Unit 08: African Kingdoms

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 29**
Length: **3 Weeks**
Status: **Published**

Unit Overview

This unit is about the land and people of sub-Saharan Africa. It is about native kingdoms that prospered between 500 and 1500.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.6.2.8.B.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.
SOC.6.2.8.B.4.b	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.
SOC.6.2.8.B.4.c	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
SOC.6.2.8.B.4.e	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.

SOC.6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
SOC.6.2.8.D.4.b	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
SOC.6.2.8.D.4.c	Assess the demographic, economic, and religious impact of the plague on Europe.
SOC.6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Essential Questions

- How did geography and resources affect the development of African Kingdoms?
- What are major geographic features of sub-Saharan Africa?
- What legacy remains of indigenous African kingdoms hundreds of years later?

Application of Knowledge and Skills...

Students will know that...

- 1. The major landforms of Africa, e.g. Mt. Kilimanjaro, Victoria Falls, Sahara Desert, Kalahari Desert, Congo River, Niger River, Nile River, and Great Rift Valley
- 10. The integration of information refers to the process of combining information from different sources, such as visual media and written materials.
- 2. Aksum was an African Kingdom in East Africa.
- 3. Ghana was the first kingdom of West Africa.
- 4. Great Zimbabwe was a kingdom of southern Africa.
- 5. Aksum was the only Christian kingdom of sub-Saharan Africa prior to 1500.
- 6. African kings generally limited the gold supply in order to create artificial demand.
- 7. Mansa Musa dramatically lowered the prices of gold for decades by giving away so much on his pilgrimage to Mecca.
- 8. The Swahili people lived a few hundred miles from the Great Zimbabweans and they probably traded because of their close proximity. Also, the Zimbabweans controlled gold mines and the Swahilis were known to trade gold with Arabs.
- 9. African caravan trade impacted transportation, communication, and international trade.

Students will be able to...

- A. Identify the main ideas and supporting details while reading

- B. Locate the major landforms of Africa on a map
- C. Locate the kingdoms of Aksum, Ghana, and Great Zimbabwe on a map
- D. Compare and contrast written, video, or internet resources
- E. Take intellectual risks in responding to thought provoking questions
- F. Explain how Aksum was different from the surrounding kingdoms
- G. Demonstrate comprehension of the economic forces involved in gold trading and Mansa Musa's upheaval of the system
- H. Draw conclusions about the trading patterns of Great Zimbabwe and the Swahili people
- I. Write specific and accurate information about the African caravan trade.
- J. Integrate the content of visual media and written text to create a piece of writing which is informed by multiple media sources.

Assessments

- Common Core Focus Formative: Other written assessments Explain how the geography of Africa affect the development of the civilizations there by referring to both visual and print media sources. RH.6-8.7., WHST.6-8.1b.
- Africa Map Formative: Other written assessments Students will free hand draw a map of Africa and then label assigned locations. 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.c, RH.6-8.1., WHST.6-8.2.
- Africa Map Questions Formative: Other written assessments On the reverse side of the Africa map students will divide their paper into four quadrants and answer the following: 1)What are five major geographic features of Africa and how did they impact the history of Africa? 2)Explain how the kingdom of Aksum was unique. 3)How did African kings use supply and demand to their advantage? How did Mansa Musa violate these standards? 4)What evidence suggests Great Zimbabwe traded with the Swahili people? 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.d, 6.2.8.C.4.a, 6.2.8.D.4.c, RH.6-8.4., RH.6-8.8., WHST.6-8.4., WHST.6-8.10.
- African Kingdoms Test Summative: Written Test Test encompassing the earliest known sub-Saharan kingdoms and major geographic features of Africa. 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.b, 6.2.8.B.4.c, 6.2.8.B.4.e, 6.2.8.C.4.a, 6.2.8.C.4.d, 6.2.8.D.4.b, 6.2.8.D.4.c, 6.2.8.D.4.i, 6.2.8.D.4.j, WHST.6-8.2., WHST.6-8.2c., WHST.6-8.2d.
- Geography of Africa Diagnostic: Other written assessments Complete map questions about the geography of Africa based on previous knowledge and map reading skills. 6.2.8.B.4.c, RH.6-8.7., WHST.6-8.1b.

Activities

- Document analysis of resources in modern Africa
- Reading and questions on the kingdom of Aksum
- Webquest: Great kings of West Africa and their accomplishments
- Matching activity: Fill-in the blank incomplete sentences with the correct term
- Word jumbles with definition to assist puzzle completion
- Watch "A Look at Africa" video and answer accompanying questions
- Write a "journal" entry pretending to be an Islamic trader along a caravan route. The journal entry should explain where they're traveling from and going to, their mode of transportation, the purpose of the journey and the items that they're trading, and the things they see and people they meet. (see specified link)
  http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3289%3Aislamic-

trade-in-africa-grades-6-8&cid=164%3A6-8&Itemid=11

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Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Provide students with a blank outline map for their labeling of the physical features of Africa

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: griots, granary, sahel, basin

Content specific modifications to extend learning for gifted students may include:

- Debate activity: Should Sunjata unite the twelve kingdoms of Mali?
- Design a poster of one physical region of Africa in teacher assigned groups
- Research the trade routes between the different regions of Africa and label them on a map of Africa
- Write a traditional African story in the griot style about Mansa Musa

Integrated/Cross-Disciplinary Instruction

West African Kings typically were entertained by griots, or storytellers, who recounted semi-legendary events in an expressive style. Students may record the story of Mansa Musa in the griot style and then perform a dramatic reading of it for the class.

Resources

- Macmillan/McGraw-Hill Our World textbook
  (c)2005
- Macmillan/McGraw-Hill Our World Practice and Activities Workbook isbn:0021499926
- "A Look at Africa" video http://player.discoveryeducation.com/index.cfm?guidAssetId=337a29f9-4962-4657-9717-ab17a3601f5e&productcode=US&CFID=8664503&CFTOKEN=65763251

- http://www.maps101.com/

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.