what happened? And what caused it to happen? Use the cause-and-effect organizer below to show how three causes led to one important effect.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did it happen? Europeans improved their ships so they could go on long voyages.</td>
<td></td>
</tr>
<tr>
<td>Why did it happen? Portuguese sailors set up trading posts on African coasts.</td>
<td></td>
</tr>
</tbody>
</table>

Talk

Share your cause-and-effect organizer with a partner.

• Did you list all the same causes?
• Do all the causes you list actually lead to the effect?
• Are some of your causes not events but ideas?

Academic Talk

Use these words and phrases to talk about the text.
• cause and effect
• historical texts
• ideas
• relationships

Quick Write

Have students write a response to the following prompt:

Think about a time when you did something nice for someone. Describe what you did. What caused you to do this nice thing? What were the effects of your actions?

Ask students to share their responses.

Monitor Understanding

If... students struggle to identify cause-and-effect relationships and sequences, then... demonstrate an example. Ask students to clap when you say their names. Name several students. While they are clapping, call on other students to answer.

• What caused the clapping? (You said their names.)
• What is the effect of the clapping? (The room is noisy.)
• The clapping caused the room to be noisy. What is the effect of the noisy room? (We can’t hear anything else.)

Ask students to provide other examples of how an effect becomes the cause of a different effect.

Wrap Up

• Invite students to share what they’ve learned so far. Encourage them to use the Academic Talk words and phrases in their explanations.
• Explain to students that when they read historical texts, they can discover the relationships, or connections, between each event.

Recognizing cause-and-effect relationships will help you understand the information in the text. You will also discover that events in history can have multiple causes, and each cause can have multiple effects. All the causes and effects together create our rich, complex history.
Today you will read an article about ancient Africa. First, you’ll read to understand what the author says. Then you’ll read to analyze the relationships between people, events, and ideas.

Read

• Read aloud the title of the article and call attention to the photo. Encourage students to look for the words in the title as they read the article.

• Have students read the article independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.

• When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

Why did Berber merchants travel across the Sahara? (to trade goods from North Africa, the Middle East, and Europe with West Africa)

What did the merchants trade? (salt, horses, cloth, books, gold, metals, and spices)

What is the article mostly about? (trade in West Africa and the Sahara Desert)

Explore

• Read aloud the Explore question at the top of p. 69 to set the purpose for the second read. Tell students they will need to identify cause-and-effect relationships to answer this question.

• Have students read aloud the Close Reader Habit on p. 68.

TIP To visually define network of trade routes (mentioned in paragraph 2), display a simple map of Africa and the Sahara Desert. Use a marker to illustrate some of the trade routes mentioned in the text.
**Think**

1. Complete the organizer below to identify the causes behind West African settlements becoming important centers of trade.

   **Causes**
   - Why did this happen? Berber merchants set up trade routes using camels and caravans.
   - Why did this happen? Berber and African merchants made profits, so trade centers grew.
   - Why did this happen? The profits led to even more trading.

   **Effect**
   - What happened? The West African settlements became important centers of trade.
   - What caused the West African settlements to become important centers of trade?

**Talk**

2. Share your organizers. What causes did you describe? How do you know they are actually causes? If necessary, add details to improve your organizer.

**Write**

3. Short Response: What led to West African settlements becoming important centers of trade? Support your answer with details from the text. Use the space provided on page 72 to write your answer.

**Think Aloud**

- This graphic organizer tells me the effect, so I need to read closely to identify the causes. Each cause has to answer the question, “Why did West African settlements become important centers of trade?”
- First, I’ll skim to see where the text mentions West African settlements as important centers of trade. I see it near the bottom of the second paragraph: “As a result, the African settlements grew to become important centers of trade.”
- “As a result” is a clue that the cause was stated in this paragraph. I’ll reread it more carefully now. As I read each detail, I’ll ask myself, “Does this tell me why West African settlements became important centers of trade?”
- The first detail states that the Berber merchants established trade routes across the Sahara. Without these trade routes, West African settlements could not have become important centers of trade. I’ll underline this detail and add it to the organizer under “Causes.”

