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| <u>Unit Name:</u> African Civilizations <u>Length of Unit in Hours:</u> <u>Time Frame:</u> 4 weeks (30 hours) | <u>Statement of Inquiry:</u> Cultures endure. | <u>Standards</u> CCSS: ELA-Literacy. RH. 6-8. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 HSS: 7.6.1, 7.6.2,7.6.3, 7.6.4. 7.6.8; Analysis HI.3, CST. 1, 3 |
| <u>Common Formative Assessment and Summative Assessments</u> -Lesson Checks which are assigned for comprehension during weekly assignments. -Lesson Quizzes from My World Interactive Textbook, to be given on Fridays. -Topic 7: African Civilizations Test | <u>Inquiry Questions:</u> Factual: What was the impact of Muhammad on the Muslim world? Conceptual: How did the expansion of Muslim Empire effect the neighboring empires of the world? Debatable: Would Islam have been able to develop in other areas of the world outside of Arabia? | <u>Resources</u> Pearson My World Interactive: Medieval and Early Modern Times, DBQ's, Online research, Videos, Teacher questioning |

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| <u>Key Concepts:</u> Growth | <u>Related Concepts:</u> Development of Trade and Society | <u>Global Context:</u> Scientific and Technological Innovation | <u>ATL Skills :</u> <i>What specific ATL skills will students practice and get feedback on to be prepared for your formative and summative assessments?</i> <i>Research, Thinking, Communication, Self-management, Reflection</i> |
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| Learning Targets and Look Fors: <i>Learning Targets are daily</i> | Teacher Questioning: <i>How will you engage students in thinking through inquiry cycle?</i> | Learning Experiences: <i>Instructional strategies used at each stage of the Inquiry Cycle</i> | Reflection: <i>"What are they revealing to me?"</i> |
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| <u>Week 1</u> <u>Lesson 1: The Rise of Ghana in West Africa</u> Day 1-2: LT-Identify the different ecosystems and geographic areas of Africa. LF-Students are working at <u>Volume Level 1</u> as they familiarize themselves with the African continent.. Day 3 LT-Ghana became one of the wealthiest kingdoms in West Africa, but how? LF-Students are collaborating at <u>Volume Level 2</u> as they listen to auditory and visual cues related to the lesson.. Day 4: LT- Explain what factors led to Ghana's development and growth and the factors that led to its decline. LF-Students are collaborating at <u>Volume Level 2</u> as they compete in a reading race and complete the lesson check. Day 5: LT-Students will demonstrate their knowledge of the West African kingdom of Ghana and its environment. LF-Students are reviewing our weekly learning targets, lesson notes, and lesson checks. | Day 1-2: What are Africa’s chief geographical regions and natural resources? Day 3:- How did Ghana create a powerful empire? Day 4:- Explain how ancient Ghana became powerful and then declined. Day 5:- Practice Quiz Day: Discussion of study habits and main points review. | Day 1-2: ATL: Labeled Diagrams -Tuning In-What do I know about this subject? -Finding Out-What kinds of resources might help? Day 3-4: ATL: Concept Organizers -Sorting Out-What information is relevant to my subject? -Going Further-How might I organize my information and ideas? Day 5: ATL: Structured Discussions -Making Conclusion-What is the main point I wish to make? -Taking Actions-What have I learned about the topic? | |
| <u>Week 2</u> <u>Lesson 2: Mali and Songhai</u> Day 1-2: LT-Describe how a new kingdom forms after an old one falls. LF- LF-Students are working at <u>Volume Level 1</u> as they listen and discuss lesson 2. Day 3: LT-Describe what factors a ‘site of encounter’ should have. LF-Students are collaborating at <u>Volume Level 2</u> as they complete the Lesson Checks. Day 4: LT-Explain what a place of cultural exchange is and provide a modern day example. LF-Students are discussing the Lesson Checks and before their common assessments quiz. Day 5: | Day 1-2: What events led to the fall of Ghana and the rise of Mali and Songhai? Day 3: What made Mali a site of encounter? Day 4: What were the effects of cultural exchange in Mali? | Day 1-2: ATL: Concept Organizers -Finding Out-What kinds of resources might help? Day 3-4: ATL: Listing, Bundling Key Questions -Sorting Out-What information is relevant to my subject? -Going Further-How might I organize my information and ideas? Day 5: ATL: Structured Discussions -Making Conclusion-What is the main point I wish to make? -Taking Actions-What have I learned about the topic? | |

