# Unit Title: Ch…Ch…Ch…Ch…Changes

**INSTRUCTIONAL UNIT AUTHORS**

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**BASED ON A CURRICULUM
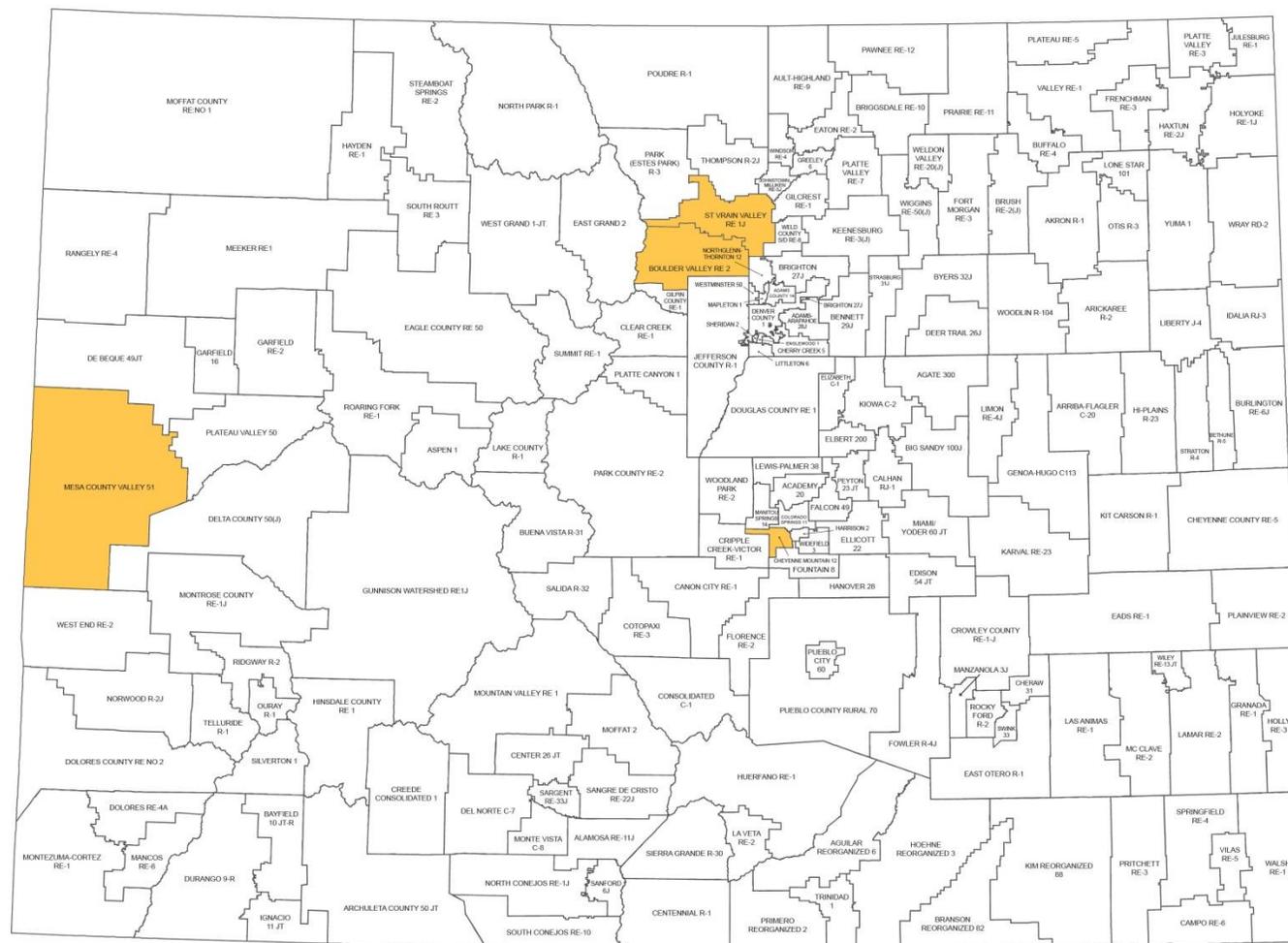OVERVIEW SAMPLE AUTHORED BY**

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**Colorado's District Sample Curriculum Project**



This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

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| **Content Area** | Social Studies | | **Grade Level** | 7th Grade |
|---|---|---|---|---|
| **Course Name/Course Code** | 7th Grade Social Studies | | | |

| **Standard** | **Grade Level Expectations (GLE)** | | **GLE Code** |
|---|---|---|---|
| 1.   History | 1. | Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence | SS09-GR.7-S.1-GLE.1 |
| | 2. | The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another | SS09-GR.7-S.1-GLE.2 |
| 2.   Geography | 1. | Use geographic tools to gather data and make geographic inferences and predictions | SS09-GR.7-S.2-GLE.1 |
| | 2. | Regions have different issues and perspectives | SS09-GR.7-S.2-GLE.2 |
| 3.   Economics | 1. | Supply and demand influence price and profit in a market economy | SS09-GR.7-S.3-GLE.1 |
| | 2. | Manage personal credit and debt (PFL) | SS09-GR.7-S.3-GLE.2 |
| 4.   Civics | 1. | The different forms of government and international organizations and their influence in the world community | SS09-GR.7-S.4-GLE.1 |
| | 2. | Compare how various nations define the rights, responsibilities and roles of citizens | SS09-GR.7-S.4-GLE.2 |

## Colorado 21st Century Skills
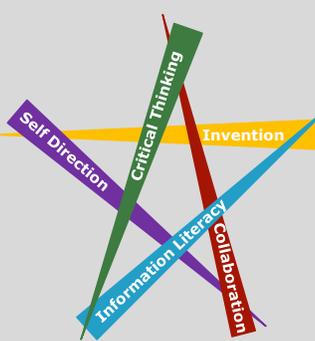
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*

## Reading & Writing Standards for Literacy in History/Social Studies 6 - 12

**Reading Standards**
- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

**Writing Standards**
- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

| **Unit Titles** | **Length of Unit/Contact Hours** | **Unit Number/Sequence** |
|---|---|---|
| Ch…Ch…Ch…Ch…Changes | 6-9 weeks | 3 |

| Unit Title | Ch…Ch…Ch…Ch…Changes | | Length of Unit | 6-9 weeks |
|---|---|---|---|---|

| Focusing Lens(es) | Continuity and Change | Standards and Grade Level Expectations Addressed in this Unit | SS09-GR.7-S.1-GLE.2<br>SS09-GR.7-S.2-GLE.1<br>SS09-GR.7-S.2-GLE.2<br>SS09-GR.7-S.3-GLE.1<br>SS09-GR.7-S.3-GLE.2 |
|---|---|---|---|

| [CCSS Reading Standards for Literacy in History/Social Studies 6-8](#) | CCSS.RH.6-8.1, CCSS.RH.6-8.7, CCSS.RH.6-8.8 | [CCSS Writing Standards for Literacy in History/Social Studies 6-8](#) | CCSS.WHST.6-8.2, CCSS.WHST.6-8.4, CCSS.WHST.6-8.6 |
|---|---|---|---|

| Inquiry Questions (Engaging-Debatable): | • What are the societal benefits of continuity/stability? (SS09-GR.7-S.1-GLE.2-EO.b; IQ.1)<br>• Who defines a "civilized" or "uncivilized" society? (SS09-GR.7-S.1-GLE.2-N.2,3)<br>• How does technology affect the way we live? |
|---|---|
| Unit Strands | History, Geography, Economics |
| Concepts | Distribution, interdependence, place, value, supply and demand, environment, tools, technology, region, migration, evolution, economy, resources, wants and needs, commodities, emigrate, immigrate, trade, scarcity, cultural maintenance |

| Generalizations<br>My students will **Understand** that… | Guiding Questions | |
|---|---|---|
| | **Factual** | **Conceptual** |
| The supply and demand of resources can spur trade to satisfy the needs of diverse groups (SS09-GR.7-S.2-GLE.2-EO.d) and (SS09-GR.7-S.3-GLE.1-EO.a,b) and (SS09-GR.7-S.3-GLE.2-EO.b)* | Why was salt more important than gold in Saharan Africa?<br>How did the commodities traded in West Africa meet the demands of consumers along those trade routes? (SS09-GR.7-S.1-GLE.2-EO.e) and (SS09-GR.7-S.3-GLE.1-EO.d) | What things have held economic value in the past?<br>What or who determines the value of resources over time? |
| Individuals and societies often adapt to their environment through technological innovation (SS09-GR.7-S.1-GLE.2-EO.d) and (SS09-GR.7-S.2-GLE.1-EO.b; RA.2) | How did the Egyptians use a system of dams on the Nile to make adaptations to the land along the river? | How is technology helpful and how is it harmful? |
| People migrate for economic, social, political, or environmental reasons often challenging the preservation of native cultures, languages, and way of life (SS09-GR.7-S.1-GLE.2-EO.e) and (SS09-GR.7-S.3-GLE.2-EO.d)* | What are some of the push factors for the migrations of the Bantu peoples between the 13th and 15th centuries? (SS09-GR.7-S.1-GLE.2-EO.d) and (SS09-GR.7-S.2-GLE.2-EO.d) | Why might a country restrict the migration of its people both within and outside of the country? |

