Lesson Plans 2025-2026 **Week:** #18 – (December 8- December 12) **Teacher**: Staton, Whitman, Volkmar **Subject**: SS 6

Unit Title:	**Unit 7: West African Empires and Mesoamerican Empires**
Unit Vocabulary:	polytheism, monotheism, theocracy, hajj, obsidian, caravan, Inca, Maya, Aztec, Songhai, Mali, Ghana, Pizzaro, Berbers, terrace, terrace farming, Timbuktu, cultural diffusion, Teotihuacan, Mansa Musa, pictograms, Sahara, Montezuma, Cortes, Mesoamerica, chinampa, smallpox, conquistador

	Learning Target *(All Teachers)*	**Instructional Plan** *(Core Teacher)*	**Differentiation** *(ELA/Math Inclusion Teacher)*	**Level UP/Advisory Plans** (Core Content Teachers) (Not NHI time)	**Teacher Tips & Notes** *(All Teachers)*
M O N	**Learning Target:** I can diagram the importance of the salt and gold trade during the Middle Ages for the West African Kingdoms of Mali, Ghana, and Songhai by completing a mapping activity.	**Take for a minor grade for Q2. Last minor grade Q2** **Opening Strategy:** **Standard:** 6.2 CX, 6.2 P, 6.2 CC Students will watch the Instructomania video linked on slide 2. Trading Empires of West Afri... **Core Lesson:** **Teaching Strategy:** The teacher will discuss with students the impact that salt and gold trade had upon the development of the West African Kingdoms of Mali, Ghana, and Songhai by discussing the	• Simplified Instructions and Clear Visual Aids • Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. • Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. • Modeling: Demonstrate how to find and explain themes using a sample	**Level Up for Lollipops!! (Day 5)** • Compare and Contrast Japanese and European Feudalism • Teacher will help establish a thesis statement • Students encouraged to utilize compare and contrast charts which have already been created in unit learning • Japanese vs Europe… Students will work on Unit 7 vocab sheets and blooket. **Vocab** • Blooket Vocab U. 7	Vocabulary: Blooket Vocab Unit 7 Vocab Student Sheet Unit 7 Wes… Vocab Answer Key Unit 7 Wes… Slides Vocab U. 7 UPDATED… . Questions of ...

		slideshow Medieval West African Kingd... while students complete a mapping activity and answer questions pertaining to these West African kingdoms and geography. **Student Strategy:** The student will complete a mapping exercise and answer questions concerning the West African gold and salt trade and geography. **Summary** Teachers will check the maps for accuracy and understanding. Teachers may choose to take the map for a grade. **Guide & Student Maps** Medieval W. African_SALT_... **Homework** Complete for homework if not finished in class.		• Unit 7 West African… • UPDATED Unit 7 …	
T U E	**Learning Target** I can compare the impact of the political systems of	**Opening Strategy:** Mankind the story of all of us- Survivors 6/12 - Vídeo Dailymotion History Channel video on the African Golden Age and salt and gold trade exchange. Play the video beginning at 1;15 min and end at	**SWD Differentiation Strategy:** • Simplified Instructions and Clear Visual Aids • Use Visuals: Create visual aids such as graphic	**Level Up for Lollipops!! (Day 6)** • Compare and Contrast Japanese and European Feudalism • Teacher will help establish a thesis statement	Questions …

	Ghana, Mali, and Songhai empires on their economic success by reading and answering questions.	**12:12 min.** **<u>Core Lesson:</u>** **<u>Teaching Strategy:</u> Teachers will guide students through the Why were West African Empi... reading pages one through three. Highlighting important details and answering the questions.** **<u>Student Strategy:</u> Students will complete the chart on page four using page one through three.** **<u>Summary:</u>** **Explain in two sentences why salt was as valuable as gold. This requires you to use evidence you have learned in today's class.** **<u>Homework</u>**	organizers and anchor charts that outline steps for identifying themes. ● Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. ● Modeling: Demonstrate how to find and explain themes using a sample	● Students encouraged to utilize compare and contrast charts which have already been created in unit learning ● Japanese vs Europe… Students will work on Unit 7 vocab sheets and blooket. **<u>Vocab</u>** ● Blooket Vocab U. 7 ● Unit 7 West African… ● UPDATED Unit 7 …	
W E D	**<u>Learning Target:</u> I can compare the impact of the political systems of Ghana, Mali, and Songhai empires on their**	**<u>Opening Strategy:</u>** The class will watch Ted Ed: Mansa Musa and have a class discussion on West African trade, economy, and wealth of the gold and salt trade. **<u>Core Lesson Activities:</u>**	**<u>SWD Differentiation Strategy:</u>** ● Simplified Instructions and Clear Visual Aids ● Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes.	**<u>Level Up for Lollipops!!</u> (Day 7)** ● Compare and Contrast Japanese and European Feudalism ● Teacher will help establish a thesis statement ● Students encouraged to utilize compare and contrast charts which have	Questions …

