

Geography of and Early African Kingdoms

Grade Level or Special Area: Grade 4

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Length of Unit: Ten lessons (thirteen days, one day = 45 minutes)

I. ABSTRACT

This unit will cover the geography of Africa and the two most important early African kingdoms of Kush and Aksum. Through reading, discussing, writing and research, students will have a full understanding of Africa's geography and the significance of the Kush and Aksum kingdoms.

II. OVERVIEW

A. Concept Objectives

1. Students will understand selected characteristics and specific historical developments of societies in Africa.
2. Students will understand the rise and fall of centers of civilizations in Africa.
3. Students recognize how to use maps, globes and other geographic tools to locate and derive information about people, places, and environments. (Jefferson County Geography Standard 1.0)
4. Students recognize the physical and human characteristics of places and can use this knowledge to define and study regions and their patterns of change. (Jefferson County Geography Standard 2.0)

B. Content from the *Core Knowledge Sequence*

1. Grade 4 History and Geography: World History and Geography: Early and Medieval African Kingdoms (page 93)
 - a. Early African Kingdoms
 - i. Kush: once ruled by Egypt, then became rulers of Egypt
 - ii. Axum: a trading kingdom in what is now Ethiopia
 - b. Medieval Kingdoms of the Sudan
 - i. Trans-Saharan trade led to a succession of flourishing kingdoms: Ghana, Mali and Songhai
 - a) Camel caravans
 - b) Trade in gold, iron, salt, ivory and slaves
 - c) The city of Timbuktu: center of trade and learning
 - d) Spread of Islam into West Africa through merchants and travelers
 - e) Ibn Battuta (world traveler and geographer)
 - ii. Mali: Sundiata Keita; Mansa Musa
 - iii. Songhai: Askia Muhammad
 - c. Geography of Africa
 - i. Mediterranean Sea, Red Sea, and Atlantic and Indian Oceans
 - ii. Cape of Good Hope
 - iii. Madagascar
 - iv. Major rivers: Nile, Niger, Congo
 - v. Atlas Mountains, Mt. Kilimanjaro
 - vi. Contrasting climate in different regions
 - a) Deserts: Sahara, Kalahari
 - b) Tropical rain forests
 - c) Savanna
 - d) The Sahel (the fertile region below the Sahara)

- C. Skill Objectives
1. Students will know how to use maps, globes, and other geographic tools.
 2. Students will locate major physical features of Africa on a map.
 3. Students will research a specific African region and fill out a chart with notes about each region.
 4. Students will explain the similarities and differences among the regions.
 5. Students will write a multi-paragraph essay.
 6. Students will use a chart and notes to help support them during this writing assessment.
 7. Students will identify the area of Kush on a map of Africa.
 8. Students will recognize the importance of the kingdom of Kush.
 9. Students will identify the area of Aksum on a map of Africa.
 10. Students will understand the rise and fall of the Aksum kingdom.
 11. Students will explain in writing about the Kush and/or Aksum kingdoms.
 12. Students will identify the area of Ghana on a map of Africa.
 13. Students will discuss two items of trade in Ghana.
 14. Students will identify who Ibn Battuta is and his significance in the history of Africa.
 15. Students will understand how Ghana became wealthy and why it declined.
 16. Students will make a timeline of what happened in Ghana.
 17. Students will identify Sundiata Keita and Mansa Musa as important leaders of Mali.
 18. Students will compare the likes and differences of two leaders of Africa.
 19. Students will understand the effect of Islam on the Mali Kingdom.
 20. Students will understand the social structure of the Songhai Empire.
 21. Students will understand the contributions of Ali Ber and Askia Muhammad to Songhai.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. *Pearson Learning Core Knowledge History and Geography Level Four* by E.D. Hirsch, Jr.
 2. *What Your Fourth Grader Needs to Know* by E.D. Hirsch, Jr.
 3. *Africa: People and Places*, Discovery Channel video
- B. For Students
1. Kindergarten: History and Geography: World History and Geography: An Overview of the Seven Continents
 2. Third Grade: History and Geography: World History and Geography: World Geography: Important Rivers of the World

IV. RESOURCES

- A. *Africa: People and Places*, Discovery Channel video (Lesson One)
- B. *Pearson Learning Core Knowledge History and Geography Level Four* by E.D. Hirsch, Jr. (Lessons Four, Five, and Seven-Ten)

V. LESSONS

Lesson One: Where Are We Going? Introducing Africa (two days, 45 minutes each day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to use maps, globes and other geographic tools to locate and derive information about people, places, and environments

2. Lesson Content
 - a. Geography of Africa
 - i. Mediterranean Sea, Red Sea, and Atlantic and Indian Oceans
 - ii. Cape of Good Hope
 - iii. Madagascar
 - iv. Major rivers: Nile, Niger, Congo
 - v. Atlas Mountains, Mt. Kilimanjaro
 - vi. Contrasting climate in different regions:
 - a) Deserts: Sahara, Kalahari
 - b) Tropical rain forests
 - c) Savanna
 - d) The Sahel (the fertile region below the Sahara)
 3. Skill Objective(s)
 - a. Students will know how to use maps, globes, and other geographic tools.
 - b. Students will locate major physical features of Africa on a map.
- B. *Materials*
 1. Student Atlas of the World
 2. Overhead transparency of Appendix A (one for the teacher)
 3. *Africa: People and Places*, Discovery Channel video, segment 1: Africa's Geography
 4. Appendix B (one for each student)
 5. Appendix C (one for each student)
 6. Appendix D (one for the teacher)
- C. *Key Vocabulary*
 1. An *atlas* is a collection of maps, including illustrations.
 2. Africa is a *continent*, one of the seven great divisions of land on the globe.
 3. The *equator* is a circular band dividing the surface of the Earth into two equal hemispheres.
 4. The Earth is divided into two *hemispheres*, the northern hemisphere and the southern hemisphere.
 5. A *globe* is a spherical representation of the Earth.
- D. *Procedures/Activities*
 1. **DAY ONE:** Tell the students that they are going to be detectives today. They will read some clues to themselves as you read them aloud.
 2. Have the students take out their atlas of the world, or student map. The students will use this along with the clues to find the continent that we will be learning about.
 3. Put the transparency of Appendix A on the overhead projector for the entire class to see.
 4. Read one clue at a time until all of the clues are shown, have students use them to try to identify the continent of Africa.
 5. As a class, go through each clue and point out on the atlas where the clue is located. At the end of this, ask students to tell you what continent we are studying. The answer hopefully will be Africa.
 6. Now ask the class, "If we were to travel in a hot air balloon over this continent, what will we see?" Give students a few minutes to think.
 7. On the board, write down the students' responses, placing manmade features in one column (cars, buildings, houses, people) and natural features in the other column (grass, animals, desert, trees).