**HINT** In your answer, try using phrases such as “one cause was,” “a second cause was,” and so on.

**Talk**

- Read aloud the Talk prompt.
- Have partners respond to the prompt. Use the Talk Routine on pp. A52–A53.
- Circulate to check that students are discussing causes and writing reasons that West African settlements became important centers of trade.

**Write**

- Ask a volunteer to read aloud the Write prompt.
- Invite a few students to tell what the prompt is asking them to do.
- Make sure students understand that they need to explain specifically which people and events helped West African settlements become important centers of trade.
- Have students turn to p. 72 to write their responses.
- Use Review Responses on p. 72 to assess students’ writing.

**Wrap Up**

- Ask students to recall the Learning Target. Have them explain how knowing what happened and why it happened helped them better understand this article.
Today you will read another passage related to African history. First you will read to understand what the passage is about. Then you will reread with a partner to analyze cause-and-effect relationships.

Read

- Read aloud the title of the passage. Have students identify the writer’s name. Point out the genre tab at the top of the page and review that Leo Africanus is telling about his own experiences.
- Have students predict what the passage will be about based on the title and the illustration.
- Read to Understand Have students read the passage independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

Who is the writer, and when did he travel to Timbuktu? (Leo Africanus traveled to Timbuktu in the early 1500s.)

How did Timbuktu receive goods from Europe? (Berber merchants brought them.)

How does the writer describe the inhabitants of Timbuktu? (He says they are very rich.)

What is the account mostly about? (what life in the city of Timbuktu was like)

English Language Learners

- Word Learning Strategy

  - Read to Analyze Read aloud the Close Reader Habit on p. 70 to set the purpose for the second read. Then have students reread the passage with a partner and discuss any questions they might have.

From The History and Description of Africa by Leo Africanus

1. Born in 1485, Leo Africanus traveled across the Sahara to the city of Timbuktu in West Africa. His account provides a glimpse of life there in the early 1500s.

2. In the center of the city is a temple… and in addition there is a large palace, constructed by the same architect, where the king lives. The shops of the artisans, the merchants, and especially weavers of cotton cloth are very numerous. Fabrics are also imported from Europe to Timbuktu, borne by Berber merchants. …

3. The inhabitants are very rich, especially the strangers who have settled in the country; so much so that the current king has given two of his daughters in marriage to two brothers, both businessmen, on account of their wealth. There are many wells containing sweet water in Timbuktu; and in addition, when the Niger [River] is in flood, canals deliver the water to the city. Grain and animals are abundant, so that the consumption of milk and butter is considerable. But salt is in very short supply because it is carried here from Tegaza, some 500 miles from Timbuktu. I happened to be in this city at a time when a load of salt sold for eighty ducats. The king has a rich treasure of coins and gold ingots. One of these ingots weighs 970 pounds. …

4. There are in Timbuktu numerous judges, teachers, and priests, all properly appointed by the king. He greatly honors learning. Many handwritten books imported from Barbary are also sold. There is more profit made from this commerce than from all other merchandise.

5. Instead of coined money, pure gold nuggets are used; and for small purchases, cowrie shells which have been carried from Persia, and of which 400 equal a ducat.

Barbary: a region north of the Sahara desert

Word Learning Strategy

- Cognates Reread the first sentence of paragraph 2. Point out the word temple.
- Ask Spanish-speaking students (or speakers of other Latin-based languages) if they know the Spanish word for temple (templo). Have them share the meaning of the word in English.
- Explain that these words are cognates, or words in two languages that share a similar spelling, meaning, and sometimes, pronunciation. Discuss with students how recognizing cognates can help them when they read in English.
- Call attention to other cognates in the passage, such as palace, artisans, inhabitants, and abundant.

- Use a Dictionary

  - Draw students’ attention to words in this passage that are based on Latin and that begin with the prefix con- (Latin for “with”), including constructed, containing, consumption, and considerable. Have students deconstruct those words and define them according to their Latin roots, with the help of a dictionary.
  - Encourage students to brainstorm other words beginning with the prefix con-. Discuss whether the meaning of the Latin prefix fits into the meaning of each word. Have students check each word in the dictionary.
Think
Use what you learned from the eyewitness account to answer the following questions.

