

# FACES®

## JOURNEY TO MALI

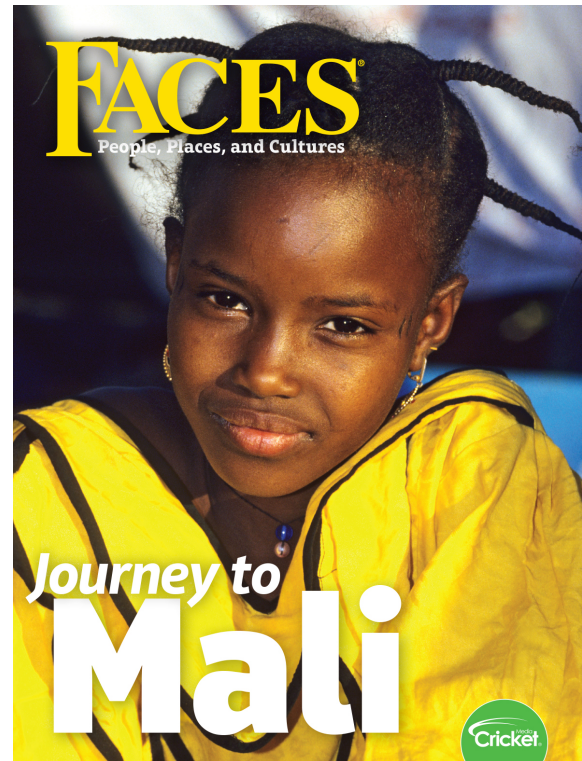
Dive into the history, geography, and culture of Mali to learn more about what makes it unique.

## CONVERSATION QUESTION

What environmental and cultural characteristics make Mali unique?

## TEACHING OBJECTIVES

- Students will learn about Mali's history, geography, and culture.
- Students will explain how cultural patterns influence the daily lives of people.
- Students will explain how environmental and cultural characteristics influence population distribution.
- Students will explain probable causes and effects of events and developments.
- Students will conduct research.
- Students will create a diagram.
- Students will give a presentation.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

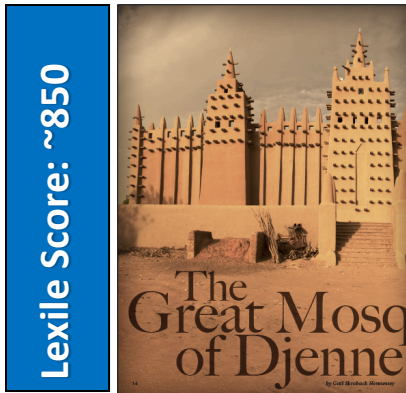
## SELECTIONS

- **The Great Mosque of Djenne**  
Expository Nonfiction, ~850L
- **Life Behind the Mask: The Dogon**  
Expository Nonfiction, ~1150L
- **The Brave Librarians of Timbuktu**  
Expository Nonfiction, ~1050L

## The Great Mosque of Djenne

### pp. 14–17, Expository Nonfiction

Explore the history of Djenne's Great Mosque, including how its physical characteristics have influenced the way people live.



### OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Mali's history, geography, and culture.
- Students will explain how cultural patterns influence the daily lives of people.
- Students will conduct research.

### KEY VOCABULARY

- **mosque** (p. 14) a building where Muslims worship
- **plaster** (p. 16) a wet mixture that hardens when it becomes dry and that is used to make smooth walls and ceilings

### ENGAGE

**Conversation Question:** What environmental and cultural characteristics make Mali unique?

Explain that Mali is a country in western Africa that is predominantly Muslim. Ask students how the fact most people are Muslim (a cultural pattern) might influence how people live their daily lives.

### INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read the story.

- The physical characteristics of the \_\_\_\_\_ make it so it has to be frequently repaired.
- The people of Djenne use \_\_\_\_\_ to repair cracks in the \_\_\_\_\_ after each rainy season.

### READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What geographic factors have influenced the way people who live in Djenne carry out their daily lives?
2. What roles do different groups carry out during the period of time each year when the Great Mosque is repaired?
3. How does the April festival represent one way a cultural pattern has influenced the daily lives of people in Djenne?

### CONCEPT/SKILL FOCUS: Describe Influence

**INSTRUCT:** Explain to students that cultural patterns are common, repeated ways of behaving or thinking. Also explain that cultural patterns influence how people live and the decisions they make. Point out the section of the article that explains how people in Djenne have developed specific ways for each member of society to participate in the annual repair of the Great Mosque, pages 16–17.

**ASSESS:** Have students identify how different groups in Djenne participate in the repair of the Great Mosque. Then ask students to identify one common theme (i.e., cultural pattern of being Muslim) in the article that led to these forms of participation. Remind students they may have to make some inferences based on evidence in the text.

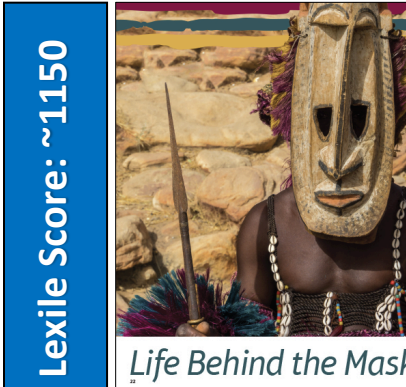
### EXTEND

**Social Studies** Remind students that the article describes how the people of Djenne participate in repairing an important local building. Ask students to conduct research to find one example from their local community or region of people participating in preserving an important monument or building. Invite students to share what they learn.