	economic success. **<u>Learning Target :</u>I can trace the continuities and changes over time through the rise and fall of the Ghana, Mali, and Songhai kingdoms.** **<u>Learning Target</u>: I can compare and contrast the major characteristics between Mali, Songhai, and Ghana by reading the Google Slides presentation and completing the one-pager.**	• The teacher can use either slideshow to teach a comparison of Ghana, Mali, and Songhai Empries as the three West African Kingdoms and their gold and salt trade, the importance of Timbuktu as an Islamic learning center, and the effects of cultural diffusion of the gold/ salt trade along the Silk Road. As the teacher is using the slideshow (s) to teach, the students will complete the one-pager on the three West African kingdoms • West African King… • West African King… • Ghana, Mali, Song… **<u>Summarizing Activity:</u>** • .Explain how West African gold influence the European Renaissance?	• Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. • Modeling: Demonstrate how to find and explain themes using a sample	already been created in unit learning • Japanese vs Europe… Students will work on Unit 7 vocab sheets and blooket. **<u>Vocab</u>** • Blooket Vocab U. 7 • Unit 7 West African… • UPDATED Unit 7 …	
	<u>Learning</u>	**Take as a minor grade Q3.**	**<u>SWD Differentiation Strategy:</u>**	**<u>Level Up for Lollipops!!</u> (Day 8**	Questions …

T H U	**Target:** **I can use evidence and the skill of causation to describe the impact of geography on the development of Central and South American societies by completing a map.**	Science Benchmark **Opening Strategy:** The teacher may choose from the following Instructomania videos on the Aztecs, Mayan, and Incan Empires. Aztes ● The Geography Of… Maya ● The Geography of … Inca ● Inca-Geography of… **Core Lesson Activities:** ● **The teacher will use the slideshow Guide Map for Maya,... to aid students in completing the map for the Aztecs, Mayans, and Incas.** ● **Student Strategy:** **Students will complete the map by using the guide maps provided and the slideshow Guide Map for Maya,...** ● **Students will also answer Guide Map for Maya, Aztec, and Incaquestions on slide 30 on the back of**	● Simplified Instructions and Clear Visual Aids ● Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. ● Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. ● Modeling: Demonstrate how to find and explain themes using a sample	) ● Compare and Contrast Japanese and European Feudalism ● Teacher will help establish a thesis statement ● Students encouraged to utilize compare and contrast charts which have already been created in unit learning ● Japanese vs Europe… Students will work on Unit 7 vocab sheets and blooket. **Vocab** ● Blooket Vocab U. 7 ● Unit 7 West African… ● UPDATED Unit 7 … Unit 7 Spiral Review A Unit 7 Spiral Review B	

		the map. • Guide & Student Maps • Aztec, Mayan, and In... **Summarizing Activity:** • .Exit Ticket on last slide			
F R I	**Learning Target:** I can analyze evidence to determine the characteristics of a complex society by completing a graphic organizer using slides. Primary topic question: What are the indicators or factors of a complex society?	**Standard:** 6.2 CC, 6.2 CX, 6.2 P Science Makeup Benchmarks **Opening Strategy:** Students will watch the video Students should take notes while watch Maya, Aztec, and Inca Societies **Core Lesson Activities:** The teacher will begin the class by having students record in table groups what components make up a complex society (slide 2). Students should record a list with their table groups and then the class will discuss the list (slide 3). Next, the teacher will read the directions on the Meso-American Culture Mix and Match Chart: Meso-American Culture Mix ... Students will use the slideshow Mesoamerican Civilizations:... with their table partners to complete the Meso-American	**SWD Differentiation Strategy:** • Simplified Instructions and Clear Visual Aids • Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. • Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis. • Modeling: Demonstrate how to find and explain themes using a sample	Students will work on Unit 7 vocab sheets and blooket. **Vocab** • Blooket Vocab U. 7 • Unit 7 West African… • UPDATED Unit 7 …	Questions …

		Culture Mix and Match Chart. Some answers will be used more than once. **<u>Student Strategy:</u> Students will complete the Meso-American Culture Mix and Match Chart** **<u>Summarizing Activity:</u>** Exit Ticket is on the worksheet.			