1. The chart shows causes and effects from the text. Complete the chart by drawing Xs in the boxes to connect the causes with the effects. Some causes may have two effects.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berber merchants set up trade routes with Europe.</td>
<td>X</td>
</tr>
<tr>
<td>Grain and animals were plentiful, but salt was not.</td>
<td>X</td>
</tr>
<tr>
<td>The king respected education and learning.</td>
<td></td>
</tr>
</tbody>
</table>

Think

- Have students work with a partner to complete item 1.

TIP Remind students that causes, effects, and other connections are often implied rather than stated. Tell students that sometimes they have to make an inference to understand how details are related.

Answer Analysis
When students have finished, discuss correct and incorrect responses.

1. See the answers on the student book page. DOK 2

Monitor Understanding

- Have partners discuss the prompt. Emphasize that students should support their ideas with text details.
- Circulate to clarify misunderstandings.

Integrating Standards

- Have students work with a partner to complete item 1.

TIP Remind students that causes, effects, and other connections are often implied rather than stated. Tell students that sometimes they have to make an inference to understand how details are related.

Talk

- Have partners discuss the prompt. Emphasize that students should support their ideas with text details.
- Circulate to clarify misunderstandings.

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite students to tell what the prompt is asking them to do. Make sure they understand that they need to list causes for Timbuktu becoming a center of culture and learning.
- Use Review Responses on p. 73 to assess students’ writing.

Monitor Understanding

If... students have difficulty linking the causes and effects in item 1, then... have them turn each effect into a question. For example, “Why did Timbuktu merchants become rich?” Students should review the text to find out which of the causes answers their question.

Integrating Standards

Use the following questions to further students’ understanding of the passage.

- What details support the inference that Leo Africanus was impressed with Timbuktu? (Africanus details the wealth and excess of resources. He describes weavers as “very numerous,” inhabitants as “very rich,” and grain and animals as “abundant.”) DOK 3
- What do you learn from “Ancient Saharan Trade Routes” that helps you understand The History and Description of Africa? (The trading practices of the Berber merchants are important to understanding how the city of Timbuktu became a center of trade and learning.) DOK 4

Monitor Understanding

If... students have difficulty linking the causes and effects in item 1, then... have them turn each effect into a question. For example, “Why did Timbuktu merchants become rich?” Students should review the text to find out which of the causes answers their question.

Integrating Standards

Use the following questions to further students’ understanding of the passage.

- What details support the inference that Leo Africanus was impressed with Timbuktu? (Africanus details the wealth and excess of resources. He describes weavers as “very numerous,” inhabitants as “very rich,” and grain and animals as “abundant.”) DOK 3
- What do you learn from “Ancient Saharan Trade Routes” that helps you understand The History and Description of Africa? (The trading practices of the Berber merchants are important to understanding how the city of Timbuktu became a center of trade and learning.) DOK 4

Quick Check

When students have finished, discuss correct and incorrect responses.

1. See the answers on the student book page. DOK 2

Monitor Understanding

- Have partners discuss the prompt. Emphasize that students should support their ideas with text details.
- Circulate to clarify misunderstandings.

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite students to tell what the prompt is asking them to do. Make sure they understand that they need to list causes for Timbuktu becoming a center of culture and learning.
- Use Review Responses on p. 73 to assess students’ writing.

Wrap Up

- Ask students to recall the Learning Target. Have them explain how understanding cause-and-effect relationships and sequences of events helped them better understand this eyewitness account.
Lesson 4b Explaining Relationships in Historical Texts

Modeled and Guided Instruction

Write

- Remember to use the Response-Writing Routine on pp. A54–A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

3 Responses may vary but should explain that West African settlements became important centers of trade because of Berber merchants’ trade routes in the Sahara. See the sample response on the student book page.

