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| Teacher | Rachel Stafford |
| Class | 7th World History |

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|  | **Date:** **Mon., September 28** | **Date:****Tues., September 29** | **Date:****Wed. September 30** | **Date:****Thurs, October 1** | **Date:****Fri., October 2** |
| **Standard** | TN Core Standards * **7.17** Explain the importance of Mansa Musa and locate his pilgrimage to Mecca in AD 1324.
* **7.18** Compare the indigenous religious practices observed by early Africans before and after contact with Islam and Christianity.
 | TN Core Standards * **7.13** Analyze the growth of the kingdoms of Ghana, Mali and Songhai including trading centers such as Timbuktu and Jenne, which would later develop into centers of culture and learning.
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 | TN Core Standards * **7.17** Explain the importance of Mansa Musa and locate his pilgrimage to Mecca in AD 1324.
* **7.18** Compare the indigenous religious practices observed by early Africans before and after contact with Islam and Christianity.
 | TN Core Standards * **7.15** Examine the importance of written and oral traditions in the transmission of African history and culture.
* **7.16** Analyze the importance of family, labor specialization and regional commerce in the development of states and cities in West Africa.
 | TN Core Standards * **7.15** Examine the importance of written and oral traditions in the transmission of African history and culture.
* **7.16** Analyze the importance of family, labor specialization and regional commerce in the development of states and cities in West Africa.

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| **Objective***I can…..* |  **Africa - AD 400-1500**I can analyze the geographic, political, economic, social and religious structures of the civilizations. | **Africa - AD 400-1500**I can analyze the geographic, political, economic, social and religious structures of the civilizations. | **Africa - AD 400-1500**I can analyze the geographic, political, economic, social and religious structures of the civilizations. | **Africa - AD 400-1500**I can analyze the geographic, political, economic, social and religious structures of the civilizations. | **Africa - AD 400-1500**I can analyze the geographic, political, economic, social and religious structures of the civilizations. |
| **Connections to Prior Knowledge** | Bell Work* 2-3 sentences
* *How Does Religion Shape Society?*
 | Bell Work* How did African Rulers govern their territory?
 | Bell Work* How did the rule of provinces differ in Ghana and Mali
 | Bell Work* 2-3 sentences
* *Why do people in different parts of Africa have similar traditions and cultures?*
 | Bell Work* What were families like in early Africa?
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| **Guiding Questions** | * How did the geography of the continent affect the development of kingdoms in Africa?
* What were the causes for the rise and fall of African trading empires?
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| **Instructional Strategies***I do…* | Notes (Powerpoint)* African Rulers and Society
* Kings & People
* Ghana’s Government
* Songhai’s government
 | Chapter 6Mid-chapter QuizOpen Journal | Notes (Powerpoint)* Traditional African Religions
* Islam arrives in Africa
* Battuta
* Mansa Musa
* Islam in Songhai
* Islam’s effect
 | Notes (Powerpoint)* African Society
* Family Ties
* Bantu Migrations
* Education
* Women
 | Notes (powerpoint)* The Slave Trade
* African slavery
* European slave trade
 |
| **Differentiated Tasks***We do …* | Vocabulary Boxes* Clan
* Swahili

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| Leader | Accomplishment |
| MansaMusa |  |
| Muhammad Ture |  |
| AskiaMuh. |  |

 | Chapter 6Mid-chapter QuizOpen Journal | Visual Analysis p. 137 Questions 1-3What did Battuta observe about the different religious groups in West Africa?Critical THInking: Why do you think writings such as those of Ibn Battuta are so valuable to historians? |

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| CultureElements | Main Idea |
| Art |  |
| Music &Dance |  |
| Story-telling |  |

Critical Thinking* How do extended families differ from lineage groups?
* Which geographic feature stopped the Bantu migrations? Why might this barrier have stopped the Bantu?
* What are two examples of ways in which some women broke out of traditional roles in early African society?
 | Critical Thinking* How might enslave people o Africa’s slave trade gain their freedom?
* What two events greatly grew the market for enslaved Africans?
* Looking on page 143, what practices does the speaker view as being particularly cruel to enslaved Africans?
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| **Assessment***They do ….* | 3-5 Sentence Journal Entry they Pair/Share* How were African rulers’ relationships with their subjects different from those of other rulers?
 | 3-5 Sentence Journal Entry they Pair/Share* How were African rulers’ relationships with their subjects different from those of other rulers?
 | 3-5 Sentence Journal Entry they Pair/Share* What two meanings of the word Swahili had emerged in East Africa by 1331? Why?
 | 3-5 Sentence Journal Entry they Pair/Share* In what ways were children especially valued in African families?
 | 3-5 Sentence Journal Entry they Pair/Share* How did increased contact with other parts of the world affect the slave trade in Africa?
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| **Homework** | Review NotesLesson 2 HW packet is due Thursday, October 1 | Review NotesLesson 2 HW packet is due Thursday, October 1 | Review NotesLesson 2 HW packet is due Thursday, October 1 | Review NotesLesson 3 HW packet is due Wednesday, October 7 | Review NotesLesson 3 HW packet is due Wednesday, October 7 |
| **Closure** | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. |
| **Resources/Materials** | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book |
| **Projected Assessments** | Chapter 6* Mid-chapter quiz: Tuesday, Sept. 29
* Vocabulary Quiz: Monday, October 5
* Chapter Assessment: Thursday, October 8
* Journal Check, Friday, October 9
 | Chapter 6* Mid-chapter quiz: Tuesday, Sept. 29
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* Chapter Assessment: Thursday, October 8

Journal Check, Friday, October 9 |
| **Additional notes/ Upcoming Events** | Please make sure you are reviewing your notes from your interactive notebook each night.Spirit Week This Week! | Please make sure you are reviewing your notes from your interactive notebook each night.Spirit Week This Week! | Please make sure you are reviewing your notes from your interactive notebook each night.Spirit Week This Week! | Please make sure you are reviewing your notes from your interactive notebook each night.Spirit Week This Week! | Please make sure you are reviewing your notes from your interactive notebook each night.Spirit Week This Week!Middle School Dance 3:30-5. |