8. When the students have finished with their suggestions, ask the class why the suggestions are in two different columns and can they figure out how you sorted their responses.
 9. Have a discussion about manmade features and physical features. Tell them that we are going to focus on the physical features of Africa first.
 10. Explain that they are going to watch a short video segment on Africa's geography. Tell them that the purpose of the video is to be able to identify the landforms and bodies of water found on or close to the African continent.
 11. Show the video [Africa: People and places, segment 1](#). Stop the video after this segment.
 12. After the segment, discuss the physical features and bodies of water that the students saw on the video. Record their answers on a piece of paper divided into two sections—landforms and bodies of water. Save the information for tomorrow's activity.
 13. Show the rest of the video.
 14. **DAY TWO:** Start today's lesson with a review of the landforms and bodies of water seen in yesterday's video.
 15. Have students use their atlas to make sure that they listed ALL the landforms and bodies of water. Add any to the list that the class might have forgotten.
 16. Pass out Appendix B to each student.
 17. Explain that the task for the rest to the period is to label the bodies of water and landforms on this map of Africa.
 18. Let the students know that they can help each other and are encouraged to use any resources available to help find all the features. They can work in pairs or small groups or individually. If a wall map of Africa is available, display this for the class to see.
 19. Pass out Appendix C to each student.
 20. Using this appendix, each student has to locate each feature on this sheet and check it off when they have the feature labeled on their map.
 21. Collect all the checklists and maps and grade each paper according to the rubric, which is Appendix D.
- E. *Assessment/Evaluation*
1. The maps of Africa will be graded using the rubric in Appendix D.

Lesson Two: Research and Chart of Different Regions of Africa (two days, 45 minutes each day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to use maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - b. Students recognize the physical and human characteristics of places and can use this knowledge to define and study regions and their patterns of change.
 2. Lesson Content
 - a. Geography of Africa
 - i. Mediterranean Sea, Red Sea, and Atlantic and Indian Oceans
 - ii. Cape of Good Hope
 - iii. Madagascar
 - iv. Major rivers: Nile, Niger, Congo
 - v. Atlas Mountains, Mt. Kilimanjaro
 - vi. Contrasting climate in different regions:

- a) Deserts: Sahara, Kalahari
 - b) Tropical rain forests
 - c) Savanna
 - d) The Sahel (the fertile region below the Sahara)
3. Skill Objective(s)
- a. Students will research a specific African region and fill out a chart with notes about each region.
 - b. Students will explain the similarities and differences among the regions.
- B. *Materials*
- 1. Appendix E, page 1 (one for each student)
 - 2. Appendix E, page 2 (one for each student)
 - 3. Transparency of Appendix E (one for the teacher)
 - 4. Appendix F (one for the teacher)
 - 5. Appendix G (one for the teacher)
- C. *Key Vocabulary*
- 1. A *desert* is very dry, barren land with hardly any water.
 - 2. A *savanna* is a tropical or subtropical grassland containing scattered trees.
 - 3. A *rain forest* is a tropical woodland with an annual rainfall of at least 100 inches.
 - 4. *Climate* is the average course or condition of the weather at a place over a period of years.
 - 5. An *adaptation* is an adjustment to environmental conditions.
 - 6. The *Sahel* is the fertile region below the Sahara Desert.
- D. *Procedures/Activities*
- 1. **NOTE TO TEACHER:** Before this lesson, set-up a 45 minute period of time for research in the library or use your regular library time.
 - 2. **DAY ONE:** Tell the class that they are going to do some research on three major regions of Africa.
 - 3. Divide the class into three groups of mixed ability.
 - 4. Pass out Appendix E, page 1 and Appendix E, page 2 to each student.
 - 5. Go over the chart with the class and fill in the three regions at the top of the chart as a class. The regions are deserts, grassland/savanna, and rain forest.
 - 6. Assign each group one region; for instance, Group 1 will research deserts, Group 2 will research savannas, and Group 3 will research rain forests.
 - 7. The class will go to the library where they will use any and all resources necessary to fill in only the region their group was assigned. The groups will need to decide how to split up responsibilities in order to complete their section of the chart during this library time. **NOTE:** No group is to fill in the section about living in Colorado. We will do that as a class in the next day's lesson.
 - 8. Students have all period to research and fill out their region on the chart.
 - 9. If groups do not finish, they need to take the chart home and finish as homework.
 - 10. During this time, circulate around the room so that you can guide students to the appropriate information.
 - 11. **DAY TWO:** Today the students will share what they learned about their region and fill in the rest of the chart by taking notes from the other groups.
 - 12. Students need to take out Appendix E.
 - 13. Put the transparencies of Appendix E on the overhead projector for the entire class to see.
 - 14. Start with the desert group, have members from this group share their findings in each category. As they are sharing, you write in their answers on the transparencies as the other groups are copying the answers on to their own charts.
 - 15. Repeat step #4 with the savanna group and take notes and students copy.

16. Repeat step #4 with the rain forest group and take notes and students copy.
 17. Now, as a class discuss and fill in together the portion of the chart about your Colorado neighborhood.
 18. After the entire chart is filled in, as a whole class discuss the similarities and differences between all the regions on the chart.
 19. Collect the charts and grade each paper based on the rubric in Appendix F.
- E. *Assessment/Evaluation*
1. The student's charts will be graded using the rubric in Appendix F.

