| ***Unit 3: Kingdoms of West Africa 200 C.E. - 1500 C.E.***  ***Timeline: February-March*** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  **Civics, Government, and Human Rights**   * 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.   **Geography, People and the Environment**   * 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.a: 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.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.GeoPP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts. * 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. * 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.   **History, Culture, and Perspectives**   * 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 and Transfer Goals** : *This section addresses how students will use what they learned for some useful accomplishment.* *Use a short narrative form to explain what students are learning and learning to do in this unit as a whole experience. Transfer of knowledge should 1) be based on mastery, not just rote knowledge; 2) be connected to real world contexts and/or study of other subjects (How will this help me in life, K-12 school, college, or career?); and 3) offer opportunities to develop 21st century skills and habits of mind. You may wish to include overarching questions or beliefs that guide the whole year’s work, such as “We are learning to read and write with thought and purpose.”*  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?  **Content**   * Natural resources, trade, family ties, religion, and iron technology all contributed to the growth of West African societies. * The rulers of Ghana built an empire by controlling the salt and gold trade. * The wealthy and powerful Mali Empire ruled West Africa after the fall of Ghana. * The Songhai Empire strengthened Islam in the region. * West African culture has been passed down through oral histories, writings by other people, and the arts. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.  **Content**   * What factors were the most important for the development of African societies? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| 1. Vocabulary: vegetation zones, woodland forest, rainforest, semi-dessert, dessert, savannah, kinship system, extended family, patrilineal, matrilineal, animism, nomad | * Vocabulary boxes: definition and draw an image to show understanding of the unit's vocabulary. | | * Note taking * Vocabulary boxes assignment | | Completed vocabulary boxes, section assessment, and unit test.  [Assessments](https://drive.google.com/drive/folders/14LxUBma3IBk-KzOIySJmOdPGNzH7V1co?usp=share_link) |
| 1. The landforms, water, climate, and plant life affected history in West Africa. | * Identify key regions and physical features on a map. * Explain how geography affected people’s lives. | | * Bellringer * Note taking * Discussion * Map activity * Geography challenge | | Completed bellringer, notes, discussions, map activity, geography challenge, section assessment, and unit test. |
| 1. West Africa’s resources included farmland, gold, and salt. | * Identify the significance of resources produced in different vegetation zones throughout West Africa. | | * Bellringer * Note taking * Discussion * Guided reading | | Completed bellringer, notes, discussions, guided reading, section assessment, and unit test. |
| 1. Family and religion influenced daily life in early West African society. | * Describe the early evolution of societies in West Africa. * Explain how iron technology helped societies in West Africa grow into kingdoms. | | * Bellringer * Note taking * Children’s story project | | Completed bellringer, notes, story project, section assessment, and unit test. |
| 1. Ghana grew as larger populations settled on desert trade routes. | * Explain how Ghana the Kingdom of Ghana began to form | | * Bellringer * Note taking * Discussion | | Completed bellringer, notes, discussions, section assessment, and unit test. |
| 1. Ghana built an empire through the wealth it acquired by controlling trade. | * Summarize how Ghana was able to control trade in the region. * Evaluate the process of the silent barter. | | * Bellringer * Note taking * Discussion * Silent trade activity * Ghana reading and constructed response | | Completed bellringer, notes, discussions, silent trade activity, Ghana comprehension questions and analytical constructed response, section assessment, and unit test. |
| 1. Ghana’s decline was caused by attacking invaders, overgrazing, and the loss of trade. | * Explain Ghana’s decline. * Summarize Ghana’s lasting contributions to West African society. | | * Bellringer * Note taking * Guided reading | | Completed bellringer, notes, guided reading, section assessment, and unit test. |
| 1. A ruler named Sundiata made Mali into an empire. | * Summarize Mali’s rise to power under Sundiata. * Appraise Sundiata’s journey in the formation of Mali. | | * Bellringer * Note taking * The Lion King of Africa reading and constructed response | | Completed bellringer, notes, Lion King reading comprehension questions and analytical constructed response, section assessment, and unit test. |
| 1. Mali reached its height under Mansa Musa. | * Summarize Mali’s kingdom under Mansa Musa. * Explain how Mansa Musa was able to become one of the wealthiest men of all time. | | * Bellringer * Note taking * Mansa Musa biography * Discussion | | Completed bellringer, notes, discussions, biography, section assessment, and unit test. |
| 1. Mali fell to invaders in the late 1400s. | * Explain Mali’s decline. * Summarize Mali’s lasting contributions to West African society. * Compare and contrast Ghana and Mali. | | * Bellringer * Note taking * Guided reading | | Completed bellringer, notes, guided reading, section assessment, and unit test. |
| 1. Songhai regained power from Mali and became an Islamic empire through the leadership of Askia the Great. | * Summarize Songhai’s rise to power under Askia the Great. * Explain the influence of Islam on West Africa. | | * Bellringer * Note taking * Askia the Great biography | | Completed bellringer, notes, biography, section assessment, and unit test. |
| 1. Songhai fell to Moroccan invaders, ending the great era of West African empires. | * Explain Songhai’s decline. * Summarize Songhai’s lasting contributions to West African society. * Compare and contrast Ghana, Mali, and Songhai. | | * Bellringer * Note taking * Guided reading * Kingdoms of Africa debate | | Completed bellringer, notes, guided reading, debate, section assessment, and unit test. |
| 1. Storytellers helped maintain the oral history of the cultures of West Africa. | * Explain how storytellers preserved West Africa’s history. | | * Bellringer * Note taking * Griot stories and proverbs readings | | Completed bellringer, notes, stories and proverbs comprehension questions, section assessment, and unit test. |
| 1. Traditionally, West Africans have valued the arts. | * Identify key aspects of African arts. * Summarize West Africa’s lasting contributions to today. | | * Bellringer * Note taking * Guided reading * Arts project | | Completed bellringer, notes, guided reading, project, section assessment, and unit test. |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| 1. Note taking skills 2. Map skills 3. Discussion circles 4. Reading nonfiction texts 5. Analytical constructed response 6. Debate skills | | 1. Note taking skills 2. Map skills 3. Discussion circles 4. Reading nonfiction texts 5. Analytical constructed response 6. Debate skills | | * 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. * Analytical constructed response. | |
| **21st Century Skills:**   * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP6. Demonstrate creativity and innovation. * CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. * CRP9. Model integrity, ethical leadership and effective management. * CRP11. Use technology to enhance productivity. * CRP12. Work productively in teams while using cultural global competence. | | | | | |
| **Key resources:**   * Online textbook * Guided reading activities * Relevant nonfiction text passages * Map activities * EdPuzzle, KAMI, and similar educational technologies | | | | | |
| **Interdisciplinary Connections:**  **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:**   * West African Kingdoms of Ghana, Mali, and Songhai * Focus on individuals: Sundiata, Mansa Musa, Askia the Great * Contributions of West African societies   **Hispanic:**  **Women:**   * Matrilineal societies * Role of women in society   **LGBTQ:** | | | | | |
| **Important Vocabulary:**  Vegetation zones, woodland forest, rainforest, semi-dessert, dessert, savannah, kinship system, extended family, patrilineal, matrilineal, animism, nomad | | | | | |