

Chapter Title: Ghana: A West African Trading Empire

Grade Level: 9

Subject Area: Social Studies: World History (Long Distance Trade)

Duration/Length/Number of class periods: Unit 4: 5 days 52 minutes per class

Description: The early West African societies of Ghana, Mali, and Songhai all created empires that gained much of their wealth from trade. In this chapter, students will learn more about the role of trade as you explore Ghana, the first of West Africa's empires.

Established Goals (National, State, Local):

MN Social Studies Standard 9: 600 CE – 1450 CE

Hemispheric networks intensified as a result of innovations in agriculture (econ), trade across longer distances (econ), the consolidation of belief systems (cult) and the development of new multi-ethnic empires (state) while diseases and climate change caused sharp, periodic fluctuations in global population (HEI).

What Enduring Understandings are desired?

Cultures are shaped by the confluence of peoples with various belief systems, languages, and innovations.

The exchanges of ideas, goods, services, and beliefs can be attributed to trade and trade routes connecting the globe.

What Essential Questions will be considered?

To what extent did trans-Saharan trade lead to Ghana's wealth and success?

What were the characteristics of Swahili, Ghana, and Mali Songhai?

How did Indian Ocean trade impact the cultures of South and Southeast Asia?

What were the characteristics of Swahili, Ghana, and Mali Songhai?

South and Southeast Asia Traders, Islamic traders and European traders connected Africa, Asia and Europe.

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Day 1 Warm-Up: Vocab/Key Terms: Ghana, matrilineal, trans-Saharan trade and student should identify Using their iPads, students will create a quizlet of their OWN definitions. Ask volunteers to identify their term or terms. Frontloading: Map Shows How Humans Migrated Across The Globe https://www.youtube.com/watch?v=CJdT6QcSbQ0	x		x	x	x	x	6B 2C
Day 2 Warm-Up: Have student complete a KWL “Empires of West Africa of Ghana, Mali, Songhai” to find out what they know about this topic. Read Sections 8.2 <i>Ghana’s Government and Military</i> and 8.3 <i>Trade: The Source of Ghana’s Wealth</i> as a group. Note: Some ELL students and emerging readers may wish to get additional assistance (auto reader feature). After reading, turn and talk and with partner and complete graphic organizer “Ghana -Empire of West Africa, 700C-1600CE”	X		X				
Day 3 Warm Up: Teacher will go over a powerpoint review of West African Empires. Teacher will administer a Kahoot It! Questions will focus on yesterday’s readings from their TCI book. After the game, students will use their iPads and review a map of Ghana, Mali, Songhai. Looking Ahead: reviewing a primary source and secondary reading on <i>West African Trading Cultures</i> (handout).				x	x	x	4C 6A
Day 4 Warm-up: Check for Understanding: Read the handout about the West African empires of Ghana, Mali, and Songhai. Then, fill in the Venn diagram with similarities and differences between the three empires. Time permitting, read the primary source “A Voice from the Past” and answer the following two questions (you may discuss with a partner)				x			3B

<p>1. <i>What was Pliny's view of Africans?</i> 2. <i>Why do you think he developed this view?</i> Post these answers on Schoology</p> <p>Time Permitting (or Day 5) Activity: Imagine Twitter existed in Africa during the era of the West African empires of Ghana, Mali, and Songhai. Imagine further that you are a resident of one of the empires (students with last names from A-H – Ghana, I-P – Mali, Q-Z – Songhai. Write a tweet to a friend in one of the other two empires that argues why your empire was the greatest West African Empire. Remember to keep your response to 140 characters. Include a hashtag as well.</p>							
<p>Day 5 Warm-Up: Check for Understanding: 1. To what extent did trans-Saharan trade lead to Ghana's wealth and success? 2. What do we NOW know about Empires of West Africa Summative: Complete the formative test</p>		X					

<p>Materials, tools and resources : online text-Teacher's Curriculum Institute (TCI), Schoology resources, iPads/tablets, computers/laptops/chromebooks, smartphones/projector,</p>
<p>Unit Plan Author : Steven R. Powers</p>
<p>Additional credit given to: TCI</p>