Lesson Three: Writing a Descriptive Paragraph (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to use maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - b. Students recognize the physical and human characteristics of places and can use the knowledge to define and study regions and their patterns of change.
 2. Lesson Content
 - a. Geography of Africa
 - i. Mediterranean Sea, Red Sea, and Atlantic and Indian Oceans
 - ii. Cape of Good Hope
 - iii. Madagascar
 - iv. Major rivers: Nile, Niger, Congo
 - v. Atlas Mountains, Mt. Kilimanjaro
 - vi. Contrasting climate in different regions:
 - a) Deserts: Sahara, Kalahari
 - b) Tropical rain forests
 - c) Savanna
 - d) The Sahel (the fertile region below the Sahara)
 3. Skill Objective(s)
 - a. Students will write a multi-paragraph essay.
 - b. Students will use a chart to support them during this writing assessment.
- B. *Materials*
1. Paper and pencil for each student
 2. Student copies of Appendix E
 3. Appendix H (one for each student)
 4. Appendix I (one for the teacher)
- C. *Key Vocabulary*
1. An *essay* is a literary composition relating to the subject from a personal point of view.
- D. *Procedures/Activities*
1. Students will be doing an unassisted writing assessment in the form of a descriptive narrative essay.
 2. The first paragraph will tell ways that animals have adapted to the region that the student chooses to write about.
 3. Let the students know that they may choose whichever region they want to write about.
 4. The students must stay with this region throughout their entire essay.
 5. The second paragraph will extend their piece to tell how their lives would have to change in order to adapt to the climate and environment if they moved to that region.

6. Pass out Appendix H to each student and read the directions together as a class.
 7. Give students the rest of the period to write this essay and to use the checklist to make sure they have covered everything they need in their essay.
 8. Collect the papers and use the rubric to grade each paper. (If students need more class time to finish this assignment, give them another class period to finish).
- E. *Assessment/Evaluation*
1. This essay is the assessment for this lesson and Appendix I is the rubric used to grade the essays.

Lesson Four: Kush (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand selected characteristics and specific historical developments of societies in Africa.
 - b. Students will understand the rise and fall of centers of civilizations in Africa.
 2. Lesson Content
 - a. Early African Kingdoms
 - i. Kush: once ruled by Egypt, and then became rulers of Egypt
 3. Skill Objective(s)
 - a. Students will identify the area of Kush on a map of Africa.
 - b. Students will recognize the importance of the kingdom of Kush.
- B. *Materials*
1. Map of Africa
 2. Paper and pencil for each student
 3. *Pearson Learning Core Knowledge Book* (one for each student or one for the teacher)
 4. Appendix J (one for the teacher)
- C. *Key Vocabulary*
1. A *civilization* is a group of people living the same way of life.
 2. *Incense* is material used to produce a perfume or smell when burned.
 3. A *pharaoh* was the title given to the rulers of ancient Egypt.
 4. *Cultivation* is to prepare land for raising crops.
 5. An *archaeologist* is a scientist who studies remains from past civilizations.
- D. *Procedures/Activities*
1. Tell the students that this lesson is about the rise and fall of an ancient kingdom of Africa called Kush.
 2. Tell the students that one reason this kingdom became so powerful was because of trade.
 3. Ask the students that knowing there was no such thing as money back then, what would these people trade.
 4. On the board, write the student responses. (Some examples: goods, gold, exotic items, spices, food, jewels etc.)
 5. Ask each student to take out their *Pearson Learning Core Knowledge Book* (or read to the students if you only have a teacher copy).
 6. Read together the paragraph on page 128. From this information, locate the general area of Kush on the map and point out this area to the class.
 7. Before reading the next pages, tell the students that they will need to take notes on the important details about the kingdom of Kush.
 8. Students take out a piece of paper and pencil. Read pages 128-130 together of the *Pearson Learning Core Knowledge Book* on the kingdom of Kush.

9. Give the students time to write their notes about the kingdom of Kush. They should have at least four major events that occurred during this time.
 10. When the students are finished, have them turn their paper over.
 11. On the back of this paper, have the students pretend that they are a Kushite child about ten years old. They need to make a list of items they want to get from merchants that are passing through. Students should list what they intend to trade for the things they want. Their list should contain only items that were actually available during this time period!
 12. Collect these papers and grade each one using the rubric in Appendix J.
- E. *Assessment/Evaluation*
1. Appendix J is used to evaluate the student's notes and shopping list for this activity.

Lesson Five: Aksum (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand selected characteristics and specific historical developments of societies in Africa.
 - b. Students will understand the rise and fall of centers of civilizations in Africa.
 2. Lesson Content
 - a. Early African Kingdoms
 - i. Aksum: a trading kingdom in what is now Ethiopia
 3. Skill Objective(s)
 - a. Students will identify the area of Aksum on a map of Africa.
 - b. Students will understand the rise and fall of the Aksum kingdom.
- B. *Materials*
1. Atlas or map of Africa
 2. Paper and pencil for each student
 3. *Pearson Learning Core Knowledge Book* (one for each student or one for the teacher)
 4. Appendix K (one for the teacher)
- C. *Key Vocabulary*
1. A *granary* is a storehouse for grain.
 2. *Christianity* is a religion based on persons who believe in Jesus Christ and follow his teachings.
 3. *Berbers* were people who wandered around and lived in North Africa and the Sahara.
 4. A *chariot* was a two-wheeled vehicle pulled by horses and used in war and racing.
 5. A *monastery* is a building or group of buildings where a community of monks live.
 6. A *Muslim* is an individual who practices the religion of Islam.
- D. *Procedures/Activities*
1. Begin by reviewing the previous lesson about the Kush kingdom. Reread some of the students' notes.
 2. Tell the students that they will be learning about the Aksum kingdom.
 3. Ask each student to take out their *Pearson Learning Core Knowledge Book* (or read to the students if you only have one teacher book).
 4. As a class, read together pages 130-131. Tell the class that they are to be listening for important details about the Aksum kingdom.

5. After reading the pages, students are to take out a piece of paper and pencil.
 6. The students are then given time to write their notes about the kingdom of Aksum. They should have at least four major events that occurred during this time.
 7. When the students are finished, have them turn their papers over.
 8. On the back of the paper, have the students write a paragraph explaining the cause of the fall of the Aksum kingdom.
 9. Collect these papers and grade each one using the rubric in Appendix K.
- E. *Assessment/Evaluation*
1. Appendix K is used to evaluate the students' paragraph about the fall of the Aksum kingdom.