DOK 3

Answer

**ANCIENT Saharan Trade Routes**

**Short Response** What led to West African settlements becoming important centers of trade? Support your answer with details from the text.

Sample response: Several causes led to settlements in West Africa becoming important centers of trade. One cause was that Berber merchants set up trade routes in the Sahara using camels and caravans. A second cause was that both Berber and African merchants made profits from their trade, so trade centers grew. A third cause was that the profits made by Berber and African merchants led to even more trade. The result of these three causes working together was that West African settlements became important centers of trade.

Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?

Scaffolding Support for Reluctant Writers

If students are having a difficult time getting started, use the strategies below. Work individually with struggling students, or have students work with partners.

- Circle the verbs in the prompt that tell you what to do, such as describe, explain, or compare.
- Underline words and phrases in the prompt that show what information you need to provide in your response, such as causes, reasons, or character traits.
- Talk about the details from the text that you will include in your response.
- Explain aloud how you will respond to the prompt.
**The History and Description of Africa**

2 Use the cause-and-effect organizer below to organize your ideas and evidence.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did this happen?</td>
<td>What happened?</td>
</tr>
</tbody>
</table>

3 Use the space below to write your answer to the question on page 71.

Write

3 Short Response Use evidence from your organizer and the text to explain how Timbuktu became a center of culture and learning.

Sample response: There were a couple of causes for why Timbuktu became a center of culture and learning. The first cause was that the king of Timbuktu greatly honored learning. As a result, he appointed many judges, teachers, and priests, who were all involved in Timbuktu’s culture and learning. A second cause was that the trade in books imported from Barbary was more profitable than all other forms of commerce. Because the trade in books was profitable, many books came to Timbuktu, and books are an important part of culture and learning. As a result of these two causes, Timbuktu became an important center of culture and learning.

**Teacher Notes**

**Talk**

2 Students should use the cause-and-effect organizer to record their thoughts and evidence.

**Write**

- Remember to use the Response-Writing Routine on pp. A54–A55.

**Review Responses**

After students complete the writing activity, help them evaluate their responses.

3 Responses may vary but should explain that Timbuktu became a center of trade and learning because of successful trade and strong leadership. See the sample response on the student book page.

**DOK 3**
During the Middle Ages, three powerful kingdoms rose in West Africa. As a result of trade links across the Sahara, each kingdom became wealthy and powerful. Each kingdom also developed a vibrant culture from the exchange of new ideas.

**THE KINGDOM OF GHANA**

The Soninke (soh NIHN keh) people founded ancient Ghana in about 300 BCE. The kingdom lay within the borders of what is now Mauritania, Mali, and Senegal.

From the 700s to the 1200s, Ghana was a thriving center for trade. Merchants flocked to the capital city of Kumbi Saleh. There, they traded salt, swords, books, horses, and other goods for gold from Ghana’s carefully hidden gold mines. Muslim traders from North Africa introduced Islam to ancient Ghana. They also brought new ideas about mathematics, science, and architecture.

**THE RISE AND FALL OF THREE AFRICAN KINGDOMS**

by Jo Pitkin

1. During the Middle Ages, three powerful kingdoms rose in West Africa. As a result of trade links across the Sahara, each kingdom became wealthy and powerful. Each kingdom also developed a vibrant culture from the exchange of new ideas.

2. The Soninke (soh NIHN keh) people founded ancient Ghana in about 300 CE. The kingdom lay within the borders of what is now Mauritania, Mali, and Senegal.

3. From the 700s to the 1200s, Ghana was a thriving center for trade. Merchants flocked to the capital city of Kumbi Saleh. There, they traded salt, swords, books, horses, and other goods for gold from Ghana’s carefully hidden gold mines. Muslim traders from North Africa introduced Islam to ancient Ghana. They also brought new ideas about mathematics, science, and architecture.
4 Kings in Ghana helped the kingdom prosper. They controlled the gold trade and introduced a system of taxation. They taxed merchants for what they brought in and took out of the kingdom. The kings also founded an army that kept the merchants safe and protected the kingdom from invaders.