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|---|---|---|
| Access to various resources often facilitates increased interdependence between societies as they strive to meet the needs of growing populations (SS09-GR.7-S.2-GLE.1-EO.b) and (SS09-GR.7-S.2-GLE.2-EO.d) | How are tribal societies and early city-states in Africa similar and different in their need for interdependence? | Do people still separate themselves into tribes? How do people organize themselves? |
| Major technological advancements can define a time period (SS09-GR.7-S.1-GLE.2-EO.d) | What technologies are indicative of European imperialism in Africa? | How might future humans define our time period? How has the definition of technology changed over time? |

| **Critical Content:** My students will **Know…** | **Key Skills:** My students will be able to **(Do)…** |
|---|---|
| • Patterns of human migration (SS09-GR.7-S.1-GLE.2-EO.a) and (SS09-GR.7-S.2-GLE.1-EO.a,b) <br> • The social, political, cultural, and technological development within topics such as early African civilizations, and colonial Africa (SS09-GR.7-S.1-GLE.2-EO.d) <br> • Scarcity determines value (supply and demand) (SS09-GR.7-S.3-GLE.1-EO.a,b) and (SS09-GR.7-S.3-GLE.2-EO.d)* <br> • How humans adapt to and interact with their environment (SS09-GR.7-S.2-GLE.2-EO.d) | • Map patterns of human migration, settlement, and trade routes (SS09-GR.7-S.2-GLE.1-EO.a) <br> • Ask and answer questions after examining geographic sources (SS09-GR.7-S.2-GLE.1-EO.d) <br> • Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere (SS09-GR.7-S.2-GLE.1-EO.c) <br> • List and explain major advances in technology (SS09-GR.7-S.1-GLE.2-EO.d) <br> • Provide examples of how humans have adapted to and interacted with their environment (SS09-GR.7-S.2-GLE.2-EO.d) <br> • Define supply and demand and explain how resource scarcity determines value |

| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. | |
|---|---|
| EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."* | |
| **A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | *Physical, social, and technological advances trend toward greater complexity in order to meet increasing needs.* |
| **Academic Vocabulary:** | Technology, tools, compare, contrast, cause and effect, value, environment, interdependence, resources, place, value, hypothesize, predict |
| **Technical Vocabulary:** | Hunter-gatherer, tribalism, family groups, domestication, agriculture, barter, migration, migrate, population, supply and demand, distribution, region, economy, social organization, wants and needs, commodities, trade, emigrate, immigrate, scarcity, culture, trade center, trade route, trade network, colonialism, pre-colonial, imperialism, Gross Domestic Product (GDP), native, adaptation, society, climate, natural resource, kingdom, empire, , cultural diffusion, global economy, commodity, exploration, exploitation |

**\* Denotes connection to Personal Financial Literacy (PFL)**

| Unit Description: | The focus of this unit is the continent of Africa.  Students will investigate and analyze the economic (such as access to and availability of resources), social (the proliferation of cultures, interdependence), political (unrest) and/or environmental reasons why people migrate.  The time frame encompassed in this unit is Ancient Kingdoms (e.g., Egypt, Kush, etc.) to European imperialism and the impact that the movement of peoples on native peoples/cultures.  Teachers may choose to make connections to present day Africa in order to illuminate the continued conflicts that have their roots in European imperialism and/or the forced movement of people. |
|---|---|
| Considerations: | The writers of the unit *Ch…Ch…Ch...Changes* made the decision to study the eastern hemisphere through a regional lens. Because concepts thread across regions and time, it made sense to re-order the units in the 7th grade sample curriculum.  Thus, the unit entitled, *Rules, Roles, and Religion*, could be the first unit focusing on the ancient Middle East, China and India (the time frame for this unit extends from the earliest civilizations through the spread of Buddhism).  *Have and Have Nots* would be the second unit bridging ancient civilizations to more organized civilizations. *Have and Have Nots* could begin with Ancient Greece and Rome and continue through Medieval Europe.  The third unit, *Ch…Ch… Ch… Changes*, is based on the movement of people, ideas, and cultures, and the changes that occurred as a result of this movement.  This unit's regional focus is on Africa from Ancient Egypt to Post-colonial Africa.  Finally, *What's It Worth* can focus on the global interconnectedness within the Eastern Hemisphere through the lens of innovation and choice. |

| Unit Generalizations | |
|---|---|
| Key Generalization: | People migrate for economic, social, political, or environmental reasons often challenging the preservation of native cultures, languages, and way of life |
| Supporting Generalizations: | The supply and demand of resources can spur trade to satisfy the needs of diverse groups |
| | Individuals and societies often adapt to their environment through technological innovation |
| | Major technological advancements can define a time period |
| | Access to various resources often facilitates increased interdependence between societies as they strive to meet the needs of growing populations |


| Performance Assessment: *The capstone/summative assessment for this unit.* | |
|---|---|
| **Claims:** (Key generalization(s) to be mastered and demonstrated through the capstone assessment.) | People migrate for economic, social, political, or environmental reasons often challenging the preservation of native cultures, languages, and way of life. |
| **Stimulus Material:** (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization) | You and your fellow museum exhibit design team have been hired to create a special museum exhibit for the new Royal Museum of Africa in Denver.  The focus of the special exhibit is on the migration of peoples in Africa.  The grand opening of this special exhibit will be during the annual *Night at the Museum* event.  The museum curator has requested the inclusion of the economic, social, political and/or environmental factors that influence the movement of people in and out of Africa, as well as the impact these movements have on native cultures. |
| **Product/Evidence:** (Expected product from students) | Students will create a virtual museum in groups of 3 - 4.  Each group will create a regional exhibit for the museum.  The focus of each exhibit will be on an era and/or region (e.g., Ancient Egypt (Middle-New Kingdoms), Kingdom of Ghana (1500 BC - 300 AD), The Rise of Islam (979 AD - 1214 AD), Colonial South Africa (19th Century), the Guinea Coast (17th & 18th Centuries), the Swahili Trading States (1215 AD – 1453 AD). Within each regional exhibit, there will be 4 rooms, each one focusing on a reason for migration (economic, social, political, and environmental) and an additional 5th room focusing on the impact of migration on native cultures.  Each student will locate artifacts for display; write an explanation of the significance of the artifact for the |

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|---|---|
| | time period and region; and justifications for why the artifact should be included in the exhibit. *This assessment will necessitate the creation of a rubric with a set of criteria to determine the degree to which a student's performance meets the expectations of the summative/capstone assessment. Here is an overview of the steps in developing a performance assessment rubric.* |
| **Differentiation:** (Multiple modes for student expression) | Students may develop their own virtual museum template or use one provided by the teacher.  Students may choose to create a museum exhibit on poster board. http://christykeeler.com/EducationalVirtualMuseums.html  (How to create Virtual Museums Using PowerPoint) http://www.timemaps.com/history/africa-1453ad  (World History Maps: Africa History Timeline through Maps) |