Lesson Six: Review of Kush and Aksum (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand selected characteristics and specific historical developments of societies in Africa.
 - b. Students will understand the rise and fall of centers of civilizations in Africa.
 2. Lesson Content
 - a. Early African Kingdoms
 - i. Kush: once ruled by Egypt, then became rulers of Egypt
 - ii. Aksum: a trading kingdom in what is now Ethiopia
 3. Skill Objective(s)
 - a. Students will explain in writing about the Kush and/or Aksum kingdoms.
- B. *Materials*
1. Paper and pencil for each student
 2. Students' notes on Kush kingdom
 3. Students' notes on Aksum kingdom
 4. Appendix L (one for the teacher)
 5. Appendix L (one for each student)
- C. *Key Vocabulary*
1. To *review* something is to look at it again or examine again.
- D. *Procedures/Activities*
1. As a class, review the students' notes about the Kush and Aksum kingdoms that they wrote in the previous lessons.
 2. Discuss as a class the pros and cons of each kingdom.
 3. Ask students to take out a piece of paper and pencil.
 4. The students are going to write a paragraph explaining which kingdom they would want to be a part of and why.
 5. This paragraph should include three reasons as to why the student chose that particular kingdom with good explanations.
 6. Let the students know that they have time to think about this question first.
 7. Once the students get started, they may use their notes for support and help.
 8. Allow the students the rest of the class period to finish this paragraph.
 9. When students are finished, collect these papers. You will use Appendix L to grade each paper.
- E. *Assessment/Evaluation*
1. Appendix L is the rubric used to grade the African Kingdom paragraphs.

Lesson Seven: Trans-Sahara Trade (two days, 45 minutes each)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand selected characteristics and specific historical developments of societies in Africa.
 - b. Students will understand the rise and fall of centers of civilizations in medieval Africa.
2. Lesson Content
 - a. Medieval Kingdoms of the Sudan
 - i. Trans-Sahara trade led to a succession of flourishing kingdoms: Ghana, Mali and Songhai
 - a) Camel caravans
 - b) Trade in gold, iron, salt, ivory, and slaves
 - c) The city of Timbuktu: center of trade and learning
 - d) Spread of Islam into West Africa through merchants and travelers
 - e) Ibn Battuta (world traveler and geographer)
3. Skill Objective(s)
 - a. Students will identify the area of Ghana on a map of Africa.
 - b. Students will discuss two items of trade in Ghana.
 - c. Students will identify who Ibn Battuta is and his significance in the history of Africa.

B. *Materials*

1. *Pearson Core Knowledge History Book* (one for each student or one for the teacher)
2. Paper and pencil (one for each student)
3. Appendix M (one for the teacher)

C. *Key Vocabulary*

1. A *caravan* is a group of travelers journeying together through desert or hostile regions.
2. A *pilgrimage* is a journey to a shrine or holy place.
3. *Provisions* are a stock of needed supplies.
4. *Salarium* is a salary or pension paid for services.

D. *Procedures/Activities*

1. **DAY ONE:** Tell the students that we are going to talk about the Sahara Desert and the traders who crossed it, and what they traded.
2. Ask each student to take out their *Pearson Core Knowledge History Book* (or read to the students if you only have one copy).
3. Read pages 132-134 aloud together.
4. Have students take out a piece of paper and a pencil.
5. Give students time to take notes on the major points of the Trans-Sahara trade.
6. After students have finished, discuss with the entire class what notes they took and add any important points that they missed.
7. **DAY TWO:** Tell the students that we are going to learn about a world traveler who was very important to Africa. His name is Ibn Battuta and write his name on the board.
8. Ask the students to raise their hands if they have traveled before.
9. Ask the students what was the reason for you to travel. Write down their reasons on the board.
10. Have students take out their *Pearson Core Knowledge History Book*.
11. Read pages 148-150 aloud together.

12. Discuss with the class some traits that world travelers possess.
 13. Have students take out a piece of paper and pencil.
 14. Ask students to pretend that Ibn Battuta is still alive today. They need to write him a letter trying to convince him to visit Colorado. They need to describe landmarks, important attractions, etc. based on what they learned about him in this lesson.
 15. Give students time to work on this letter.
 16. Collect the papers when students are finished.
 17. Grade the papers using Appendix M.
- E. *Assessment/Evaluation*
1. Use Appendix M to grade the students' letters.

Lesson Eight: Ghana (one day, 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand selected characteristics and specific historical developments of societies in Africa.
 - b. Students will understand the rise and fall of centers of civilizations in medieval Africa.
 2. Lesson Content
 - a. Medieval Kingdoms of the Sudan
 - i. Trans-Sahara trade led to a succession of flourishing kingdoms: Ghana
 3. Skill Objective(s)
 - a. Students will understand how Ghana became wealthy and why it declined.
 - b. Students will make a timeline of what happened in Ghana.
- B. *Materials*
1. *Pearson Core Knowledge History Book* (one for each student or one for the teacher)
 2. Appendix N (one copy for the teacher)
- C. *Key Vocabulary*
1. A *pavilion* is a large structure or tent used for entertainment or shelter.
 2. A *sultan* is a king or ruler of a Muslim country.
- D. *Procedures/Activities*
1. Review Lesson Seven on the Trans-Sahara trade and explain that a large empire emerged from the trade, called Ghana.
 2. Ask students to take out their *Pearson Core Knowledge History Book* and turn to page 135.
 3. As a class, read pages 135-137 aloud and discuss each page after reading.
 4. Specifically discuss how rich Ghana was and why it was so rich. (It was in between the salt traders to the North and the gold traders to the South.) Discuss the fact that the kings of Ghana were very generous and traders could keep gold dust and the kings built beautiful cities for the people to enjoy.
 5. After the discussion, have the students use their ruler to draw a timeline for the Ghana Kingdom. Use the years A.D 300-1300.
 6. Students are to use their history book to fill out the timeline.
 7. Give the students the rest of the class period to fill in the timeline.
 8. Collect the timeline when students are finished.
 9. Use the Appendix N to grade these papers.

- E. *Assessment/Evaluation*
1. Appendix N is used to evaluate and grade the timelines students filled out.

Lesson Nine: Mali (one day, 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand selected characteristics and specific historical developments of societies in Africa.
 - b. Students will understand the rise and fall of centers of civilizations in medieval Africa.
 2. Lesson Content
 - a. Medieval Kingdoms of the Sudan
 - i. Mali: Sundiata Keita; Mansa Musa
 3. Skill Objective(s)
 - a. Students will identify Sundiata Keita and Mansa Musa as important leaders of Mali.
 - b. Students will compare the likes and differences of two leaders of Africa.
 - c. Students will understand the effect of Islam on the Mali Kingdom.
- B. *Materials*
1. Paper and pencil (one for each student)
 2. *Pearson Core Knowledge History Book* (one for each student or one for the teacher)
 3. Appendix O (one copy for each student)
 4. Appendix P (one for the teacher)
 5. Highlighter marker
- C. *Key Vocabulary*
1. A *brigand* is another word for bandit.
- D. *Procedures/Activities*
1. Review Lesson Eight about Ghana.
 2. Tell the students that they are going to learn about another African Kingdom called Mali.
 3. Ask students to take out their *Pearson Core Knowledge History Book*.
 4. Read pages 138-140 aloud and discuss as a class.
 5. Pass out Appendix O to each student.
 6. On this chart the students are to put as many phrases or words that describe each ruler. The students may use their book to help.
 7. After the students have completed Appendix O, they need to take out their highlighter marker.
 8. Have the students highlight the similarities between Sundiata and Mansa Musa.
 9. Collect these papers and use Appendix P to grade them.
- E. *Assessment/Evaluation*
1. Appendix P will be used to evaluate the comparison chart of the rulers of Mali.