5 Ghana's empire reached its peak in the 11th century. Over the next 200 years, however, events weakened the kingdom. North African raiders repeatedly invaded Ghana. Smaller states under Ghana's control revolted. And Ghana suffered a terrible drought. By 1240, Ghana had lost its power and was absorbed into another thriving West African kingdom—Mali.

THE KINGDOM OF MALI

6 The kingdom of Mali was founded in the mid-1200s after Ghana collapsed. Its first ruler expanded the kingdom beyond the borders of Ghana and its gold fields. Mali grew to be three times the size of Ghana. At its height, Mali controlled both the gold trade and the salt trade in the north.
Integrating Standards

After students have read the passage, use these questions to discuss the passage with them.

- **What details help you infer that trade influenced Ghana’s culture?**  
  (Paragraph 3 states, “Muslim traders from North Africa introduced Islam to ancient Ghana. They also brought new ideas about mathematics, science, and architecture.” These details suggest that trade influenced the culture of ancient Ghana.)
  
**DOK 3**

- **What is the meaning of the word prosper in paragraph 4? Which context clues in the passage help you determine the meaning?**  
  (The word prosper means “to succeed or become wealthy.” The phrases “controlled the gold trade” and “introduced a system of taxation” provide clues about the meaning of the word in this context.)
  
**DOK 2**

- **What evidence supports the author’s claim that Mansa Musa was Mali’s most powerful king?**  
  (The author shows how Mansa Musa expanded his kingdom, tripled trade, and divided Mali into provinces to make it easier to rule. Following his death, the empire of Mali began to fall apart. All of these examples are evidence of Mansa Musa’s great power as a king.)
  
**DOK 3**

- **Discuss in small groups: How were Ghana, Mali, and Songhai similar and different?**  
  (Discussions will vary. Remind students to make comparisons, draw conclusions, and make inferences based on the information in the text. For similarities, students should identify that Ghana, Mali, and Songhai each took control of the gold trade. After Ghana fell, Mali expanded its territory. Songhai did the same thing at its height. For differences, students should recognize that Mali took control of the salt trade but Ghana and Songhai did not, and that only Songhai developed a system of laws.)
  
**DOK 3**

### Theme Connection

- **Remind students that the theme of this lesson is Ancient African Kingdoms.**
- **Display a four-column chart. Label the columns “Introduction,” “Ancient Saharan Trade Routes,” “The History and Description of Africa,” and “The Rise and Fall of Three African Kingdoms.”**
- **Ask students to recall facts and ideas about ancient Africa that they learned from each passage. List their responses in the appropriate column.**
- **Have students draw lines to connect details that appear in more than one passage. Encourage them to connect events by causes and effects and to compare the times and places in which events took place.**
Think

Use what you learned from reading the history article to answer the following questions.

1. This question has two parts. First, answer Part A. Then answer Part B.

Part A
Which of the following best explains why the kingdom of Mali eventually fell apart?

A. It lacked safe trade routes for merchants.
B. It failed to hide the location of its gold mines.
C. It was weakened by attacks from outside its borders.
D. It was split up into smaller provinces ruled by governors.

Part B
Choose the sentence that best supports the answer in Part A.

A. “Its first ruler expanded the kingdom beyond the borders of Ghana and its gold fields.”
B. “At its height, Mali controlled both the gold trade and the salt trade in the north.”
C. “In 1324, Mansa Musa made a religious journey to Mecca in modern-day Saudi Arabia.”
D. “In the early 1400s, different groups from the north, south, and east raided the kingdom.”

2. Read the sentence from the text.

Muslim traders from North Africa introduced Islam to ancient Ghana. What does the prefix intro- in the word introduced mean?

A. to the inside
B. away from
C. yet again
D. in between

Monitor Understanding

If... students struggle to complete the items, then... you may wish to use the following suggestions:

Read Aloud Activities
• As you read, have students note any unfamiliar words or phrases. Clarify any misunderstandings.
• Discuss each item with students to make certain they understand the expectation.

Reread the Text
• Have students complete a cause-and-effect organizer as they reread.
• Have partners summarize the text.