## Texts for independent reading or for class read aloud to support the content

| Informational/Non-Fiction | Fiction |
|---|---|
| Beah, I. *A Long Way Gone*. Lexile: 920 Friedman, M.  *Africa.* Lexile: 780 Lekuton, J.L. *Facing the Lion: Growing Up Maasai on the African Savanna.* Lexile: 720 Macaulay, D. *Pyramid.* Lexile: 1110 Morley, J.  *You Wouldn't Want to be a Pyramid Builder.* Lexile: 940 Yomtov, N.  *Ancient Egypt.* Lexile: 1110 | Ferish, T. *The Good Braider.*  Lexile: 630 McDermott, G. *Anansi the Spider: A Tale from the Ashanti.* Lexile: 290 Park, L.S.  *A Long Walk to Water.* Lexile: 720 Steptoe, J. *Mufaro's Beautiful Daughters.*  Lexile: 720 Whelan, G. *Listening for Lions.*  Lexile: 900 |

## Ongoing Discipline-Specific Learning Experiences

| 1. | Description: | Think and read like a historian through analysis and understanding of texts | Teacher Resources: | https://www.teachingchannel.org/videos/analyzing-text-lesson  (A short video showing how to analyze texts from the Teaching Channel) http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/reading.pdf  (Reading Strategies) http://www.wisconsinhistory.org/turningpoints/primarysources.asp#read  (Using Primary Sources in the Classrooms) |
|---|---|---|---|---|
| | | | Student Resources: | http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf  (Analyzing Books and Other Printed Texts Worksheet from the Library of Congress) http://www.wisconsinhistory.org/turningpoints/pdfs/documentanalysisworksheet.pdf (Document Analysis Worksheet) |
| | Skills: | Cite specific textual evidence to support analysis of primary and secondary sources (CCSS RH. 6-8.1) | Assessment: | Students will answer (oral or written) document-based questions clarifying their learning and understanding of the reading. Students will use graphic organizers to keep track of specific evidence of the reading. |

| 2. | Description: | Think like a historian by comparing and contrasting information gained from primary and secondary sources, simulations, video and multi-media sources<br>Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts (CCSS.RH.6-8.7) | Teacher Resources: | http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf (Analyzing Books and Other Printed Texts Worksheet from the Library of Congress)<br>http://classroomstoryteller.blogspot.com/2012/06/creating-double-bubble-maps-with.html (Thinking Maps: Double Bubble Maps)<br>http://www.eduplace.com/graphicorganizer/ (Graphic Organizers) |
|---|---|---|---|---|
| | | | Student Resources: | http://www.realclassroomideas.com/resources/graphic+organizers-compareandcontrast.pdf (Compare and Contrast Graphic Organizer) |
| | Skills: | Compare and contrast multiple sources in order to differentiate similar and different perspectives of history | Assessment: | Students will use some type of graphic organizer to monitor thinking such as, Venn Diagram, Double Bubble (Thinking Maps) or other graphic organizers. |
| 3. | Description: | Read like a historian to determine the meaning of words and phrases as they are used, including conversation and academic vocabulary related to history/ social studies | Teacher Resources: | http://olc.spsd.sk.ca/de/pd/instr/strats/wordwall/ (Word Walls)<br>http://www.readingrockets.org/strategies/word_walls/ (Word Walls) |
| | | | Student Resources: | http://www.realclassroomideas.com/resources/graphic+organizers-wordbank.pdf (Word Bank Graphic Organizer)<br>http://www.eslpages.com/samplesheets/samplewordbanksheets.htm (Word Bank Worksheet)<br>http://www.realclassroomideas.com/resources/graphic+organizers-vocabcards.pdf (Vocabulary Graphic Organizer) |
| | Skills: | Collect vocabulary words and create an on-going word wall using context clues, definitions and visual support | Assessment: | Students will create a word wall to visualize important vocabulary throughout the unit. |
| 4. | Description: | Think/work like a historian by communicating through writing and using forms of technology | Teacher Resources: | http://www.printablepaper.net/category/storyboard (Storyboard Templates)<br>http://www.realclassroomideas.com/65.html (Graphic Organizers for working with Text)<br>http://www.museumlink.com/virtual.htm (A Listing of real museums online - virtual museums)<br>http://christykeeler.com/EducationalVirtualMuseums.html (Full Virtual Museum Templates) |
| | | | Student Resources: | http://christykeeler.com/EducationalVirtualMuseums.html (Full Virtual Museum Templates) |
| | Skills: | Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (CCSS.WHST.6-8.6) | Assessment: | Students will create a storyboard of their writing before creating the virtual museum. |

| 5. | Description: | Think/work like a historian by sorting, organizing and classifying primary and secondary resources chronologically | Teacher Resources: | http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf  (Analyzing Books and Other Printed Texts Worksheet from the Library of Congress)<br>http://www.educationoasis.com/curriculum/GO/sequence.htm  (Chain of Events Graphic Organizer)<br>http://www.umbc.edu/che/tahlessons/pdf/historylabs/In_What_Ways_We_faculty:RS20.pdf  (Chronological Graphic Organizer) |
|  |  |  | Student Resources: | http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf  (Analyzing Books and Other Printed Texts Worksheet from the Library of Congress)<br>http://www.educationoasis.com/curriculum/GO/sequence.htm  (Chain of Events Graphic Organizer)<br>http://www.umbc.edu/che/tahlessons/pdf/historylabs/In_What_Ways_We_faculty:RS20.pdf  (Chronological Graphic Organizer) |
|  | Skills: | Gather and organize historical content into a chronological order | Assessment: | Students will create multiple timelines. |
| 6. | Description: | Think/work like a geographer through interpretation of maps and use of geographic tools to find patterns in human and physical systems | Teacher Resources: | http://flowingdata.com/2010/10/18/true-size-of-africa/   (A Map of Africa showing how big the continent is compared to other countries)<br>http://education.nationalgeographic.com/education/mapping/outline-map/?map=Africa&ar_a=1 (National Geographic Education: Map of Africa)<br>http://www.humbleisd.net/page/26821  (Multiple links to various types of maps) |
|  |  |  | Student Resources: | http://flowingdata.com/2010/10/18/true-size-of-africa/  (Map of Africa showing how big the continent is compared to other countries) |
|  | Skills: | Analyze maps to locate, identify, and predict and infer about resources, settlement patterns, trade routes and migration | Assessment: | Students will discuss (writing or oral) information gleaned from map and other resources. Students will create a multipurpose map. |

## Prior Knowledge and Experiences

Since the unit Ch…Ch… Ch… Changes is the third unit in the year, students will have already studied the ancient Middle East, China and India, Ancient Greece and Rome and Medieval Europe.  This unit, Ch…Ch… Ch… Changes, is based on the movement of people, ideas, and cultures, and the change that occurred as a result of this movement and is regional focused on Africa from Ancient Egypt to post-colonial Africa.

| Learning Experience # 1 |
|---|

The teacher may bring in primary and secondary sources (e.g., images of people and places, maps – including a map comparing Africa to other countries in the world; and graphs and charts – Gross Domestic Product, education requirements, healthcare, life expectancy) for a gallery walk so that students can activate their background knowledge of and reveal possible misconceptions about African geography and society.

| Generalization Connection(s): | People migrate for economic, social, political, or environmental reasons often challenging the preservation of native cultures, languages, and way of life |
|---|---|
| Teacher Resources: | http://tinyurl.com/mlwldjk  (Images of Africa from National Geographic Education)<br>http://opendataforafrica.org/ngstkbe/africa-gdp-per-capita  (Africa: GDP per capita)<br>http://opendataforafrica.org/spcesjf/africa-duration-of-education  (Africa: Duration of Education)<br>http://www.wdl.org/en/search/?regions=africa  (Regions of Africa from the World Digital Library)<br>http://etc.usf.edu/maps/galleries/africa/complete/index.php  (86 historical maps of Africa)<br>http://flowingdata.com/2010/10/18/true-size-of-africa/  (Map comparison of Africa to world)<br>http://kellogg.nd.edu/outreach/africares.shtml  (General Information on Africa)<br>http://www.worldtrek.org/odyssey/teachers/index.html  (General Information on Africa)<br>http://kellogg.nd.edu/outreach/ocobock.pdf  (Maps and real images of the land and people from ancient times to today) |
| Student Resources: | http://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html (T-chart worksheet generator) |
| Assessment: | Students will write a brief reflection comparing their misconceptions about Africa to their new knowledge about African geography and societies. |

| Differentiation:<br>(Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
|---|---|---|
| | N/A | Students may verbalize what they've learned about Africa following the gallery walk |

| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
|---|---|---|
| | Students may explore factors that can contribute to societal misconceptions<br>http://goafrica.about.com/od/peopleandculture/tp/Top-10-Myths-About-Africa.htm (Top 10 Myths about Africa)<br>http://listverse.com/2011/12/15/top-10-misconceptions-about-africa/ (Misconceptions about Africa)<br>http://aafroscandic.wordpress.com/2013/03/23/top-10-myths-about-africa-did-you-really-just-say-that-listen-to-yourself/  (Western myths and misconceptions about Africa) | Students may create a chart of misconceptions and document the origins of those misconceptions |

| Critical Content: | • Physical geography of Africa (e.g., climate zones, land forms, water features, etc.)<br>• Examples of cultural aspects of various peoples in Africa such as clothing, religion, housing, language, jobs, foods, etc.<br>• Data on African countries including various data tables and statistical graphs such as GDP, education requirements, healthcare, life expectancy, etc. |
|---|---|
| Key Skills: | • Analyze current maps of Africa, and charts and graphs of African information<br>• Question common beliefs about African society and geography<br>• Reassess generalizations using supporting evidence |
| Critical Language: | Primary source, culture, geography, environment, GDP, society, life expectancy, preservation of native language, climate, land form, religion |

| Learning Experience # 2 | | |
|---|---|---|
| The teacher may provide maps of Africa (e.g., climate, resource, physical) so that students can investigate place/location and evaluate how geographic features influence settlement. | | |
| Generalization Connection(s): | Individuals and societies often adapt to their environment through technological innovation<br>Access to various resources often facilitates increased interdependence between societies as they strive to meet the needs of growing populations | |
| Teacher Resources: | http://tinyurl.com/mdu5k6k  (National Geographic Interactive Map)<br>http://www.mapsofworld.com/africa/ (Physical geography map of Africa)<br>http://www.mapsofworld.com/africa/minerals-and-ores.html (Map of minerals and ores in Africa)<br>http://exploringafrica.matrix.msu.edu/teachers/curriculum/m6/map3.php (Vegetation map of Africa)<br>http://teacherweb.ftl.pinecrest.edu/snyderd/APHG/projects/MUN-BC/maps/climate.jpg (Climate map of Africa)<br>http://www.wiley.com/college/kuby/0471701211/mapquizzes/n_africa/countries.html  (Online African Geography Game) | |
| Student Resources: | http://www.enchantedlearning.com/geography/africa/  (Multiple student friendly maps of Africa)<br>http://www.hmnet.com/africa/1africa.html  (Maps and information on all countries in Africa) | |
| Assessment: | Students will produce a short response predicting where major kingdoms or empires may establish based on place/location.  In addition, students locate on a map the locations where kingdoms and empires most likely emerged. | |
| Differentiation:<br>(Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| | Students may work in pairs to identify early empires/kingdoms  in Africa<br>http://asdk12.org/Middlelink/LA/writing/StepUp/Accordion_Paragraph.pdf  (Accordion Paragraph Handout) | Students may complete an accordion paragraph template for the constructed response |
| Extensions for depth and complexity: | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| | http://exploringafrica.matrix.msu.edu/students/curriculum/m7a/activity3.php (Exploring Africa's Kingdoms)<br>http://tinyurl.com/mpy9xrx  (GOOGLE Trek of Early and Medieval African Kingdoms) | Students may collate the locations predicted in the constructed responses in order to create a map of "proposed" kingdom locations |

| Critical Content: | • Physical geography of Africa including climate zones, land forms, water features, etc. <br> • Physical characteristics of place <br> • Natural resources in Africa |
|---|---|
| Key Skills: | • Analyze maps of physical features of Africa <br> • Predict settlement locations based on physical features |
| Critical Language: | Place, climate, physical feature, natural resources , settlement, kingdom, empire, land forms, region, location |

| Learning Experience # 3 | |
|---|---|
| The teacher may provide primary and secondary sources (e.g., maps showing locations of kingdoms, images of people and life in early African kingdoms, a timeline) on early African kingdoms and empires (e.g., Egypt, Kush, Ghana, Mali) so that students can investigate the chronology of the development of early African societies and discover the locations of those societies. | |
| Generalization Connection(s): | Access to various resources often facilitates increased interdependence between societies as they strive to meet the needs of growing populations |
| Teacher Resources: | http://www.timemaps.com/civilization/African-Kingdoms  (World History Timeline – African Kingdoms) <br> http://www.fordham.edu/halsall/africa/africasbook.asp  (Primary Sources for African History – the Internet African History Sourcebook: Fordham University) <br> www.timemaps.com/civilization/African-Kingdoms  (African Kingdoms from World History Timeline) <br> http://www.africankingdoms.com/  (African Kingdoms) <br> http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section4.shtml  (Western African Kingdoms from the BBC) <br> http://www.metmuseum.org/toah/hd/ghan/hd_ghan.htm  (Empires of the Western Sudan: Ghana Empire) <br> http://www.archives.gov/nae/education/tool-box.html  (Using Primary Sources in the Classroom  from the National Archives and Records Administration - NARA) <br> http://www.pbs.org/wonders/Episodes/Epi5/5_wondr4.htm  (Empires of Mali & Ghana from PBS) <br> http://www.timetoast.com/ (Digital timelines) |
| Student Resources: | http://www.timetoast.com/ (Digital timelines) <br> http://library.thinkquest.org/J002046F/technology.htm  (Life in Ancient Egypt) <br> http://www.mrdonn.com/kingdoms  (African Kingdoms) <br> http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section4.shtml  (Western African Kingdoms from the BBC) <br> http://www.metmuseum.org/toah/ht/index-africa.html  (Metropolitan Museum of Art – Timeline of African History) |
| Assessment: | Students will create part one of a digital visual, annotated timeline - Part 1 of the timeline associates dates with societies and locations (Part 2 of the timeline occurs in Learning Experience #4) |

| Differentiation: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
|---|---|---|
| (Multiple means for students to access content and multiple modes for student to express understanding.) | Students may be provided with dates and/or sample text for the timeline<br>http://www.timetoast.com/ (Digital timelines)<br>http://www.timemaps.com/civilization/African-Kingdoms (World history timeline – African Kingdoms) | Students may complete the timeline using illustrations or photographs |

| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
|---|---|---|
| | http://www.timetoast.com/ (Digital timelines)<br>http://www.timemaps.com/civilization/African-Kingdoms (World history timeline – African Kingdoms) | Students may add additional information for the kingdoms (e.g., language, religions, etc.) |

| Critical Content: | • The geographic locations of and development of kingdoms of early Africa (e.g., Ghana, Mali, Songhai, Egypt, etc.)<br>• The early peoples of Africa adapted to and interacted with their environment (e.g., Bantu peoples, Maasai, Bedouin and Berber Tribes, Egyptians, etc.) |
|---|---|
| **Key Skills:** | • Analyze historical maps of early African Kingdoms<br>• Determine where and when the various peoples settled based on physical geography and availability of natural resources<br>• Integrate visual information with other information in print and digital texts to create an accurate timeline (CCSS.RH.6-8.7) |
| **Critical Language:** | Empire, kingdom, society, tribe, adaptation, timeline, chronology, location |

| Learning Experience # 4 |
|---|

**The teacher may provide images of ancient African cultures that reflect societal adaptations (e.g., tool making, architecture, medicine, farming/agriculture, mummification) so that students can uncover the ways that societies adapted to their environment and engineered technological advancements over time.**

| Generalization Connection(s): | Individuals and societies often adapt to their environment through technological innovation<br>Major technological advancements can define a time period |
|---|---|
| Teacher Resources: | http://exploringafrica.matrix.mus.edu (Teaching about Africa)<br>https://www.asbmb.org/asbmbtoday/asbmbtoday_article.aspx?id=32437 (Article on great achievements in science and technology in ancient Africa)<br>http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/2chapter4.shtml (Skills and technology for early ancient Africa and interviews from researchers)<br>http://www.colorincolorado.org/article/13279/ (Visual Thinking Strategies - scroll down to "method" on the page) |
| Student Resources: | http://www.timerime.com/ (Digital timelines)<br>http://oi.uchicago.edu/OI/MUS/ED/mummy.html (Egypt mummification)<br>http://oi.uchicago.edu/research/lab/photos/egypt/ (Map of Ancient Egypt) |
| Assessment: | Students will add images and information on environmental adaptations and use of technology to the timeline. Part 2 of the visual annotated timeline (continued from Learning Experience #3) |