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| <p>LT-Students will compare and contrast the spread of Islam in Arabia to the spread of Islam in Africa.</p> <p>LF-Students are reviewing our weekly learning targets, lesson notes, and lesson checks, before the assessment.</p> | <p>Day 5:-How did the Songhai empire encourage the spread of Islam?</p> | | |
| <p>Week 3 <u>Lesson 3: Trading States of East Africa</u> Day 1-2: LT-Identify the different kingdoms and major trade routes along the East African coast. LF- LF-Students are working at <u>Volume Level 1</u> as they read Lesson 3 and complete as lesson guide.</p> <p>Day 3: LT-Explain why Axum became an important trade city even with rival kingdoms to the North and South. LF-Students are collaborating at <u>Volume Level 2</u> as they complete the Lesson Checks.</p> <p>Day 4: LT-Describe the difference between Kush and Axum. LF-Students are discussing the Lesson Check and reviewing before common assessment.</p> <p>Day 5: LT-Students will demonstrate their knowledge of Eastern African trade kingdoms and why they rose to prominence. LF-Students are reviewing our weekly learning targets, lesson notes, and lesson checks.</p> | <p>Day 1-2: What role did East Africa play in ocean trade?</p> <p>Day 3: How did Axum become an important trading kingdom?</p> <p>Day 4: How were Kush and Axum alike and different?</p> <p>Day 5:-Quiz Day: Discussion of study habits and main points review.</p> | <p>Day 1-2: ATL: Concept Organizers -Tuning In-What do I know about this subject? -Finding Out-What kinds of resources might help?</p> <p>Day 3-4: ATL: Listing, Bundling Key Questions -Sorting Out-What information is relevant to my subject? -Going Further-How might I organize my information and ideas?</p> <p>Day 5: ATL: Structured Discussions -Making Conclusion-What is the main point I wish to make? -Taking Actions-What have I learned about the topic?</p> | |
| <p>Week 4 <u>Lesson 4: African Traditions</u> Day 1-2: LT-Discuss various ways a society can ensure its culture is preserved over long periods of time. LF- LF-Students are working at <u>Volume Level 1</u> as they read Lesson 4 and complete as lesson guide.</p> <p>Day 3: LT-Justify how modern day families are similar or different than kinship or caste groups of the past. LF-Students are collaborating at <u>Volume Level 2</u> as they complete the Lesson Checks.</p> <p>Day 4: LT-Explain how and why written and oral traditions are important to African culture. LF-Students are discussing the Lesson Check and reviewing before common assessment.</p> <p>Day 5: LT-Students will demonstrate their knowledge of Islamic Civilization’s achievements. LF-Students are reviewing our weekly learning targets, lesson notes, and lesson checks.</p> | <p>Day 1-2: How can societies preserve art and culture throughout the years?</p> <p>Day 3: How do modern day family units relate to ancient kinship and caste systems?</p> <p>Day 4: Why were written and oral traditions important in African culture?</p> <p>Day 5:-Quiz Day: Discussion of study habits and main points review.</p> | <p>Day 1-2: ATL: Concept Organizers -Tuning In-What do I know about this subject? -Finding Out-What kinds of resources might help?</p> <p>Day 3-4: ATL: Listing, Bundling Key Questions -Sorting Out-What information is relevant to my subject? -Going Further-How might I organize my information and ideas?</p> <p>Day 5: ATL: Structured Discussions -Making Conclusion-What is the main point I wish to make? -Taking Actions-What have I learned about the topic?</p> | |
| <p>Week 5 <u>Lesson 5: Extra Lesson Not in Book-Africa's Future</u> Day 1: LT-Identify the natural resources utilized by African kingdoms. LF- LF-Students are working at <u>Volume Level 1</u> as they read Lesson 5 and complete as lesson guide.</p> <p>Day 2: LT-Discuss what resources or commodities we value in our modern world. LF- LF-Students are working at <u>Volume Level 1</u> as they read Lesson 5 and complete as lesson guide.</p> <p>Day 3: LT-Explain how Africa can be so resource rich, but lack the development of a modern nation. LF-Students are collaborating at <u>Volume Level 2</u> as they complete the Lesson Checks.</p> | <p>Day 1:What resources did we talk about in this unit that made African kingdoms wealthy and powerful?</p> <p>Day 2: What countries in Africa can we consider to be powerful, wealthy, or influential?</p> <p>Day 3: Who currently controls the majority of Africa’s essential resources?</p> | <p>Day 1-2: ATL: Concept Organizers -Finding Out-What kinds of resources might help?</p> <p>Day 3-4: ATL: Listing, Bundling Key Questions -Sorting Out-What information is relevant to my subject? -Going Further-How might I organize my information and ideas?</p> | |

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| Day 4: LT-Students can explain how nations throughout history have gone from under developed into modern nations. LF-Students are discussing the Lesson Check and reviewing before common assessment. Day 5: LT-Students will discuss a variety of current plans for Africa’s future and how it plans to develop. LF-Students are reviewing our weekly learning targets, lesson notes, and lesson checks. | Day 4: How might the majority of Africa move towards developing into modern nations? Day 5:- What current plans are there for Africa’s future? | Day 5: ATL: Structured Discussions -Making Conclusion-What is the main point I wish to make? -Taking Actions-What have I learned about the topic? | |
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