The Culture and Kingdoms of West Africa

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **3-4 weeks**
Status: **Published**

Course Pacing Guide

This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

Unit	MP/Trimester	Weeks
Ancient Rome	1	4
Europe During Medieval Times	1	4
Islam in Medieval Times	1-2	4
The Culture and Kingdoms of West Africa	2	4
Imperial China	2	4
Japan During Medieval Times	2-3	4
Civilizations of the Americas	3	4
Europe's Renaissance and Reformation/Modern Ages	3/4	8

Unit Overview

In this unit, students will learn about the cultures, kingdoms, and empires of West Africa.

Enduring Understandings

- Geography and trade contributed to the growth of early kingdoms and empires in West Africa, such as Ghana and Mali.

- Islam left a last impression on West African culture in the arts, law, and education.

- Cultural achievements, like traditions and the arts, made in West Africa are still influential today.

Essential Questions

- What was the most significant factor in the development of early societies in West Africa?

- To what extent did trans-Saharan trade lead to Ghana's wealth and success?

- In what ways did Islam influence West Africa society?

- In what ways do the cultural achievements of West Africa influence our culture today?

New Jersey Student Learning Standards (No CCS)

- Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations (6.2.8.A.4.a).

- Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world (6.2.8.B.4.a).

- Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers (6.2.8.B.4.b).

- Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion   (6.2.8.B.4.c).

- Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia (6.2.8.B.4.d).

- Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges (6.2.8.B.4.e).

- Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies (6.2.8.B.4.f).

- Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the

impact these hierarchical structures had on the lives of various groups of people (6.2.8.D.4.a).

- Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time (6.2.8.D.4.g).

Amistad Integration

We will implement the following materials and texts to integrate the history of prejudice, discrimination, and genocide and to help students take personal responsibility to fight racism and hatred:

1. European colonialism stripped Africa of its natural resources, which negatively impacted its geography, economy, and population.

2. Slavery fueled European westward expansion and expeditions.

3. Nelson Mandala fought against the racist institutions of apartheid in South Africa.

Holocaust/Genocide Education

See Europe During Medieval Times & Islam in Medieval Times units

Interdisciplinary Connections

- Cite specific textual evidence to support analysis of a primary source (LA.6-8.RH.6-8.1)

- Determine the central ideas or information and provide an accurate summary of the source.(LA.6-8.RH.6-8.2)

- Write informative/explanatory texts (LA.6-8.WHST.6-8.2).

Technology Standards

- Demonstrate knowledge of a real world problem using digital tools (8.1.8.A.1).

- Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability (8.1.8.A.2).

- Illustrate and communicate original ideas and stories using multiple digital tools and resources

(8.1.2.B.1).

- Collaborate with peers by participating in interactive digital games or activities (8.1.P.C.1).

- Demonstrate the application of appropriate citations to digital content (8.1.8.D.2).

21st Century Themes/Careers

- CRP11: Use technology to enhance productivity.

- CRP6. Demonstrate creativity and innovation.

- CRP4. Communicate clearly and effectively and with reason.

- CRP12. Work productively in teams while using cultural global competence.

- Apply the knowledge acquired from history, law, geography, science, language studies, social sciences (including economic and political science), business, foreign policy and culture to perform diplomatic functions (9.3.GV-FIR.1).

- Develop and articulate reasoned, persuasive arguments to support public policy options or positions (9.3.GV-GOV.2).

Financial Literacy Integration

- Relate earning power to quality of life across cultures (9.1.8.A.4).

- Relate how the demand for certain skills determines an individual's earning power (9.1.8.A.5).

- Explain the economic principle of supply and demand (9.1.8.D.5).

Instructional Strategies & Learning Activities

- Jigsaw.

- Flipped instruction as appropriate.

- Think-Pair-Share.

- Interactive note-taking.

- Gallery walk on both Islamic influences then and now.

- Problem-solving simulation in vegetation regions of Africa.

- Trade rank list.

- Role-playing simulation centered on gold and salt trade.

- Listen to and learn a call and response song.

- Hear a West African tale and dramatize it.