| Differentiation: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
|---|---|---|
| (Multiple means for students to access content and multiple modes for student to express understanding.) | Students may be provided with dates and/or sample text for the timeline<br>http://www.timetoast.com/ (Digital timelines)<br>http://www.timemaps.com/civilization/African-Kingdoms (World history timeline – African Kingdoms) | Students may complete the timeline using illustrations or photographs |

| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
|---|---|---|
| | https://www.asbmb.org/asbmbtoday/asbmbtoday_article.aspx?id=32437 (Article on great achievements in science and technology in ancient Africa)<br>http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/2chapter4.shtml (Skills and technology for early Ancient Africa and interviews from researchers) | Students may add their judgments (i.e. importance, impact, positive/negative, unintended consequences) of ancient African peoples' adaptations and/or technological advancements and provide justification to the timeline |

| Critical Content: | • The environmental adaptations and technological advances of the various kingdoms of Africa<br>• How the early peoples of Africa adapted to and interacted with their environment such as the process of mummification, farming techniques (e.g., use of dams, irrigation, domestication of animals, and plants, etc.)<br>• The technological advances of early peoples in Africa (e.g., development and use of resources to create textiles, paper ~papyrus, and architecture ~ pyramids, etc.) |
|---|---|

| Key Skills: | • List and explain how people adapt to and manipulate their environment<br>• Compare and contrast environmental adaptations of ancient African peoples to those with peoples in the Fertile Crescent<br>• Integrate visual information with other information in print and digital texts to enhance the timeline from the previous learning experience (CCSS.RH.6-8.7) |
|---|---|

| Critical Language: | Mummification, irrigation, architecture, pyramids, domestication, textiles, papyrus, technological innovation, agriculture, manipulate, adapt(ation), environment |
|---|---|

| Learning Experience # 5 |
|---|

| The teacher may immerse students in trade simulations so that students can connect the concept of supply and demand with wants, needs, and access to resources. |
|---|

| Generalization Connection(s): | The supply and demand of resources can spur trade to satisfy the needs of diverse groups<br>Access to various resources often facilitates increased interdependence between societies as they strive to meet the needs of growing populations |
|---|---|
| Teacher Resources: | http://www.bu.edu/africa/outreach/resources/indian/ (The Indian Ocean Trade Simulation)<br>http://edsitement.neh.gov/lesson-plan/lesson-2-trekking-timbuktu-trade-ancient-west-africa-teacher-version (Trekking to Timbuktu: Trade in Ancient West Africa)<br>http://education.nationalgeographic.com/education/activity/the-trading-game/?ar_a=1 (National Geographic trade simulation) |

| Student Resources: | http://edsitement.neh.gov/lesson-plan/lesson-2-trekking-timbuktu-trade-ancient-west-africa-student-version (Trekking to Timbuktu: Trade in Ancient West Africa – Student Version) | |
|---|---|---|
| Assessment: | Students will write a short reflection demonstrating their understanding of the concepts of trade, supply and demand, and access to resources and the interdependence of those concepts | |
| **Differentiation:**<br>(Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| | Students may use sentence frames to help structure their words and ideas<br>http://educ145-245.wikispaces.com/Activities (Writing Strategies - scroll down to "Piece o' Pizza strategy description)<br>http://teachersites.schoolworld.com/webpages/hultenius/sentence.cfm (35 Different Types of Sentence Frames) | Students complete the "Piece O'Pizza" graphic organizer |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| | Students incorporate a current economic practice (credit, currency, loans, interest, etc.) into trade simulation<br>http://money.howstuffworks.com/currency.htm (How currency works)<br>http://money.howstuffworks.com/interest-rate.htm (How interest rates work) | Students may add to their short reflection the ways in which current practices of credit, loans, etc. alter the trade simulation |
| **Critical Content:** | • How the wants and needs of the African Kingdoms led to vast trade networks of goods and services<br>• The factors that cause changes in supply and demand, determines value, and impacts price<br>• Scarcity determines value (supply and demand) | |
| **Key Skills:** | • Identify components of trade (consumer, producer) and the difference between wants and needs<br>• Define supply and demand<br>• Explain how resource scarcity determines value<br>• Demonstrate 21st Century skills during the trade simulation (collaboration, communication, problem solving, etc.) | |
| **Critical Language:** | Trade, supply, demand, wants, needs, resources, interdependence, goods, incentives, scarcity, population, currency, consumer, producer, services | |

| **Learning Experience # 6** |
|---|
| The teacher may provide maps, images, and first person accounts (e.g., maps of trade routes, images of items traded, people trading goods, personal accounts of traders) so that students may connect their understandings of supply, demand, and access to resources to the salt, gold, and other trade networks in pre-colonial Africa. |

| Generalization Connection(s): | The supply and demand of resources can spur trade to satisfy the needs of diverse groups<br>Access to various resources often facilitates increased interdependence between societies as they strive to meet the needs of growing populations |
|---|---|

| Teacher Resources: | http://www.metmuseum.org/toah/hd/gold/hd_gold.htm (Map of Gold trade across the Sahara)<br>http://castinet.castilleja.org/users/pmckee/africaweb/kingdoms.html (Images of goods traded and people trading in Africa)<br>http://www.humanities.ccny.cuny.edu/history/reader/ghana.htm (First person account of the Kingdom of Ghana)<br>http://www.fordham.edu/halsall/source/1354-ibnbattuta.asp (Travels of Ibn Battuta 1325-1354)<br>http://www.slideshare.net/melissy516/african-trading-states-and-kingdoms (African Trading States and Kingdoms)<br>http://inservice.ascd.org/teaching/strengthen-newspaper-literacy-with-this-sample-teaching-strategy/ (Deconstructing newspaper articles) | |
|---|---|---|
| Student Resources: | http://www.africanculturalcenter.org/4_4tradekingdoms.html (African Trade Kingdoms)<br>http://www.classzone.com/webquest/u3MT/trade.cfm (African Trade Webquest)<br>http://edsitement.neh.gov/lesson-plan/lesson-2-trekking-timbuktu-trade-ancient-west-africa-student-version (Trekking to Timbuktu: Trade in Ancient West Africa)<br>http://moodle.urbandale.k12.ia.us/pluginfile.php/69739/mod_resource/content/1/News%20Article%20Organizer.pdf (Newspaper article template) | |
| Assessment: | Students will write a newspaper article for *the African Interdependence* explaining how supply, demand, and access to resources established early trade networks in Africa. Students could write their article on the Arab slave trade, salt for gold trade, ivory trade and/or the emergence of trade centers. | |
| **Differentiation:**<br>(Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| | http://www.mrdowling.com/609-trade.html (Trade in West Africa)<br>http://africa.mrdonn.org/traderoutes.html (Trans-Sahara Trade Routes)<br>http://www.readwritethink.org/files/resources/interactives/Printing_Press/ (Interactive "printing press") | Students complete a template to organize the information for their newspaper article |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| | http://www.brighthub.com/multimedia/publishing/articles/81427.aspx (Newspaper page elements)<br>http://www.nytimes.com/ (New York Times)<br>http://www.washingtonpost.com/ (The Washington Post)<br>http://www.enchantedlearning.com/newspaper/glossary.shtml (Newspaper glossary) | Students may collaborate with another student(s) to create *the African Independence* newspaper (possibly including elements of a newspaper, article, political cartoon, editorial, advertisement, etc.) with each inclusion highlighting a concept of supply, demand, and access to resources determined by early trade routes in Africa |
| **Critical Content:** | • Trade networks of early African Kingdoms/Empires<br>• Resources traded: Salt, gold, cola nuts, ivory, metals, crops<br>• Establishment and routes of the Arab Slave Trade<br>• Development of the centers of trade: Timbuktu, Great Zimbabwe, Ancient Ghana, the Mali Empire | |
| **Key Skills:** | • Analyze maps of physical features and natural resources | |

|  | • Collect and analyze data to make geographic inferences to determine and create a map of trade networks<br>• Write explanatory text of a historical event (CCSS WHST.6-8.2) to explain early trade networks<br>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCSS.WHST.6-8.4) |
| --- | --- |
| **Critical Language:** | Interdependence, trade route, resource, supply, demand, market, pre-colonial, trade network, trade centers, empire, kingdom |