Lesson Ten: Songhai (one day, 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand selected characteristics and specific historical developments of societies in Africa.
 - b. Students will understand the rise and fall of centers of civilizations in medieval Africa.

2. Lesson Content
 - a. Medieval Kingdoms of the Sudan
 - i. Songhai: Askia Muhammad
 3. Skill Objective(s)
 - a. Students will understand the social structure of the Songhai Empire.
 - b. Students will understand the contributions of Ali Ber and Askia Muhammad to Songhai.
- B. *Materials*
1. Pencils (one for each student)
 2. *Pearson Core Knowledge History Book* (one for each student or one for the teacher)
 3. 5" x 7" index cards (one for each student)
 4. Crayons/colored pencils
 5. Appendix Q (one for the teacher)
 6. Appendix R (one for each student)
- C. *Key Vocabulary*
1. A *dynasty* is a series of rulers who are related.
 2. *Alms* are charity given to the poor.
- D. *Procedures/Activities*
1. Review Lesson Nine on the Mali kingdom.
 2. This lesson will finish the last medieval kingdom of Africa called Songhai.
 3. Ask students to take out their *Pearson Core Knowledge History Book*.
 4. Read pages 144-147 aloud as a class.
 5. Pass out one 5" x 7" card to each student.
 6. Ask the students to pretend that the card is like a collector's baseball card.
 7. The students are going to make ruler cards for Ali Ber and Askia Muhammad.
 8. On each side, put the name of the ruler, draw a picture of the ruler, and put vital statistics for each one, such as the country he came from, the length of his reign, and his accomplishments.
 9. Give the students the rest of the class time to work on this card.
 10. Collect the cards and use Appendix Q to grade them.
 11. Now pass out Appendix R (test study guide) to each student. The students need to take this study guide home to review because the final test will be the culminating activity for the next class period
- E. *Assessment/Evaluation*
1. Appendix Q will be used to grade the ruler cards.

VI. CULMINATING ACTIVITY

- A. Give the test that is found in Appendix S, pages one and two. The students have the entire class period to work on this exam. The answer key is Appendix T.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Where Are We Going? Questions (Lesson One)
- B. Appendix B: Outline of Map of Africa (Lesson One)
- C. Appendix C: Physical Features of Africa (Lesson One)
- D. Appendix D: Rubric to Grade Map of Africa (Lesson One)
- E. Appendix E: Chart of African Regions (Lesson Two)
- F. Appendix F: Rubric to Grade Chart (Lesson Two)
- G. Appendix G: Possible Answers to Chart of African Regions (Lesson Two)
- H. Appendix H: Directions for Writing Essay (Lesson Three)
- I. Appendix I: Rubric to Grade Writing Essay (Lesson Three)

- J. Appendix J: Rubric to Grade Notes on Kush (Lesson Four)
- K. Appendix K: Rubric to Grade Aksum Paragraph (Lesson Five)
- L. Appendix L: Rubric to Grade African Kingdom Paragraph (Lesson Six)
- M. Appendix M: Rubric to Grade Student Letters (Lesson Seven)
- N. Appendix N: Answers to the Timeline (Lesson Eight)
- O. Appendix O: Comparison Chart (Lesson Nine)
- P. Appendix P: Rubric to Grade Comparison Chart (Lesson Nine)
- Q. Appendix Q: Rubric to Grade Ruler Cards (Lesson Ten)
- R. Appendix R: Study Guide for Final Test (Lesson Ten)
- S. Appendix S: Final Test (Culminating Activity)
- T. Appendix T: Final Test Answer Key

VIII. BIBLIOGRAPHY

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- B. Ayo, Yvonne. *Africa*. New York, NY: Dorling Kindersley Publishing, 1995, (0-7894-6030-0).
- C. Hirsch, E.D. Jr. *Pearson Learning Core Knowledge History and Geography Fourth Level*. Parsippany, NJ: Pearson Education Inc., 2002. (0-7690-5025-5).
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Appendix A

WHERE ARE WE GOING?

The equator passes through the center of this continent.

The Atlantic Ocean borders it on the western coast.

The Indian Ocean borders it on the eastern coast.

It is located in all four hemispheres.

It is the second largest continent.

Appendix B
Outline Map of Africa



Appendix C

Name _____

Physical Features of Africa

Find these places on your map of Africa and label them. Use a map, globe, atlas, or other geographic tools to help you find the answers. (The type of landform is in **bold** print.) Check off each one as you label it.

Bodies of Water: Oceans, Seas, Lakes and Rivers

Teacher Check	Student Check	Teacher Check	Student Check
_____	_____ Atlantic Ocean	_____	_____ Indian Ocean
_____	_____ Mediterranean Sea	_____	_____ Red Sea
_____	_____ Gulf of Guinea	_____	_____ Congo (Zaire) River
_____	_____ Nile River	_____	_____ Niger River
_____	_____ Lake Victoria	_____	_____ Strait of Gibraltar

Landforms

Teacher Check	Student Check	Teacher Check	Student Check
_____	_____ Madagascar (Island)	_____	_____ Atlas Mountains
_____	_____ Mt. Kilimanjaro	_____	_____ Nile Delta
_____	_____ Niger Delta	_____	_____ Cape of Good Hope
_____	_____ Great Rift Valley		

Appendix D

Rubric to Grade Map

Mastery 7-8	Highly Proficient 5-6	Proficient 3-4	In Progress 1-2	Score
All locations were labeled correctly; all places were labeled and easy to read ;coloring was neat	Labeling was accurate, complete, and neat.	Labeling was mostly correct, complete and neat.	Labeling was correct but map was not complete or neat.	

