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| **Class/Subject: World History** | **Day 68: Kingdoms of West Africa** |
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| **Objective(s)****SWBAT… Identify the modern countries of Africa, and explain the importance of geographic features to the Trans-Saharan trade routes of Ancient Africa.** | **GLCE/CCS****WHG 4.3.1: Africa to 1500 - Describe the diverse characteristics of early African societies and the significant changes in African society by:****• comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures** **• using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology, and language** **• analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade analyzing the development of an organized slave trade within and beyond Africa** **• analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity.** |
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| **Materials:** * **Blank map of modern Africa**
* **Textbooks**
* **Cell Phones**
* **Colored Pencils**
* **Pencil**
* **PowerPoint**
 | **Procedure/Activities:** * **News/This Day in History**
* **Why do people move where they do? (take student responses)**
* **Students fill in a blank map of Africa with select geopolitical features using their books and phones.**
* **show a map of ancient Africa on the board; students to point out the differences in the shapes of countries**
* **Present information on the Trans-Saharan trade routes and their significance, while students take notes**
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| **Strategies (check all that apply)** |
| \_\_X\_\_ Direct Instruction/lecture | \_\_X\_\_ Summarizing & Note taking |
| \_\_\_\_ Guided Practice | \_\_\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_X\_\_ Identifying Similarities & Differences |
| \_\_X\_\_ Group Discussion | \_\_X\_\_ Nonlinguistic Representations |
| \_\_X\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_X\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: Students will turn in the blank map completed with all geo-political features completed; The teacher will check the notes taken on the back of the sheet** | **Notes:**  |