| **Learning Experience # 7** |
| --- |

| The teacher may bring primary and secondary sources (e.g., maps of Bantu and Arab Bedouin migrations, maps of geographic features of Africa, and historical images of people migrating across northern Africa) so that students can follow the migration of various peoples in pre-colonial Africa while uncovering the causes of migration. |
| --- |

| **Generalization Connection(s):** | People migrate for economic, social, political, or environmental reasons often challenging the preservation of native cultures, languages, and way of life<br>Access to various resources often facilitates increased interdependence between societies as they strive to meet the needs of growing populations |
| --- | --- |
| **Teacher Resources:** | http://exploringafrica.matrix.msu.edu/images/ancientafrhist.jpg (Map of movement of religions, goods, and people in early African history)<br>http://www.learner.org/courses/worldhistory/archive.html?f_itemNumber=3333&return=3-3 (Image of Bantu Migration)<br>http://www.palgrave.com/history/shillington/resources/maps/Map11.1.jpg (Map of Arab Bedouin migrations)<br>http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/2chapter5.shtml (Migration - Movement and sound bites about why people moved in Africa)<br>http://creately.com/blog/examples/storyboard-templates-creately/ (Storyboard templates) |
| **Student Resources:** | http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/2chapter5.shtml (Migration - Movement and sound bites about why people moved in Africa)<br>http://www.eduplace.com/kids/socsci/ca/books/bkf3/imaps/AC_06_206_bantu/AC_06_206_bantu.html (Interactive map of Bantu migrations)<br>http://www.storyboardthat.com/ (Digital storyboards)<br>http://generator.acmi.net.au/storyboard (Storyboard generator) |
| **Assessment:** | Students will create a digital pictorial storyboard with descriptions focusing on the factors that spur migration. |
| **Differentiation:**<br>(Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process)<br>N/A | **Expression** (Products and/or Performance)<br>N/A |

| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
|---|---|---|
| | https://docs.google.com/templates?q=Storyboard (Virtual Storyboard Templates)<br>http://creately.com/blog/examples/storyboard-templates-creately/ (Storyboard Templates) | Students will add to their digital storyboard documented (evidenced based) effects of migration on cultures |
| Critical Content: | • Patterns of human migration in early African history (e.g., Bantu and Arab Bedouin peoples)<br>• Reasons for migration<br>• Types of migration: voluntary, reluctant, forced<br>• Patterns of movement of ideas, goods, and cultural practices, such as religion, and the impact of these movements | |
| Key Skills: | • Analyze migration patterns of people (Bantu and Arab Bedouin)<br>• Interpret data and images about migration patterns<br>• Explain the causes and effects of migration | |
| Critical Language: | Migration (voluntary, reluctant, forced), movement, cause and effect, analyze, interpret, preservation, cultural practices | |

| Learning Experience # 8 | |
|---|---|
| The teacher may provide maps and images illustrating the elements of cultural diffusion (e.g., maps showing religion, trade networks, migration patterns, languages) so that students may analyze the causes and effects of cultural diffusion in Africa. | |
| Generalization Connection(s): | People migrate for economic, social, political, or environmental reasons often challenging the preservation of native cultures, languages, and way of life |
| Teacher Resources: | http://www.inmotionaame.org/home.cfm (The Schomburg Center for Research in Black Culture – Migration)<br>http://www.metmuseum.org/toah/hd/tsis/hd_tsis.htm (Trade and the Spread of Islam)<br>http://www.montgomeryschoolsmd.org/uploadedFiles/curriculum/socialstudies/middle/grade7/7.2%20Overview.pdf (Graphic Organizer showing cultural diffusion in Africa)<br>http://geography.about.com/od/culturalgeography/a/culturehearths.htm (Culture Hearths and Cultural Diffusion)<br>http://exploringafrica.matrix.msu.edu/images/colonialmap.jpg (Movement in Colonial Africa)<br>http://education.nationalgeographic.com/education/media/three-column-chart/?ar_a=1 (Cause and effect chart with 3 columns – 1 column focused on the peoples, 1 on the cause and 1 on the effect) |
| Student Resources: | http://education.nationalgeographic.com/education/media/three-column-chart/?ar_a=1 (Cause and effect chart with 3 columns – 1 column focused on the peoples, 1 on the cause and 1 on the effect)<br>http://www.binghamsplace.com/uploads/4/8/0/5/4805013/cultural_diffusion_and_convergence.pdf (Cultural diffusion and Cultural Convergence)<br>http://exploringafrica.matrix.msu.edu/students/curriculum/m6/activity5.php (The Movement of People, Goods and Ideas in Africa)<br>http://exploringafrica.matrix.msu.edu/images/colonialmap.jpg (Movement in Colonial Africa) |
| Assessment: | Students will create a cause and effect chart demonstrating cultural diffusion in colonial sub Saharan Africa. |

| Differentiation: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
|---|---|---|
| (Multiple means for students to access content and multiple modes for student to express understanding.) | http://stories.pit.post-it.com/stories/4519en_us/category/ACTIVITIES/activities-customerstories/stories.htm?page=4&sort=oldest&dir=asc (Cause & effect using Post-Its) | Students complete the cause and effect chart using sticky notes |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| | http://www.binghamsplace.com/uploads/4/8/0/5/4805013/cultural_diffusion_and_convergence.pdf (Cultural diffusion and Cultural Convergence) <br> http://classroom.synonym.com/negative-cultural-impact-did-slave-trade-africans-6727.html (Negative Cultural Impact of the Slave Trade on African cultures) | Students may add to their cause and effect chart by color coding cultural divergence and cultural convergence |
| **Critical Content:** | • The establishment of Islamic Empires in Northern Africa <br> • The spread of religion (Christianity, Islam, etc.) in Africa <br> • The spread of language, culture, and cultural practices (cultural diffusion) | |
| **Key Skills:** | • Analyze maps and patterns to determine the effects of migration <br> • Use data to determine the effects of migration <br> • Analyze how migration created cultural diffusion | |
| **Critical Language:** | Cultural diffusion, religion, Islam, Muslim, Christianity, Christian, culture, movement, language, cultural practices | |

| Learning Experience # 9 | | |
|---|---|---|
| The teacher may provide primary and secondary sources (e.g., maps of trade routes, resources, physical features, empires and other sources from previous learning experiences) so that students can evaluate how migration and trade strengthened African kingdoms and empires linking the economies of Africa to Asia and Europe. | | |
| **Generalization Connection(s):** | People migrate for economic, social, political, or environmental reasons often challenging the preservation of native cultures, languages, and way of life <br> The supply and demand of resources can spur trade to satisfy the needs of diverse groups <br> Access to various resources often facilitates increased interdependence between societies as they strive to meet the needs of growing populations | |
| **Teacher Resources:** | http://www.worldatlas.com/webimage/countrys/africa/afoutl.htm (An outline map of Africa) <br> http://history.howstuffworks.com/african-history/history-of-africa2.htm (Africa map shows the main kingdoms and trade routes of the 1400's) <br> http://exploringafrica.matrix.msu.edu/teachers/curriculum/m9/activity4.php (Colonialism and Africa's Integration into the Global Economy) | |
| **Student Resources:** | http://exploringafrica.matrix.msu.edu/students/curriculum/m9/activity4.php (Colonialism and Africa's Integration into the Global Economy) | |

| Assessment: | Students will create an integrated multi-purpose map demonstrating interdependence between African Kingdoms and empires with Asia and Europe. | |
|---|---|---|
| **Differentiation:** (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| | http://exploringafrica.matrix.msu.edu/students/curriculum/m6/activity2.php  (Africa's rivers and lakes map and images) http://exploringafrica.matrix.msu.edu/images/physicalmap.jpg (Physical map of Africa) | Students may dictate (to a partner or teacher) specific geographic features, African Kingdoms, resources, etc., for inclusion on the map |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| | http://exploringafrica.matrix.msu.edu/students/curriculum/m4/ (Maps showing Africa's global connections) | Students may create an integrated multi-purpose map demonstrating interdependence between other nations or regions (North America, Arab nations, Greece and Rome, Ancient China and Medieval United Kingdom) |
| **Critical Content:** | • The trade routes and commodities traded by the Berber, Bantu, Bedouin, Swahili, and Egyptians <br> • Global Trade: Great Zimbabwe Trade Center, Arab Slave Trade <br> • The effects of supply and demand on traded commodities | |
| **Key Skills:** | • Analyze and interpret maps evaluating African kingdoms and trade <br> • Interpret data from primary and secondary sources to recognize why and how African kingdoms/empires linked their economy to Asia and Europe <br> • Identify and discover trade patterns creating a global economy and interdependence | |
| **Critical Language:** | Commodity, trade, distribution, markets, interdependence, natural resources, supply, demand, commodity, multi-purpose map, colonialism, nation, region | |