Monitor Understanding

Answer Analysis

• When students have finished, discuss correct and incorrect responses.

1. Part A
The correct choice is C. This is the reason stated in the passage for the fall of Mali.
• A and B are not supported by any details in the text.
• D is incorrect because, although it’s true that Mansa Musa divided Mali into smaller provinces ruled by governors, the relationship between this fact and the fall of Mali is not supported by the text.

Part B
The correct choice is D. This sentence explains why Mali eventually fell apart.
• A tells why Mali grew strong.
• B is a fact about the types of trade that Mali controlled at its height.
• C is a detail about Mansa Musa and how he drew attention to his kingdom abroad.

DOK 3

2. The correct choice is A. The prefix intro- when used in the word “introduced” means “to the inside.”
• B is incorrect because a prefix meaning away would be ex-.
• C is incorrect because a prefix meaning again would be re-.
• D is incorrect because a prefix meaning between would be inter.

DOK 1
Correct Answers:

**Cause: Controlled the gold trade**  Ghana, Mali, Songhai
- Gold mines were an important resource for all three kingdoms.

**Cause: Controlled the salt trade**  Mali
- Mali controlled the salt trade at its height, but the passage does not mention this fact for the other two kingdoms.

**Cause: Had a strong army**  Ghana, Songhai
- Ghana and Songhai had strong armies.
  Students might reasonably infer that Mali also had a strong army, but the article does not explicitly state that fact.

**Cause: Had a system of laws**  Songhai
- The passage mentions this fact only in relation to Songhai, not the other two kingdoms.

Write

- Tell students that using what they read, they will plan and compose an extended response to the writing prompt. Have students create a table with two columns and three rows, like the one shown on page 79.

Monitor Understanding

Review Responses

After students have completed each part of the writing activity, help them evaluate their responses.

4. Display the Sample Response for the planning chart shown on the next page. Have students compare their charts with the sample. Are they missing any information?

DOK 4

5. Display or pass out copies of the reproducible 2-Point Writing Rubric on p. TR10. Have students use the rubric to individually assess their writing and revise as needed.

When students have finished their revisions, evaluate their responses. Answers will vary but should include details from the text about the rise and fall of all three kingdoms.

DOK 4
### Learning Target

In this lesson, you explained the relationships between people, events, and ideas in different historical texts. Describe how doing so will help you better understand historical texts.

Responses will vary, but students should identify ways that explaining relationships in historical texts will help them understand how and why events in history happen.

### Sample Response

<table>
<thead>
<tr>
<th>Causes of Rise</th>
<th>Causes of Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ghana</strong></td>
<td>Raiders invaded, small states revolted, terrible drought</td>
</tr>
<tr>
<td>Trade, strong kings, gold mines, system of taxation, strong army</td>
<td></td>
</tr>
<tr>
<td><strong>Mali</strong></td>
<td>Power struggles; invaders from north, south, and east</td>
</tr>
<tr>
<td>Large territory, gold and salt, tripled trade, divided territory, center of culture and learning</td>
<td></td>
</tr>
<tr>
<td><strong>Songhai</strong></td>
<td>Power struggles among leaders, war, foreign invaders with superior weapons</td>
</tr>
<tr>
<td>Strong king, Sunni Ali; strong army and navy; large territory; laws; trade; arts and sciences</td>
<td></td>
</tr>
</tbody>
</table>

### Writing Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Focus</th>
<th>Evidence</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>My answer does exactly what the prompt asked me to do.</td>
<td>My answer is supported with plenty of details from the text.</td>
<td>My ideas are clear and in a logical order.</td>
</tr>
<tr>
<td>1</td>
<td>Some of my answer does not relate to the prompt.</td>
<td>My answer is missing some important details from the text.</td>
<td>Some of my ideas are unclear and out of order.</td>
</tr>
<tr>
<td>0</td>
<td>My answer does not make sense.</td>
<td>My answer does not have any details from the text.</td>
<td>My ideas are unclear and not in any order.</td>
</tr>
</tbody>
</table>