Unit 6 - Islamic and African Civilizations

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Ongoing**
Length: **approx 24 days**
Status: **Published**

NCS 6th grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

In the 600s a prophet named Muhammad introduced the religion of lslam to the people of Southwest Asia. One hundred years later, Islam had spread throughout the region, across North Africa, and into parts of Europe. Later, Islam spread into West Africa, the home of rich and vibrant trading kingdoms.

In this unit, you will learn about the rise and spread of lslam and the kingdoms of West Africa into which it spread.

Enduring Understanding

Islamic civilization grew as it interacted with pre-existing civilizations, and through trade and Islam's centralized religious message it became a dominating force in parts of Asia, Africa, and Europe

Historians use many kinds of clues to understand how people lived in the past

Physical geography and human geography contribute to the study of history

Early societies gave rise to civilizations which shared common characteristics in their development

Geography influenced the development of civilization

Changes in science and technology continually affect society

Essential Questions

How does geography influence the growth of a civilization?

How did technological developments change lifestyles?

How did the mass migrations of people contribute to the development of civilization?

Skills

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

Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development

Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of lslam into Africa, Europe, and Asia

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

Answer constructed response questions

Describe how societies grew into civilizations

Read a time line

Identify key points and supporting details

Describe the impact of the Five Themes of Geography (Location, Place, Human-Environment Interaction, Movement, and Region)

<u>Learning Targets include but not limited to:</u>

History is the study of the past

We can improve our understanding of people's actions and beliefs through the study of history

Landforms, climate, and resources affected the history of West Africa

The way of life of early peoples in West Africa was shaped by family ties, religion, iron technology, and trade

Ghana controlled trade and became wealthy

Through its control of trade, Ghana built an empire

Ghana's decline was caused by attacking invaders, overgrazing, and the loss of trade

The empire of Mali reached its height under the ruler Mansa Musa, but the empire fell to invaders in the 1400s

The Songhai built a new Islamic empire in West Africa, conquering many of the lands that were once part of

Mali

Great Zimbabwe was a powerful state that developed in southern Africa

West Africans have preserved their history through storytelling and the written accounts of visitors

Through art, music, and dance, West Africans have expressed their creativity and kept alive their cultural traditions

In the harsh desert climate of Arabia, Muhammad, a merchant from Mecca, introduced a major world religion called Islam

Sacred texts called the Qur'an and the Sunnah guide Muslims in their religion, daily life and laws

Performance Tasks include but not limited to:

Create your Website: Design a home page and four links titled "Who Was Muhammed?"

Create a time line to show sequence of key events in Muhammed's life

"What Is Islam?" "The Islamic Empires," and "Islamic Cultural Achievements." Write four or five sentences for each link on your Web site. You may design the pages either on line or on a large sheet of paper.

Create a time line showing the territorial expansion of the Muslims from the 7th through the 15th centuries

Construct a map of the Islamic Empire that included: key cities, bodies of water, and physical features

Standards

SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.8.1	Three Worlds Meet (Beginnings to 1620)
SOC.6.1.8.A	Civics, Government, and Human Rights
SOC.6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
SOC.6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
SOC.6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups

	were impacted by the war.
SOC.6.2.8	World History/Global Studies: 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.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	History, Culture, and Perspectives
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.

Assessments

Quizzes & Tests

Projects/Performance Tasks/DBQs

Classwork

Student Participation

Study Guides, scribe notes

Resources/Instructional Materials

Include but not limited to:

Google Classroom

BYOD

Google Drawing & Docs

Quizlet

Kahoot

Chromebooks, Tablets, Smart phones

Smart Board

Primary Source Documents

Videos (World Religious Series, History Channel, Discovery Channel, National Geographic, PBS)

Newsela

Maps

Timelines

Informational Text

Holt World History Textbook

Articles, Periodicals...

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills/Career Education

Focus on the development of 21st Century Content Skills:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.