

Unit 4: Islamic Civilization & African Kingdoms

Content Area: **Social Studies**
Course(s): **Social Studies 6**
Time Period: **April**
Length: **3 weeks**
Status: **Published**

Unit Summary

Throughout this unit, geography is a main theme that will be analyzed. The Kingdom of Aksum, West African Empires such as Ghana, Mali, Songhai, Timbuktu, Swahili civilization, Great Zimbabwe and the Coastal Cities will all be examined. Mansa Musa and Askia Muhammad, Sunni Ali are analyzed as leaders. Finally, Islam is discussed while Africa's resources, gold/salt trade, and non-verbal communication during trade are reviewed.

Standards

PFL.9.1.8.D.5	Explain the economic principle of supply and demand.
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.d	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.
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.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
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.C.4.b	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
SOC.6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
SOC.6.2.8.D.4.a	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.
SOC.6.2.8.D.4.f	Determine the extent to which the Byzantine Empire influenced the Islamic world and

	western 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.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

Student Learning Objectives

- Students will learn Arabian geography and culture before Islam.
- Students will learn the role of Muhammad in establishing and spreading Islam.
- Students will learn the core beliefs of Islam.
- Students will learn ways that Muslim daily life reflects beliefs of Islam.
- Students will learn the regions of Africa.
- Students will learn that trade was important in developing societies in Africa.
- Students will learn the characteristics of Mansa Musa's rule.

Essential Questions

- How did trade commodity and supply and demand affect people's lives in African kingdoms?
- How does the history of a country or continent affect its social structure and culture in the modern world?
- How did Africa's climate and geography affect it's civilizations?
- What was the influence of Islam on Africa?

Enduring Understandings

- Students will understand that the culture of the African Kingdoms shaped the social hierarchy and the economy/trade of modern Africa.
- Students will understand that the emergence of African empires resulted from the promotion of inter-regional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.
- Students will understand that while commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

Application

- Students will be able to independently use their learning to understand that new ideas that transform the world can start in unexpected places.
- Students will be able to independently use their learning to understand that several religions are monotheistic, emphasizing belief in one God.
- Students will be able to independently use their learning to show that religions can help define a civilization, and can be shared by many different cultures.
- Students will be able to independently use their learning to respect that trade and learning can help create prosperity and advance culture.

- Students will be able to independently use their learning to see that successful trade is key to societal prosperity.
- Students will be able to independently use their learning to determine that the struggle for power among societies is ongoing over time.
- Students will be able to independently use their learning to analyze factors such as language, religion, leisure, scholarship, affluence, social systems, and government combine to define a society's culture.

Skills

Students will be skilled at:

- Analyzing the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- Explaining how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
- Assessing 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.
- Determining how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.
- Explaining 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.
- Analyzing 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.
- Explaining the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
- Analyzing the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.
- Analyzing how religion both unified and divided people.
- Analyzing 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.
- Explaining how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.
- Comparing the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
- Comparing and contrasting nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.