

African Civilizations Ch.16

Content Area: **Social Studies**
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**
Time Period: **Week**
Length: **3 weeks**
Status: **Published**

Unit Overview

Students will be able to analyze and demonstrate how trade, society, and culture affected early African civilizations and learn about the powerful rulers of Africa such as Mansa Musa.

Transfer

Students will be able to independently use their learning to identify the importance of trade as an economic building block to a civilization or government.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- successful trade is key to societal prosperity
- the struggle for power among societies is ongoing over time
- factors such as language, religion, leisure, scholarship, affluence, social systems, and government combine to

define a society's culture

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

Essential Questions

Students will keep considering...

What are the consequences of trade?

What factors contribute to defining a society's culture?

Application of Knowledge and Skill

Students will know...

Students will know...

- the regions of Africa
- trade was important in developing societies
- Mali became a powerful African empire
- characteristics of Mansa Musa's rule
- Islam spread throughout ancient West Africa
- the importance of Axum and Ethiopia
- the religion in Axum and East African city-states
- the cultural organization of West African societies
- cultural traditions that have carried over into the modern day

Students will be skilled at...

Students will be skilled at...

- identify major areas of ancient West Africa
- analyze the importance of trade in ancient West Africa
- describe the various empires of ancient West Africa
- analyze how Islam contributed to scholarship and learning
- summarize the rise of Axum and Ethiopia as religious and trading centers
- evaluate the role of trade in East African city-states
- summarize West African social structure
- identify and locate major cities and regions of ancient Africa

Academic Vocabulary

- caravan
- caste
- dynasty
- ethnic group
- Greco-Roman
- griot
- kinship
- labor specializations
- lineage
- monk
- natural resources
- oral tradition
- plateau

- polyrhythmic drumming
- proverb
- savanna
- scholarship
- stele
- stonetown
- trans-Saharan

Learning Goal 1

Students will be able to analyze and discuss the emergence of empires in Africa that resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. Students will become aware that the rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. Students will be able to differentiate commercial and agricultural improvements that created new wealth and opportunities for the empires and how most people's daily lives remained unchanged.

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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.6-8.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
MA.6.6	In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3)

writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

SOC.5-8.6.2.8.4	The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
SOC.5-8.6.2.8.B	Geography, People, and the Environment
SOC.5-8.6.2.8.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.5-8.6.2.8.B.4.c	Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.
SOC.5-8.6.2.8.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.5-8.6.2.8.C	Economics, Innovation, and Technology
SOC.5-8.6.2.8.C.4.d	Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.
SOC.5-8.6.2.8.D.4.i	Explain 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.

Target 1 (Ch. 16 Sec. 1)

- Determine the regions of Africa and how trade was important in developing societies

SOC.5-8.6.2.8.4	The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
SOC.5-8.6.2.8.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.5-8.6.2.8.B.4.c	Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.
SOC.5-8.6.2.8.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.5-8.6.2.8.C.4.d	Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.

Target 2 (Ch. 16 Sec. 2)

- Determine how Mali became a powerful African empire, the characteristics of Mansa Musa's rule, and how Islam spread throughout ancient West Africa.

SOC.5-8.6.2.8.4	The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
SOC.5-8.6.2.8.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.5-8.6.2.8.D.4.i	Explain 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.

Target 3 (Ch. 16 Sec. 3)

- Determine the the importance of African city-states such as Axum and Ethiopia and the role religion played in each.

SOC.5-8.	Expanding Exchanges and Encounters (500 CE-1450 CE)
SOC.5-8.6.2.8	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.5-8.6.2.8.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.5-8.6.2.8.D	History, Culture, and Perspectives
SOC.5-8.6.2.8.D.4.i	Explain 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.

Target 4 (Ch. 16 Sec. 4)

- Determine the cultural organization of West African societies and the cultural traditions that have carried over into the modern day.

SOC.5-8.6.2.8	All students will acquire the knowledge and skills to think analytically and
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systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

SOC.5-8.6.2.8.4

The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

SOC.5-8.6.2.8.C.4.d

Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.

Advanced Learning Goals

Students will be able to analyze and discuss the emergence of empires in Africa that resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. Students will become aware that the rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. Students will be able to differentiate commercial and agricultural improvements that created new wealth and opportunities for the empires and how most people's daily lives remained unchanged.

Summative Assessment

All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternate assessments may include problem based learning, projects or presentations, or a common paper/pencil assessment or combination of any of these.