- Timeline development

Differentiated Instruction

- Inquiry/Problem-Based Learning

- Learning preferences integration (visual, auditory, kinesthetic)

- Sentence & Discussion Stems

- Tiered Learning Targets

- Learning through play

- Meaningful Student Voice & Choice

- Relationship-Building & Team-Building

- Self-Directed Learning

- Choice Boards

- The Hot Seat/Role-Play

- Student Data Inventories

- Mastery Learning (feedback toward goal)

- Goal-Setting & Learning Contracts

- Game-Based Learning

- Grouping

- Rubrics

- Jigsaws

- Learning Through Workstations

- Concept Attainment

- Flipped Classroom

- Mentoring

- Assessment Design & Backwards Planning

- Student Interest & Inventory Data

Formative Assessments

- Observations

- Questioning

- Student self assessments

- Exit slips

- Analysis of primary sources

- Identify sensory statements for sensory figure

- Graph creation

- Museum display

- Word web

Summative Assessment

- Quiz: Multiple Choice and Short Answers

- TEST

- Explanatory Paragraphs

- Document Based Questions (DBQ)

- Travel video

- Cartoon strip

- Report card for Askia Muhammad

- Mask making

Benchmark Assessments

- Link It Assessments

- Departmental Diagnostic Assessments

Alternate Assessments

- Portfolios

- Student-produced demonstrations

- Oral presentations

- Student created visuals

- Journaling

- Conferencing

- Creative projects

Resources & Technology

- Chromebooks

- Google products

- DBQ Project: Mini-Q's in World History

BOE Approved Texts

- TCI'S History Alive!: The Ancient World and Beyond

TCI'S History Alive!: The Medieval World and Beyond

Closure

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.

- Exit Tickets

- DJ Summary - Learners write what they learned in the form of a favorite song.

- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.

- Sequence It - create timelines of major events discussed

- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.

- Have students write down three quiz questions (to ask at the beginning of the next class).

- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?

ELL

- Alternate Responses

- Advance Notes

- Extended Time

- Teacher Modeling

- Simplified Written and Verbal Instructions

- Frequent Breaks

- E-Dictionaires

- Google Translate

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.

- Shorten spelling tests to focus on mastering the most functional words.

- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)

- Specify and list exactly what the student will need to learn to pass.

- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).

- Keep workspaces clear of unrelated materials.

- Keep the classroom quiet during intense learning times.

- Reduce visual distractions in the classroom (mobiles, etc.).

- Provide a computer for written work.

- Seat the student close to the teacher or a positive role model.

- Use a study carrel. (Provide extras so that the student is not singled out.)

- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.

- Keep extra supplies of classroom materials (pencils, books) on hand.

- Maintain adequate space between desks.

- Give directions in small steps and in as few words as possible.

- Number and sequence the steps in a task.

- Have student repeat the directions for a task.

- Provide visual aids.

- Go over directions orally.

- Provide a vocabulary list with definitions.

- Permit as much time as needed to finish tests.

- Allow tests to be taken in a room with few distractions (e.g., the library).

- Have test materials read to the student, and allow oral responses.

- Divide tests into small sections of similar questions or problems.

- Allow the student to complete an independent project as an alternative test.

- Give progress reports instead of grades.

- Grade spelling separately from content.

- Allow take-home or open-book tests.

- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).

- Stand near the student when giving directions or presenting a lesson.

- Mark the correct answers rather than the incorrect ones.

- Permit a student to rework missed problems for a better grade.

- Average grades out when assignments are reworked, or grade on corrected work.

- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating

- extended time on tests and assignments

- reduced homework or classwork

- verbal, visual, or technology aids

- modified textbooks or audio-video materials

- behavior management support

- adjusted class schedules or grading

- verbal testing

- excused lateness, absence, or missed classwork

- pre-approved nurse's office visits and accompaniment to visits

- occupational or physical therapy

At Risk

Examples may include:

- Use of mnemonics

- Have student restate information

- Provision of notes or outlines

- Concrete examples

- Use of a study carrel

- Assistance in maintaining uncluttered space

- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)

- Peer or scribe note-taking

- Lab and math sheets with highlighted instructions

- Graph paper to assist in organizing or lining up math problems

- Use of manipulatives

- No penalty for spelling errors or sloppy handwriting

- Follow a routine/schedule

- Teach time management skills

- Verbal and visual cues regarding directions and staying on task

- Adjusted assignment timelines

- Visual daily schedule

- Immediate feedback

- Work-in-progress check

- Pace long-term projects

- Preview test procedures

- Film or video supplements in place of reading text

- Pass/no pass option

- Cue/model expected behavior

- Use de-escalation strategies

- Use peer supports and mentoring

- Have parent sign homework/behavior chart

- Chart progress and maintain data

Gifted and Talented

- Focus on effort and practice

- Offer the Most Difficult First

- Offer choice

- Speak to Student Interests

- Allow G/T students to work together

- Encourage risk taking