| **Learning Experience # 10** |
|---|
| The teacher may provide primary and secondary sources (e.g., first person accounts of exploration, exploitation of African resources) so that students can interpret multiple perspectives to explain the difference between exploration and exploitation during the time of European exploration. |

| **Generalization Connection(s):** | Access to various resources often facilitates increased interdependence between societies as they strive to meet the needs of growing populations <br> The supply and demand of resources can spur trade to satisfy the needs of diverse groups |
|---|---|
| **Teacher Resources:** | http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section11.shtml  (Africa and Europe, 1800-1914) <br> http://exploringafrica.matrix.msu.edu/teachers/curriculum/m7b/  (The Era of Global Encroachment) <br> http://africanhistory.about.com/od/eracolonialism/a/ScrambleWhy.htm  (Reading for exploration v. exploitation) <br> http://www.pccua.edu/keough/what_caused_the_scramble_for_africa.htm  (The Scramble for Africa) <br> http://www.youtube.com/watch?v=AC6wggXdBs4&list=TLpQfm9XQPT2Sx9E_8RnE5A3HXTHNphkak  (3:45 min video about the Scramble for Africa) |

| | http://www.youtube.com/watch?v=S_uVbVe8N2Y&list=TLlddBVPwi0wQqKi1ssHpkyQ-Z4ojzyGvO (12:26 min. video providing an overview of the Scramble for Africa) |
| | http://www.learner.org/courses/amerhistory/pdf/AtlanticSlaveTrade_LOne.pdf (The Transatlantic Slave Trade, see pgs 11–12, for first person account) |

| **Student Resources:** | http://exploringafrica.matrix.msu.edu/students/curriculum/m7b/activity2.php (Colonial Exploration and Conquest in Africa-Explore) |
| | http://crawfurd.dk/africa/stanley.htm (Article about Henry Morton Stanley – Exploration & Exploitation) |
| | http://www.fordham.edu/Halsall/africa/africasbook.asp#European Imperialism (First person accounts of European Imperialism) |

| **Assessment:** | Students will create a collage demonstrating the different perspectives on "exploration" and "exploitation" of Africa. |

| **Differentiation:** (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
|---|---|---|
| | N/A | N/A |

| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
|---|---|---|
| | http://www.fordham.edu/Halsall/africa/africasbook.asp#European Imperialism (First person accounts of European Imperialism) <br> http://africanhistory.about.com/od/eracolonialism/a/ScrambleWhy.htm (Reading for exploration v. exploitation) | Students write an argument (including claim, warrant, and evidence from learning about Africa) supporting and/or discounting this statement, "Exploration is not possible without exploitation" |

| **Critical Content:** | • European exploration vs. exploitation <br> • European explorers of Africa - Bartholomew Dias, David Livingstone, Henry Morton Stanley <br> • The use of the Niger/Congo Rivers for trade and exploration <br> • The natural resources in Africa (diamonds, land, gold, ivory, precious metals, minerals, slaves, timber, etc.) |
|---|---|

| **Key Skills:** | • Distinguish between exploration and exploitation <br> • Use maps to identify location of natural resources in Africa <br> • Cite textual evidence from the documents to compare and contrast exploration and exploitation from European and African perspectives (CCSS RH 6-8.1 and RH 6-8.7) <br> • Evaluate multiple perspectives of Europeans concerning exploration and of Africans concerning exploitation |
|---|---|

| **Critical Language:** | Exploration, exploitation, movement, wealth, resources, compare, contrast, perspective, imperialism, trade |
|---|---|

| **Learning Experience # 11** |
|---|

| Teachers may provide documents, video clips, and maps of the Atlantic Slave Trade so students can analyze the evolution of the slave trade from the Eastern Hemisphere across the Atlantic Ocean. |
|---|

| **Generalization Connection(s):** | People migrate for economic, social, political, or environmental reasons often challenging the preservation of native cultures, languages, and way of life <br> The supply and demand of resources can spur trade to satisfy the needs of diverse groups |
|---|---|

| Teacher Resources: | http://econed.org/userfiles/files/data/triangular-trade.pdf (The Costs and Benefits of the Triangular Trade. Includes primary and secondary source information) <br> http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section9.shtml (The Story of Africa – Slavery) <br> http://www.slavevoyages.org/tast/index.faces (The Trans-Atlantic Slave Trade – Voyages) <br> http://www.inmotionaame.org/migrations/landing.cfm;jsessionid=f8303213411379695163436?migration=1&bhcp=1 (The Schomburg Center for Research in Black Culture – The Trans-Atlantic Slave Trade) <br> http://www.metmuseum.org/toah/hd/slav/hd_slav.htm (The Metropolitan Museum of Art: The Transatlantic Slave Trade) <br> http://www.unesco.org/new/en/culture/themes/dialogue/the-slave-route/transatlantic-slave-trade/ (The Transatlantic Slave Trade) <br> http://www.liverpoolmuseums.org.uk/ism/slavery/ (International Slavery Museum) <br> http://www.learner.org/courses/amerhistory/pdf/AtlanticSlaveTrade_LOne.pdf (The Transatlantic Slave Trade, see pgs 5–10 for various perspectives) |
|---|---|
| Student Resources: | http://www.scholastic.com/teachers/article/african-american-history (Scholastic Slave trade reading source) <br> http://www.slavevoyages.org/tast/index.faces (The Trans-Atlantic Slave Trade – Voyages) <br> http://www.digitalhistory.uh.edu/historyonline/slav_fact.cfm (Fact Sheet about the Transatlantic Slave Trade) <br> http://www.realhistories.org.uk/articles/archive/translantic-slave-trade.html (Understanding the Transatlantic Slave Trade) |
| Assessment: | Students will participate in a Socratic seminar debating the cost-benefit analysis of the Atlantic slave trade from multiple perspectives (e.g., a slave, a European ship captain, an African king, a Georgia cotton plantation owner, and a modern human rights activist, etc.) |

| Differentiation: <br> (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
|---|---|---|
| | N/A | N/A |

| Extensions for depth and complexity: | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
|---|---|---|
| | http://static.pdesas.org/content/documents/M2-Activity_2_Handout.pdf (Hess' Cognitive Rigor Matrix) <br> http://www.learner.org/courses/amerhistory/pdf/AtlanticSlaveTrade_LOne.pdf (The Transatlantic Slave Trade, see pgs 5–10 for various perspectives) | Students may develop higher order thinking questions during the Socratic Seminar |

| Critical Content: | • The geography and economy of West Africa <br> • The evolution of the slave trade including the economic reasons for the slave trade <br> • The Triangle Trade route, including the export and import of goods on the route <br> • The route of the Middle Passage |
|---|---|
| Key Skills: | • Differentiate perspectives of Atlantic Slave Trade (slaves, ship captains, kings and emperors, and American land owners, etc.). <br> • Identify the causes of the Atlantic Slave Trade. <br> • Analyze and interpret maps showing the triangular trade routes including the middle passage. <br> • Analyze multiple perspective of the Atlantic Slave Trade through a Socratic Seminar. |

|  | • Write informative/explanatory texts, including the narration of historical events CCSS WHST 6-8.2 through a debate and reflection.<br>• Distinguish among fact, opinion, and reasoned judgment in a text.  CCSS RH 6 -8.8 through a debate and reflection. |
|---|---|
| **Critical Language:** | Forced migration, cost-benefit analysis, slave trade, wealth, wants, needs, perspective, triangular trade, trans-Atlantic trade, Middle Passage |

| **Learning Experience # 12** |
|---|

The teacher may bring primary and secondary sources (e.g., political cartoons, maps showing distribution of European countries in Africa, map showing natural resources) illustrating the "Scramble for Africa" so that students can examine European motives for wealth, power, and control of Africa.