Appendix E
Chart of African Regions

	Your Colorado Neighborhood	Region:	Region:	Region:	Region:
Climate and Seasons					
What is the climate like? What kind of seasons does this area have? How many seasons are there?					
What is the average yearly rainfall for this area?					
What is the average low temperature?					
What is the average high temperature?					
Plants and Animals					
Tell us some ways that animals are adapted to this climate.					
Tell us some ways that plants are adapted to this climate.					
Shelter					
How have people adapted their homes to the climate in this region?					
Food					
What kinds of foods would people in this region eat?					
How and where do people get food?					
People					
Tell some other ways that people have adapted to this climate.					

Appendix F

Rubric to Grade Chart

	Mastery 4	Highly Proficient 3	Proficient 2	In Progress 1	Score
Content	Information is correct and includes all information in each category.	Information is correct and includes most of the information in each category.	All or most of the information is correct in each category.	Significant lack of information and/or correct information in each category.	
Appearance	Handwriting is neat and information is easy to read. Spelling is correct.	Handwriting is legible and can be read. Spelling is mostly correct.	Handwriting is legible but a little difficult to read. Significant spelling mistakes.	Handwriting is barely legible and very difficult to read. Significant lack of effort in attempting to spell.	

Appendix G

Answer Key to Chart

	Your Colorado Neighborhood	Region: Sahara	Region: African Rain Forest	Region: African Grassland
<p>Climate and Seasons</p> <p>What is the climate like? What kind of seasons does this area have? (How many seasons are there?)</p>	Low humidity; dry winters, wetter spring and summer; windy in winter. Hot summer; cold winters; extremes in temperatures not uncommon; average 300 days of sun; four seasons	DRY Temperatures vary greatly from hot days to cool/cold nights. Few clouds; rate of evaporation often exceeds rainfall. Strong local winds; summer is hot; winter gets cooler; freezing nighttime temperatures may occur from December to February	Hot average temperatures and little temperature variation between day and night and through out the year. Some have no seasonal variation; others have two seasons, a Wet season and a Dry season.	Hot summers and cold winters. Coolest weather is from June to October. Two Seasons: the wet and dry. Rain comes twice a year: March to May and lesser amounts in November and December.
What is the average yearly precipitation for this area?	(see pages 38-39)	Less than 5 inches per year	More than 80 inches per year. Some get over 400 inches per year.	Averages between 20-47 inches.
What is the average low temperature?	30 degrees in January	64 degrees	70 degrees	58 degrees
What is the average high temperature?	73 degrees in July	90 degrees	82 degrees	76 degrees
<p>Animals</p> <p>Tell us some ways that animals are adapted to this climate.</p>	Some hibernate in winter; some grow thick winter coats which they shed in summer; birds migrate; insects go dormant in winter; many warm water fish (blue gills, chubs, squawfish) are adapted to seasonal changes in water	Nocturnal or look for shade; long appendages to dissipate heat; fat concentrated in one area; pale in color; some get moisture from food; camels store water, many animals have efficient kidneys.		Camouflage, sharp eyes, sensitive ears, a good nose. Both predator and prey rely on speed.
<p>Plants</p> <p>Tell us some ways that plants are adapted to this climate.</p>	Conifers have limber branches which shed the snow more easily; many trees lose their leaves in winter.	Some plants have thick trunks that store water; most have extensive root systems.	Plants grow toward the light; leaves have drip tips or oar waxy to shed water.	Grasses grow quickly; acacia leaves have a waxy coating to prevent water loss.
<p>Shelter</p> <p>How are the places where people live adapted to the climate in this region?</p>	Houses may have central heat, insulation, and double pane windows; doors and windows that close; some places are air-conditioned; some people use humidifiers in winter.	Many are nomads who move frequently; may live in tents or houses with thick earthen walls and tiny windows.	Metal roof sheds rain. Houses may be built on stilts to be above wet ground and to allow cool air to circulate underneath.	Use thorn bushes to create fences or offer protection; cover house with cow dung; people must purify water; gather wood for firewood.
<p>Food</p> <p>What kinds of food would people in this region eat?</p>	People eat all kinds of food from many places throughout the world. Choice is not limited by season.	Dates, Millet and grains, sheep and goats.	Grow yams, find bananas	Cows' milk used instead of meat.
How and where do people get food?	People buy food at a store or restaurant. Some people grow vegetable gardens. Some people hunt. Some raise animals for food.	Nomads exchange or trade.	Trap animals. Find everything you need; food, water, medicine	Trade cattle, goats for things.
<p>People</p> <p>Tell us some other ways that people have adapted to this climate.</p>	Wear clothing for the weather: coats, shorts, etc. Use lip balm, sunblock.	Wear loose fitting clothing, cloth wrapped around head, long sleeves.	Able to gather food, cut firewood; cut down the forest for farming, timber; plants for medicine; wear thongs or go barefoot; use a leaf for an umbrella.	Shave heads for cleanliness; wear jackets or blanket; no furnaces.

Appendix H

Directions for Writing Assignment

Name _____

Directions:

1. Read the information on the prewriting chart that you filled out yesterday. Add any other ideas you may have thought of since then.
2. On your own paper, write a paragraph telling how animals have adapted to living in the region that you chose.
3. Now, think again about how your life would change if you move to the region you chose.
4. On the same piece of paper, write a description telling how your life would have to change in order to adapt to the African region that you compared to your Colorado neighborhood. Explain why you would need to make these changes if you moved to that region.
5. Use yesterday's chart to give you details for your work. *Remember, this is your chance to show how much you learned about adaptations to living in certain regions.*

Check off each one as you describe it:

Ways the climate in the African region is different from the climate in your Colorado neighborhood.

How your shelter would be different.

Differences in what you would eat.

How your clothing would be adapted to that region.

Why you would need to make these changes?

Tell whether or not you would like to live in the African region you chose and why.

