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| **UNIT 2 – Africa**  **Quarter 1**  **(5 class periods)** | | | |
| ***Unit Question***  ***What were the cultural, political, social, and religious traits of the African kingdoms and empires?*** | | | |
| **Benchmark/Learning Target** | **Guiding Questions** | **Resources** | **Vocabulary** |
| **SS.912.W.3.9**  Trace the growth of major sub-Saharan African kingdoms and empires.  **SS.912.W.3.10**  Identify key significant economic, political, and social characteristics of Ghana.  **SS.912.W.3.11**  Identify key figures and significant economic, political, and social characteristics associated with Mali.  **SS.912.W.3.12**  Identify key figures and significant economic, political, and social characteristics associated with Songhai.  **SS.912.W.3.13**  Compare economic, political, and social developments in East, West, and South Africa.  **SS.912.W.3.14**  Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.  **Literacy Standards:**  LAFS.910.RH.1.1  LAFS.910.RH.1.2  LAFS.910.RH.1.3  LAFS.910.RH.2.4  LAFS.910.RH.2.5  LAFS.910.RH.2.6  LAFS.910.RH.3.7  LAFS.910.RH.3.8  LAFS.910.RH.3.9  **Writing Standards:**  LAFS.910.WHST.1.1  LAFS.910.WHST.1.2  LAFS.910.WHST.3.4  LAFS.910.WHST.3.5  LAFS.910.WHST.4.7  LAFS.910.WHST.4.8  LAFS.910.WHST.4.9 | 1. Where are the major kingdoms and empires of Africa? 2. What are the key significant economic, political, and social characteristics of those major kingdoms and empires? 3. Who are the key figures of Mali, Ghana, and Songhai during the early periods of African history? 4. What were some of the reasons for the decline of Ghana, Mali, and Songhai? | Possible Activity  Resources for teaching  <http://www-sul.stanford.edu/depts/ssrg/africa/africaneducation/teaching-africa-K12.html>  Lesson on Mansa Musa:  <http://sheg.stanford.edu/mansa-musa>  Lesson on Ibn Battuta  <http://sheg.stanford.edu/ibn-battuta>  \*Crash Course on Mansa Musa <http://www.youtube.com/watch?v=jvnU0v6hcUo&index=16&list=PLBDA2E52FB1EF80C9>  ESE/ESOL Strategies:  Pairs Check  Cornell Notes  Thinking Maps  Ticket out the Door  3-2-1  Mix-Pair-Share  Literacy Circles  Advanced/Honors Classes:  For all advanced/honors classes the expectation is to increase the rigor, research and writing expectations, along with the speed at which the curriculum is taught. | 1. Sahara 2. Mansa Musa 3. Hajj 4. Ibn Battuta 5. Caravan 6. Gold mining 7. Salt & gold trade 8. Ghana 9. Mali 10. Songhai 11. Gold Monopoly (Mention in context to Mansa Musa) 12. Matrilineal 13. Griots 14. Sundiata |

**Additional Benchmarks To Be Included:** [SS.912.G.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/3593)Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. [SS.912.G.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/3596)Identify the physical characteristics and the human characteristics that define and differentiate regions. [SS.912.G.4.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/3607) Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. [SS.912.H.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/3628) Relate works in the arts to various cultures.