

04_Unit 4: Early Societies in Western Africa

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **1.5 weeks/ 7 lessons**
Status: **Published**

General Overview, Course Description or Course Philosophy

Social Studies 7

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the seventh grade students will focus on "Expanding Exchanges and Encounters" and "Revolution and the New Nation".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that

- the physical and human characteristics of places and regions are connected to human identities and cultures.
- the environmental characteristics of places and production of goods influences the spatial patterns of world trade.
- the diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.
- political and civil (religion) institutions impact all aspects of people's lives
- historical events and developments are shaped by social, political, cultural, technological, and economic factor

CONTENT AREA STANDARDS

SOC.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.
SOC.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).
SOC.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.
SOC.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.
SOC.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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.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.
LA.W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- the types of vegetation zones and the location of rivers determined where the people settled in ancient Africa.
- access to the Senegal and the Niger Rivers allowed people to farm, fish, and trade in the grasslands located south of the Sahara Desert.
- the Sahara Desert isolated western Africa for many years until Trans-Saharan traders appeared in the region
- the African caravan brought people, goods, and ideas across the Saharan desert from North Africa to western Africa
- trade and wealth allowed empires in ancient Africa to create strong armies capable of expanding their territories
- one idea, Islam, spread when the Trans-Saharan traders arrived and became influential in western Africa

Procedural Knowledge

Students will be able to:

Students will be able to

- explain how the geographies and climates of Africa influenced their economic development and interaction or isolation with other societies.
- determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- assess how the African caravan impacted and changed the lives of the people living in western Africa
- analyze the role of Islam, trade and wealth in unifying and centrally governing expanding territories in ancient Africa.
- evaluate the importance and enduring legacy of the major achievements of the people living in ancient Africa

explain how the geographies and climates of Africa influenced their economic development and interaction or isolation with other societies.

- locate western Africa and the Sahara Desert
- describe the vegetation zones of western Africa
- describe the geography and climate of western Africa
- explain how the geography and climate impacted where the people settled in western Africa, the jobs that they chose, and their way of life

determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

- determine how the geography and natural resources impacted the way of life for the people in western Africa

assess how the African caravan impacted and changed the lives of the people living in western Africa

- locate and describe the African caravan
- assess how the African caravan transformed the people living in western Africa (urbanization, communication, trade)
- analyze the role of weath, trade and Islam in unifying a diverse group of people in western Africa

evaluate the importance and enduring legacy of the major achievements of the people living in ancient Africa

- *describe the enduring legacies and major achievements of ancient Africa*
- *evaluate the importance of these legacies and achievements on both the past and the present*

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

Questions that may be addressed but not limited to are:

What was the most significant factor in the development of early societies in West Africa?

To what extent did trans-Saharan trade lead to Ghana's wealth and success?

In what ways did Islam influence West African society?

In what ways do the cultural achievements of West Africa influence our culture today?

- observation
- one-on-one
- questioning

- graphic organizers
- anecdotal notes

Alternative:

- self-assessments
- exit tickets

Summative Assessments

Questions that may be addressed but not limited to are:

What was the most significant factor in the development of early societies in West Africa?

To what extent did trans-Saharan trade lead to Ghana's wealth and success?

In what ways did Islam influence West African society?

In what ways do the cultural achievements of West Africa influence our culture today?

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

www.teachtci.com - - History Alive! The Medieval World and Beyond

Supplemental:

Brain Pop

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - analyzing maps

Visual and Performing Arts - debate, presentations

Science - analysis of how geography and climate impact our way of life

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.