Common summative assessments will be devised by the 6th grade social studies teachers during common planning time.

Chapter 16 Common Summative Assessment

21st Century Life & Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and

synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.2.8

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Formative Assessment and Performance Opportunities

- Atlas Activities
- Classroom centers
- Cooperative learning opportunities
- Do-Nows
- Guided Practice
- Pearson Realize: Chapter 16 Review
- Teacher observation

Accommodations/Modifications

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social studies Instruction to ELLs"

- project choice (Reg/Spec)
- Chapter 16 Audio Review, Spanish Audio Review
- Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>
- Differentiation: 504 accommodations and IEP modifications; text to speech option in online text and for other informational text - online tools are available: (<https://www.naturalreaders.com/>)
- ELL- Chapter 16 Spanish Audio Review: Early African Civilizations
- Enrichment opportunities: Advanced Social Studies 5-8; more complex text; student research opportunities
- Essential Question Writer's Workshop/ Spanish version
- guided notes
- Hip Hop History
- independent reading vs. group reading (Reg/Spec)
- modified assessments
- modified assignments
- modified notes (Spec)
- modified writing assignments (Spec)
- Pearson Realize: Chapter 16 Essential Question Chapter Resource Guide
- small group instruction (Spec/ICS)
- Social Studies Enrichment/Modifications Resources for ELL Students-
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students' Background Knowledge to Content in the ELL Classroom"
- Social Studies Enrichment/Modifications Resources for ELL Students-
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social studies Instruction to ELLs"
- task-based assessments
- test corrections
- tiered questions based on reading (Reg/Spec)

Unit Resources

- guest speakers
- Interactive whiteboard activities
- supplemental textbooks/teacher resources
- The Big History Project -<https://school.bighistoryproject.com/bhpliv>
- Activity Cards

- Amistad Curriculum: <http://www.njamistadcurriculum.net/history/unit/ancient-africa>
- Amistad Curriculum: <http://www.njamistadcurriculum.net/history/unit/ancient-africa>
- Amistad Curriculum: <http://www.njamistadcurriculum.net/history/unit/ancient-africa/content/4339/7155>
- Amistad Curriculum: <http://www.njamistadcurriculum.net/history/unit/ancient-africa/content/4339/7155>
- Amistad Curriculum: <http://www.njamistadcurriculum.net/history/unit/ancient-africa/content/4348/7221>
- Amistad Curriculum: <http://www.njamistadcurriculum.net/history/unit/ancient-africa/content/4348/7331>
- Amistad Curriculum: <http://www.njamistadcurriculum.net/history/unit/ancient-africa/content/4348/7331>
- black line masters
- Essential Question posters
- Google Expedition
- Griot Musicians: <https://youtu.be/aF2287N0kAc>
- Griot Musicians: <https://youtu.be/bhA58PaFKZg>
- Griot Musicians: https://youtu.be/JNl8klwj1_k
- Griot Musicians: <https://youtu.be/QdrPmZwsXiM>
- Griot Musicians: <https://youtu.be/zQMFN-whbEU>
- Griot Musicians: <https://youtu.be/u6MY3v-WA94>
- Griot Musicians: <https://youtu.be/zQMFN-whbEU>
- https://flexbooks.ck12.org/user:zxbpc2rzczwmthaz21hawwuy29t/cbook/world-history-studies_episd/section/4.1/primary/lesson/the-silk-roads-indian-ocean-and-trans-saharan-trade
- <https://sheg.stanford.edu/history-lessons/expansion-early-islamic-empire>
- <https://www.brainpop.com/science/earthsystem/savanna/>
- <https://www.brainpop.com/socialstudies/famoushistoricalfigures/mansamusa/>
- <https://youtu.be/H1okjBhc3mw>
- <https://youtu.be/qyHJPymjUJs>
- https://youtu.be/rrEqNTyMF_A
- <https://youtu.be/TpcbfxtdoI8>
- Internet
- myWorld History wall maps
- myWorldHistory.com
- Newcurrents: Will be used to explore current issues such as African-American history, Holocaust History, LGBTQ, and Climate Change
- Primary Source Documents: The Mini-DBQ Project Binders
- ProGuide
- Social Studies Notebook
- Student Journal
- videos

Interdisciplinary Connections

LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
MA.6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
PFL.9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.2	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.
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.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.2.8.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.8.B.CS2	The effects of technology on the environment.
TECH.8.2.8.B.CS4	The influence of technology on history.