



Bronx Engineering and Technology Academy

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Unit: Unit II: Expanding Zones of Exchange and Encounter, (500–1200 AD)

Name: Alexander Ott

Lesson: Sub-Unit III - Africa / African Empires - Ghana, Mali, Songhay

Date: 4-28-14 to 5-2-14

Essential Question (Aim): How have the (1) geographic, (2) historic, (3) economic, and (4) cultural characteristics of the African kingdoms influenced Africa and the world?		
Activate Prior Knowledge (Do Now): Define and Explain the four (4) categories of Social Studies (Hint: PEGS)		
Content Objective: Students will be able to Evaluate the characteristics of the African Kingdoms and their influence on Africa and the world.		
CCLS Reading <input checked="" type="checkbox"/> R1 <input checked="" type="checkbox"/> R2 <input checked="" type="checkbox"/> R3 <input checked="" type="checkbox"/> R4 <input checked="" type="checkbox"/> R5 <input checked="" type="checkbox"/> R6 <input checked="" type="checkbox"/> R7 <input type="checkbox"/> R8 <input checked="" type="checkbox"/> R9 <input type="checkbox"/> R10 <input type="checkbox"/> R11	CCLS Writing <input type="checkbox"/> W1 <input type="checkbox"/> W2 <input checked="" type="checkbox"/> W3 <input type="checkbox"/> W4 <input type="checkbox"/> W5 <input checked="" type="checkbox"/> W6 <input checked="" type="checkbox"/> W7 <input checked="" type="checkbox"/> W8 <input checked="" type="checkbox"/> W9 <input type="checkbox"/> W10 <input type="checkbox"/> W11	CCLS Listening & Speaking <input type="checkbox"/> L1 <input type="checkbox"/> L2 <input type="checkbox"/> L3 <input type="checkbox"/> L4 <input type="checkbox"/> L5 <input type="checkbox"/> L6
Depth of Knowledge Questions: How did geography affect your kingdom? / How did your kingdom change its environment? / What factors led to the growth of your kingdom? / What caused the decline of your kingdom? / How important was farming to the economy? / How important was trade? / How was art and architecture related to religion?		Key Vocabulary: griot. Mali, Ghana, Songhay, Timbuktu, Ibn Battuta, animism, ancestor worship
Materials: iPads Individual Folders Perspective Worksheets	Procedures: 1. Facilitate Do Now class discussion 2. Distribute iPads 3. Facilitate the webquest by answering questions on process 4. Distribute and collect Exit Slips / Each Day with Question (One thing learned today).	
I Do: * Facilitate Do Now class discussion * Distribute iPads * Answer Questions regarding webquest procedures. * Distribute and collect Exit Slips	Grouping: <input checked="" type="checkbox"/> by Skill <input type="checkbox"/> by Assessment <input type="checkbox"/> by Behavior <input type="checkbox"/> by Learning Style <input type="checkbox"/> Homogeneous <input checked="" type="checkbox"/> Heterogeneous	<input checked="" type="checkbox"/> 1.1 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 3.4 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 1.3 <input checked="" type="checkbox"/> 3.1 UDL <input checked="" type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 3.3
We Do: Class discussion of the Do Now	<input type="checkbox"/> 7.1 <input checked="" type="checkbox"/> 8.2 <input type="checkbox"/> 9.2 <input checked="" type="checkbox"/> 7.2 <input checked="" type="checkbox"/> 8.3 <input checked="" type="checkbox"/> 9.3 <input checked="" type="checkbox"/> 7.3 <input type="checkbox"/> 8.4 <input type="checkbox"/> 8.1 <input checked="" type="checkbox"/> 9.1	
You Do: The African Empire Webquest and Project	<input checked="" type="checkbox"/> 4.1 <input checked="" type="checkbox"/> 5.2 <input checked="" type="checkbox"/> 4.2 <input checked="" type="checkbox"/> 5.3 <input checked="" type="checkbox"/> 5.1	
Assessment Activities (Checking for Understanding): Completion of webquest project according to the Multimedia Rubric		<input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input checked="" type="checkbox"/> 6.3 <input checked="" type="checkbox"/> 6.4
Homework: Project can be extended after-school for homework depending on student's rate of completion		