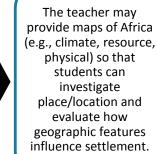
Instructional Unit Title: Ch...Ch...Ch...Ch...Ch...

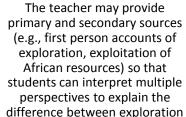
The teacher may bring in primary and secondary sources (e.g., images of people and places, maps – including a map comparing Africa to other countries in the world; and graphs and charts – Gross Domestic Product, education requirements, healthcare, life expectancy) for a gallery walk so that students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



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.

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.

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.

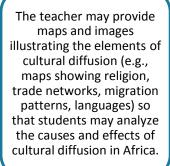


and exploitation during the

time of European exploration.



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.



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.



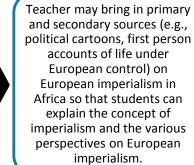
The teacher may provide maps, images, and first person accounts (e.g., maps of trade routes, images of items traded, people trading goods, personal accounts of traders) so that students may connect their understandings of supply, demand, and access to resources to the salt, gold, and other trade networks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



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.



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.





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.



PERFORMANCE ASSESSMENT: 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.

This unit was authored by a team of Colorado educators. 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. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.