Grade 7 - Unit 3

Content Area: **Social Studies**
Course(s):
Time Period: **February**
Length: **10**
Status: **Published**

Career Readiness, Life Literacies & Key Skills

9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Targeted Standards

6.2.8.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.GeoHE.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.GeoPP.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
6.2.8.GeoHE.4.c	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.GeoGI.4.a	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
6.2.8.HistoryCC.4.b	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).
6.2.8.HistoryCC.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.HistoryCC.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.

Rationale & Transfer Goals

The unit focuses on early African empires such as those of Ghana, Mali, and Sognhai. The unit explores how these early African kingdoms not only influenced Africa, but also the World.

Students will be completing various skill based activities, including graphic organizers and maps, which will help them to think analytically and critically about the main ideas of nonfiction-based information. They will complete shorter time-period relevant readings, including primary sources. Various projects will be assigned to allow students to use their knowledge of reading, writing, speaking, listening, and 21st century media to explore instances of themes of this unit in real life settings. The students will show mastery of the unit through a test that encompasses content knowledge, a primary source, a map, and an open ended question.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

- The emergence of empires in Africa resulted from interregional trade, cultural exchanges, and centralized political organization.
- The rise and spread of Islam throughout sub-Saharan Africa unified societies but also caused tension and conflict.
- While commercial and agricultural improvements created new wealth and opportunities for the ruling class, most people's daily lives remained unchanged.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

- How did interregional trade change politics, religion, and economies in African Empires?
- What was the impact of the spread of Islam to sub-Saharan Africa?
- What was the impact of trade and agriculture on the lives of people in sub-Saharan Africa?

Important Vocabulary

Vegetation zones, woodland forest, rainforest, semi-dessert, dessert, savannah, kinship system, extended family, patrilineal, matrilineal, animism, nomad

Content/Objectives

Content - What students will know

Islam

Gold Salt Trade

Resources of Africa

Ghana

Mali

Songhai

Mansa Musa

Ibn Battuta

Bantu

Skills - What students will be able to do

Instructional Activites

Evidence (Assessments) - How we know students have learned

Completed vocabulary boxes, section assessment, and unit test.

Assessments

Completed bellringer, notes, map activities, postcard, guided reading, section assessment, and unit test.

debate, constructed response, section assessment, research project, advertisement

Activities/Strategies - How we teach content and skills

- Note-taking
- Vocabulary boxes assignment
- Map activities
- Postcard activity
- Guided reading
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Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

1. Note taking skills
2. Map skills
3. Research skills
4. Discussion circles
5. Reading nonfiction texts
6. Analytical constructed response

7. Debate skills

Instructional Activity

- Various note-taking strategies to help students organize information in an accessible manner, to prepare them for projects and assessments.
- Map skill activities to supplement information.
- Nonfiction text passages to supplement information.
- Discussions and debates.
- Research-based projects.
- Analytical constructed response.

Spiral Focus from Previous Unit

1. Note taking skills
2. Map skills
3. Discussion circles
4. Reading nonfiction texts
5. Analytical constructed response

Key Resources

- Online textbook
- Guided reading activities
- Relevant nonfiction text passages

- Map activities
- EdPuzzle, KAMI, and similar educational technologies

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

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9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Interdisciplinary Connections - How does this content impact the following groups

- Technology
    - 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Arts

- 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
- 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
- 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
- 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

Math

- 7.EE.B : Solve real-life and mathematical problems using numerical and algebraic expressions

and equations.

Language Arts - Various literacy activities and strategies.

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. 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.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and

tone.

- RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Science

- MS-ESS3-2: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Intersections of History

Black:

- Ancient and Medieval African Empires and major Civilizations