Appendix I

Rubric to Grade Writing Assignment

4 Advanced	<ul style="list-style-type: none">-Shows thorough understanding of connections between regions-Communicates complex ideas or concepts completely through details and examples-Consistently gives complete explanations-Information clearly relates to the topic-All information is accurate
3 Proficient	<ul style="list-style-type: none">-Shows a good understanding of the connections between regions-Communicates effectively through details and examples-Explanation is nearly complete-Information relates to the topic-Most information is accurate
2 Partially Proficient	<ul style="list-style-type: none">-Shows some understanding of connections between regions-Communicates with few details and examples-Some explanation is attempted but may be flawed-Some information relates to the topic-Some information is accurate
1 Not Proficient	<ul style="list-style-type: none">-Shows little understanding of connections between regions-No details or examples are given-Explanation has little to do with the topic-Communicates ideas ineffectively-Little information is related to the topic
0 Proficient	<ul style="list-style-type: none">-Did not attempt

Appendix J

Rubric to Grade Notes on Kush

	Mastery 4	Mastery 3	Mastery 2	Mastery 1
Content	Information is correct and contains more than three facts about Kush.	Information is correct and contains three facts about Kush.	Information is correct and contains two facts about Kush.	Information is correct and contains one or zero facts about Kush.
Appearance	Handwriting is neat and information is easy to read. Spelling is correct.	Handwriting is legible and can be read. Spelling is mostly correct.	Handwriting is legible but a little difficult to read. Significant spelling mistakes.	Handwriting is barely legible and very difficult to read. Significant lack of effort in attempting to spell.

Appendix K

Rubric to Grade Aksum PP

	Mastery 4	Mastery 3 Highly Proficient	Mastery 2 Proficient	Mastery 1 In Progress
Content	Student includes three details or facts and one explanation for each. Details and explanations in the paragraph are correct.	Student includes three details or facts and explanations for most. Details are correct.	Details are mostly correct. Student has included three details and facts. Some explanations are not included.	Details are incorrect. Student has not included any explanations for the details.
Organization	Uses correct paragraph format for my classroom.	Uses correct paragraph format but leaves out introduction sentence or concluding sentence.	Uses correct paragraph format but leaves out both introduction and concluding sentences.	Does not follow proper paragraph format.
Grammar	Spelling is mostly accurate. Sentences are complete.	Spelling is fairly accurate. Sentences are complete. Punctuation is mostly correct.	Most sentences are complete. Punctuation is mostly correct.	Most sentences are not complete. Lack of proper punctuation.

Appendix L

Rubric to Grade Review PP

	Mastery 4	Mastery 3 Highly Proficient	Mastery 2 Proficient	Mastery 1 In Progress
Content	Student includes 3 details or facts and 1 explanation for each. Details and explanations in the paragraph are correct.	Student includes 3 details or facts and explanations for most. Details are correct.	Details are mostly correct. Student has included 3 details and facts. Some explanations are not included.	Details are incorrect. Student has not included any explanations for the details.
Organization	Uses correct paragraph format for my classroom.	Uses correct paragraph format but leaves out introduction sentence or concluding sentence.	Uses correct paragraph format but leaves out both introduction and concluding sentences.	Does not follow proper paragraph format.
Grammar	Spelling is mostly accurate. Sentences are complete.	Spelling is fairly accurate. Sentences are complete. Punctuation is mostly correct.	Most sentences are complete. Punctuation is mostly correct.	Most sentences are not complete. Lack of proper punctuation.

Appendix M

Rubric to Grade Letter

	Mastery 4	Mastery 3 Highly Proficient	Mastery 2 Proficient	Mastery 1 In Progress
Content	Student includes three details or facts and one explanation for each. Details and explanations in the paragraph are correct.	Student includes three details or facts and explanations for most. Details are correct.	Details are mostly correct. Student has included three details and facts. Some explanations are not included.	Details are incorrect. Student has not included any explanations for the details.
Organization	Uses correct paragraph format for my classroom.	Uses correct paragraph format but leaves out introduction sentence or concluding sentence.	Uses correct paragraph format but leaves out both introduction and concluding sentences.	Does not follow proper paragraph format.
Grammar	Spelling is mostly accurate. Sentences are complete.	Spelling is fairly accurate. Sentences are complete. Punctuation is mostly correct.	Most sentences are complete. Punctuation is mostly correct.	Most sentences are not complete. Lack of proper punctuation.

Appendix N

Answers for Timeline

A.D. 300: Beginning of kingdom of Ghana

1000: peak of power of kingdom of Ghana

1076: Kumbi Saleh is conquered

1240: Sundiata Keita captures Kumbi Saleh

Appendix O

Comparison Chart of Rulers

Sundiata Keita	Mansa Musa

Appendix P

Rubric to Grade Comparison Chart

	Mastery 4	Highly Proficient 3	Proficient 2	In Progress 1
Content	Information is correct and includes all information for each ruler.	Information is correct and includes most of the information for each ruler.	All or most of the information is correct for each ruler.	Significant lack of information and/or correct information for each ruler.
Appearance	Handwriting is neat and information is easy to read. Spelling is correct.	Handwriting is legible and can be read. Spelling is mostly correct.	Handwriting is legible but a little difficult to read. Significant spelling mistakes.	Handwriting is barely legible and very difficult to read. Significant lack of effort in attempting to spell.

Appendix Q

Rubric to Grade Ruler Cards

	4	3	2	1
Appearance	Cards are colored and picture is extremely neat	Cards are colored and picture is neat	Card is not completely colored and picture is unfinished	Card is not colored and no picture is drawn
Content	Student has included five or more facts about each ruler	Student has included three or four facts about each ruler	Student has included one or two facts about the ruler	Student has no facts included on the ruler
Spelling/ Grammar	Student has no spelling or grammatical mistakes	Student has one or two spelling or grammatical mistakes	Student has three or four spelling or grammatical mistakes	Student has five or more spelling or grammatical mistakes

Appendix R

Study Guide for Final Test

Map of Africa:

Know how to locate: Bodies of water: Mediterranean Sea, Red Sea, Atlantic Ocean, Indian Ocean, Rivers: Nile River, Niger River, Congo River, Mountains: Atlas Mountains, Mt. Kilimanjaro, Other: Madagascar, Cape of Good Hope

Kush:

importance of trading
how the Kush fooled Egypt
another name for the Kush region
location of Kush kingdom
what caused the fall of Kush

Aksum:

importance of trading
how it got so much power
location of the Askum kingdom
what caused the fall of Aksum
what was another name for Aksum

Medieval Kingdoms:

Sundiata Keita
Mansa Musa
Ibn Battuta

Final Test

Short Answer (5 points): Please answer the following question in complete sentences. Give as much detail as possible.

1. What was your favorite part of this unit? Why?

Geography of Africa (1 point/each): Study the map of Africa on the next page. Write the correct letter next to the place/body of water.