## Life Behind the Mask: The Dogon

pp. 22–25, Expository Nonfiction

Discover the Dogon and learn about their traditions, including why a remote tribe in Africa with no modern technology holds knowledge about the orbits of stars not visible to the naked eye!



### RESOURCES

- Explaining Distribution

### OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Mali's history, geography, and culture.
- Students will explain how environmental and cultural characteristics influence population distribution.
- Students will create a diagram.

### KEY VOCABULARY

- seclusion** (p. 23) the state of being private and away from other people
- cultural sanctuary** (p. 24) a landmark or region that has specific cultural significance
- anthropologists** (p. 25) people who study the cultures, languages, archaeological remains, and physical characteristics of people across the world and through time

### ENGAGE

**Conversation Question:** What environmental and cultural characteristics make Mali unique?

Ask students to think of a group of people who have chosen to live far away from others. How might their culture be different than for people who choose to live closer to other people? Have students record their ideas and then check them against what they learn about the Dogon as they read.

### INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then, ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

### READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- Why did the Dogon choose to live where they do?
- How do marriage and birth practices affect population distribution among the Dogon?
- How might the importance of community over the importance of the individual affect population distribution among the Dogon?

### CONCEPT/SKILL FOCUS: Explain Distribution

**INSTRUCT:** Explain to students that both environmental and cultural characteristics condition how people live. Specifically, these characteristics can influence how people choose to settle. Explain that the pattern in which people settle is known as "population distribution."

**ASSESS:** Distribute the *Explaining Distribution* organizer to students. Ask students to use the graphic organizer to record at least one additional cultural and one additional environmental factor that has affected how the Dogon have settled. Then have students summarize how both types of characteristics can influence how people settle in an area.

### EXTEND

**Science** Remind students that the article explains that the Dogon were found to have knowledge of a star—Sirius B—that they didn't have the technology to learn about. This is a curious development. Have students conduct research to learn about the orbit of Sirius B and make a diagram depicting that orbit. For fun, challenge students to discover why it is surprising that the Dogon know of this star and its orbit.

## Explaining Distribution

As you read the article, identify the environmental and cultural characteristics that have influenced how the Dogon have settled. Record this information in the chart below.

Detail	Cultural or environmental characteristic?	How this characteristic affected population distribution
desire to avoid invading forces	cultural	led to original movement to the Bandiagara Escarpment

## Summarize

Using the three details above, write a one-sentence summary describing how both environmental and cultural characteristics can affect how people settle in a location.

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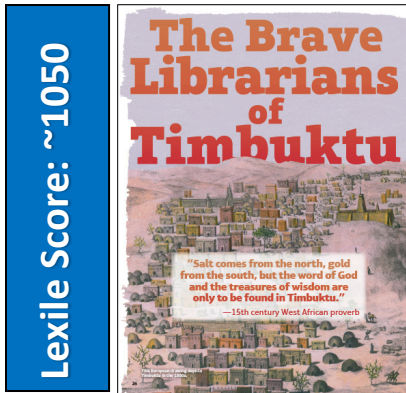


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## The Brave Librarians of Timbuktu

pp. 26–29, Expository Nonfiction

Learn about the ancient wisdom of African civilization and how it was preserved in the face of great danger by a brave group of people from Mali.



### OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Mali's history, geography, and culture.
- Students will explain probable causes and effects of events and developments.
- Students will give a presentation.

### KEY VOCABULARY

- **crossroads** (p. 27) a point at which two or more roads intersect
- **exchange** (p. 2) to give something and receive something in return
- **manuscripts** (p. 27) books, documents, or pieces of music written by hand rather than typed or printed

### ENGAGE

**Conversation Question:** What environmental and cultural characteristics make Mali unique?

Ask students to think about the language they speak most comfortably. Do they think there are any other languages that are similar? If so, ask them to share what they think. Discuss why some languages might be similar and yet still different from one another.

### INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then have students work in small groups to write a single sentence that uses all three vocabulary words correctly. Invite students to share their sentences. Then remind them to look for these words as they read the article.

### READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. Why was Timbuktu a good place for the exchange of ideas?
2. What led to the decline of Timbuktu's importance, and what effect did this have on how the manuscripts were preserved?
3. What caused the people of Timbuktu to smuggle out the manuscripts?

### CONCEPT/SKILL FOCUS: Explain Causes/Effects

**INSTRUCT:** Inform students that the article mentions specific historical reasons why the ancient manuscripts at Timbuktu were initially collected and eventually smuggled out of the city. Tell students that they will be using clues in the article to create a timeline that tells the story of the manuscripts from ancient to modern times.

**ASSESS:** Have students work in pairs to reread the article to identify key events and dates in the development and preservation of the manuscripts. Explain that some events, such as the origin of the manuscripts, will not have clear dates. Tell students that when this is the case, they should label the event using an approximate date range.

### EXTEND

**Language Arts** Reminds students that the article discusses traditions alive in Africa both before and after the arrival of the Europeans. Have students conduct research to find an additional example of a society that has preserved a tradition after being colonized by Europeans. Tell students to research the origin of the tradition, explain any changes to the tradition that occurred as a result of European colonization, and summarize how the tradition is observed today. Then have them present their findings orally to the class with the use of visual aids.