| **Generalization Connection(s):** | People migrate for economic, social, political, or environmental reasons often challenging the preservation of native cultures, languages, and way of life |
|---|---|
| **Teacher Resources:** | http://www.pccua.edu/keough/what_caused_the_scramble_for_africa.htm  (The Scramble for Africa)<br>http://www.pbs.org/empires/victoria/history/scramble.html  (Queen Victoria and the Scramble for Africa)<br>http://www.bbc.co.uk/history/british/abolition/scramble_for_africa_article_01.shtml  (Slavery and the Scramble for Africa)<br>http://www.saburchill.com/history/chapters/empires/0048.html  (The Scramble for Africa - includes a political cartoon)<br>http://wfps.k12.mt.us/teachers/carmichaelg/new_page_34.htm  (The Scramble for Africa political cartoon & maps) |
| **Student Resources:** | http://www.sparknotes.com/history/european/1871-1914/section5.rhtml  (The Scramble for Africa, 1876–1914)<br>http://www.saburchill.com/history/chapters/empires/0048.html  (The Scramble for Africa)<br>http://wfps.k12.mt.us/teachers/carmichaelg/new_page_34.htm  (The Scramble for Africa political cartoon & maps)<br>http://www.educationoasis.com/curriculum/GO/cause_effect.htm  (Cause and Effect graphic organizers) |
| **Assessment:** | Students will create a political cartoon illustrating the origins and/or goals of European imperialism. |

| **Differentiation:**<br>(Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
|---|---|---|
|  | http://www.wikihow.com/Analyze-Political-Cartoons  (Step By Step Process for Analyzing Political Cartoons) | Students may draw a cartoon illustrating European imperialism in Africa |

| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
|---|---|---|
|  | http://prezi.com/5zwonsan1mh5/africa-imperialism-political-cartoons/  (Prezi showing Imperialism in Africa through Political Cartoons) | Students may add appropriate vocabulary to their political cartoons |

| Critical Content: | • The motives for and methods of colonialism/colonization of Africa<br>• The purpose and results of The Berlin Conference ("Scramble for Africa") |
|---|---|
| Key Skills: | • Analyze maps of resources, colonial powers, trade, etc.<br>• Analyze political cartoons illustrating the "Scramble for Africa"<br>• Explain how European nations divided Africa (Berlin Conference)<br>• Identify causes of colonialism<br>• Make predictions about the effect of colonialism on native cultures |
| Critical Language: | "Scramble for Africa", colonization, colonialism, perspective, wealth, power, control, resources, imperialism, political cartoon |

| Learning Experience # 13 |
|---|

**Teacher may bring in primary and secondary sources (e.g., political cartoons, first person accounts of life under European control) on European imperialism in Africa so that students can explain the concept of imperialism and the various perspectives on European imperialism.**

| Generalization Connection(s): | People migrate for economic, social, political, or environmental reasons often challenging the preservation of native cultures, languages, and way of life<br>Access to various resources often facilitates increased interdependence between societies as they strive to meet the needs of growing populations |
|---|---|
| Teacher Resources: | http://prezi.com/5zwonsan1mh5/africa-imperialism-political-cartoons/ (Prezi showing imperialism in Africa through political cartoons)<br>http://www.fresno.k12.ca.us/divdept/sscience/history/imperialism_colonialism.htm (Imperialism and colonialism in Africa)<br>http://www.ocs.cnyric.org/webpages/phyland/files/imperialism%20in%20africa.pdf (Fact sheet about imperialism)<br>http://ibatpv.org/projects/imperialism/baldwin.htm (British imperialism in Africa) |
| Student Resources: | http://prezi.com/5zwonsan1mh5/africa-imperialism-political-cartoons/ (Prezi showing imperialism in Africa through political cartoons)<br>http://www.youtube.com/watch?v=OJe1W_HIWmA *(European Imperialism in Africa* YouTube Video from Discovery Education)<br>http://www.ocs.cnyric.org/webpages/phyland/files/imperialism%20in%20africa.pdf (Fact sheet about imperialism)<br>http://www.youtube.com/watch?v=YwUtxSoDQfw (Video about imperialism) |
| Assessment: | Students will create a political cartoon illustrating the effects or consequences of imperialism on native cultures in Africa. |

| Differentiation:<br>(Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
|---|---|---|
| | Students may work with a partner to identify causes of colonization its effects on the native peoples.<br>http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_chart.pdf (Cause and Effect chart) | Students may complete a graphic organizer using images and/or pictures to illustrate the causes of colonialism and its effects on native cultures in Africa |

| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
|---|---|---|
| | http://www.globalissues.org/article/84/conflicts-in-africa-introduction ("The Legacy of European Colonialism." Scroll down the page to "The Legacy of European Colonialism")<br>http://www.sahistory.org.za/topic/impact-colonialism (Impact of Colonialism on Africa)<br>http://www.pearsonhighered.com/assets/hip/us/hip_us_pearsonhighered/samplechapter/0205208606.pdf (Colonialism and the African Experience) | Students may focus their political cartoon on the legacy of imperialism in Africa |
| Critical Content: | • The political and social implications of imperialism in Africa<br>• The causes and differences between imperialism and colonialism<br>• The effects of colonialism on native peoples | |
| Key Skills: | • Analyze political cartoons to reveal imperialism<br>• Interpret history from various points of view<br>• Distinguish among fact, opinion, and reasoned judgment in a text (political cartoon) (CCSS RH. 6-8.8)<br>• Write explanatory text of a historical event (CCSS WHST.6-8.2) | |
| Critical Language: | Conflict, imperialism, perspective, ethnocentrism, political cartoon, colonialism | |

| Learning Experience # 14 | |
|---|---|
| The teacher may utilize primary and secondary sources from previous learning experiences (highlighting migration and imperialism) so that students can assess the impact of migration and imperialism on native cultures. | |
| Generalization Connection(s): | People migrate for economic, social, political, or environmental reasons often challenging the preservation of native cultures, languages, and way of life |
| Teacher Resources: | http://www.microsoft.com/education/en-us/teachers/guides/Pages/digital_storytelling.aspx (Digital storytelling)<br>http://www.digitalstoryboards.com/archives/499 (Digital storyboards)<br>https://docs.google.com/templates?q=Storyboard (Digital storyboard templates)<br>http://realclassroomideas.com/65.html (Graphic organizers)<br>http://www.scholastic.com/teachers/top-teaching/2013/01/reading-response-forms-and-graphic-organizers (Scholastic: Reading response forms and graphic organizers)<br>http://www.questia.com/library/1G1-124444703/the-maasai-vs-the-crown-exactly-100-years-ago-the (Maasai vs. The Crown) |
| Student Resources: | http://www.digitalstoryboards.com/archives/499 (Digital storyboards)<br>https://docs.google.com/templates?q=Storyboard (Digital storyboard templates)<br>http://exhibitions.nypl.org/africanaage/essay-colonization-of-africa.html (The Colonization of Africa, includes images)<br>http://www.learner.org/courses/worldhistory/support/reading_20_2.pdf (The New Imperialism in Africa)<br>http://realclassroomideas.com/65.html (Graphic organizers)<br>http://www.scholastic.com/teachers/top-teaching/2013/01/reading-response-forms-and-graphic-organizers (Scholastic: Reading response forms and graphic organizers) |

| Assessment: | Students will create a graphic representation (a digital storyboard, flow charts, graphic organizers, etc.) illustrating cultural diffusion of language, religion, cultural practices/traditions, etc. (e.g., Arab Bedouin, Bantu, etc.) or attempts of native preservation (e.g., the Maasai, etc.) using primary and secondary sources from the unit. | |
|---|---|---|
| **Differentiation:**<br>(Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| | N/A | N/A |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| | http://www.digitalstoryboards.com/archives/499 (Digital storyboards)<br>https://docs.google.com/templates?q=Storyboard (Digital storyboard templates) | Students may tell the story of the challenges of preserving native cultures through digital storyboard and include a reflection on how these challenges may have an impact on their lives |
| **Critical Content:** | • The cultural diffusion of some African tribes (Arab Bedouin, Bantu, etc.)<br>• The challenges of the native preservation of some African tribes (Maasai, etc.) | |
| **Key Skills:** | • Gather, analyze, organize and synthesize information from primary and secondary resources in this unit<br>• Infer why some native cultures preserved their way of life<br>• Integrate visual information with other information in print and digital texts (CCSS.RH.6-8.7) to create graphic representations | |
| **Critical Language:** | Migration, imperialism, population, native cultures, preserve(ation), cultural diffusion | |