_____Mediterranean Sea

_____Red Sea

_____Atlantic Ocean

_____Indian Ocean

_____Cape of Good Hope

_____Madagascar

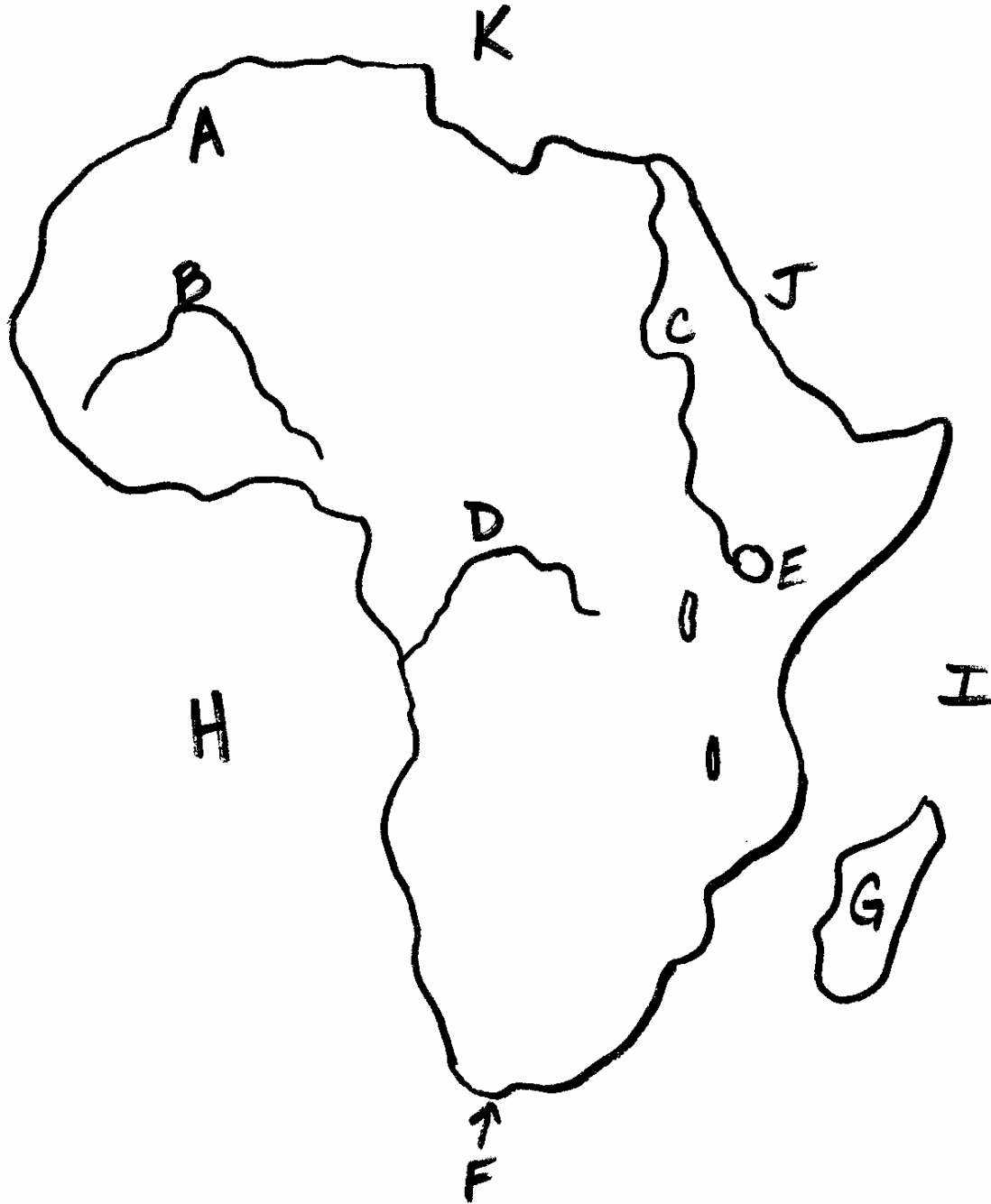
_____Nile River

_____Niger River

_____Congo River

_____Atlas Mountains

_____Mt. Kilimanjaro



True or False: Answer each question by putting a T for True or an F for False

1. _____ Ghana's location made it important for its success.
2. _____ The Kushites raided Ghana.
3. _____ Mansa Musa made a pilgrimage to Mecca because his family lived there.
4. _____ Ibn Battuta did NOT visit Europe.
5. _____ Ibn Battuta called his book the Koran.

Appendix S, page 3

Multiple Choice (1 point each): Choose the best answer to the question by writing the best answer to the question by writing the correct letter in the blank.

1. _____ What was another name for the kingdom of Kush?
 - a. Egypt
 - b. Aksum
 - c. Nubia
 - d. Mali

2. _____ What contributed most to Aksum's power?
 - a. war
 - b. its many oases
 - c. trade
 - d. slaves

3. _____ What caused the fall of Kush?
 - a. the Kushites ran out of materials to trade
 - b. the Kush decided to become one with Egypt
 - c. there were not enough people keeping up the Kush tradition
 - d. it was attacked and destroyed by Aksum, its neighbor

4. _____ Where was Aksum located?
 - a. near the Red Sea
 - b. near the Mediterranean Sea
 - c. near the Pacific Ocean
 - d. in the middle of Africa

5. _____ How did the Kushites maintain their identity away from Egypt?
 - a. strong sense of identity
 - b. strong sense of self-worth
 - c. they seemed to be Egyptian
 - d. all of the above

Appendix T

Final Test Answer

Short Answer (5 points): Please answer the following question in complete sentences. Give as much detail as possible.

Give 2 points for complete sentences. Give 1 point for every correct detail in the sentence(s).

Geography of Africa (1 point/each): Study the map of Africa on the next page. Write the correct letter next to the place/body of water.

<u> K </u>	Mediterranean Sea
<u> J </u>	Red Sea
<u> H </u>	Atlantic Ocean
<u> I </u>	Indian Ocean
<u> F </u>	Cape of Good Hope
<u> G </u>	Madagascar
<u> C </u>	Nile River
<u> B </u>	Niger River
<u> D </u>	Congo River
<u> A </u>	Atlas Mountains
<u> E </u>	Mt. Kilimanjaro

True/False questions:

1. T
2. F
3. F
4. T
5. F

Multiple Choice (1 point each): Choose the best answer to the question by writing the correct letter in the blank.

1. C
2. C
3. D
4. A
5. D