

The Implications of the Salt and Gold Trade in Africa

Inquiry Design [Model](#) Planning Template for Social Studies

Key Themes/Concepts	Compelling Question (open ended, reflect student interest, and connection to content)
• Trade • Cultural diffusion • Religion • West and North African Kingdoms • Population centers • Power	How do culture and geography impact the development of societies? (unit question) Mini-unit essential question: What were the impacts of trade on ancient societies in Africa?

Standards Assessed (from Colorado Academic Standards in Social Studies as well as other disciplines)	Standards Addressed
• Examine the geographic location and distribution of resources within a region to determine the economic and social impact on its people. For example: Middle Eastern water rights, the acceptance of refugees from other countries, and the Salt Trade. (2.2.b) • Explain how trade affects the production of goods and services in different regions. (3.1.c)	• Utilize primary and secondary sources to explain the interdependence and uniqueness among peoples in the Eastern Hemisphere during significant eras or events; including their influence on modern society. (1.1.a) • Identify and explain the historical context of key people, regions, events, and ideas, including the roots of current issues. For example: The contributions of Mansa Musa, the roots of Abrahamic religions, the significance of political revolutions, the implications of the Atlantic Slave Trade, the rise of European Nationalism, and the rise of Communism. (1.2.a)

Supporting Questions (Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question.)

Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance the inquiry. Typically, there are 3-4 supporting questions that help to scaffold the compelling question).

- **How does the geography of West Africa influence the development of the region?**
- **How did trade affect the rise of empires in Africa?**
- **What were the great achievements of Africa's powerful empires?**
- **Who was Mansa Musa and how did he influence the development of the region?**
- **How are the great achievements from Africa present in our world today?**
- **Why should we learn about early African civilizations?**

Summative Assessment Performance Task (performance task that addresses the compelling question)

- **Performance Assessment: What were the impacts of trade on ancient societies in Africa?**
- Ask students to create a blog with text and images that answer the question: What were the impacts of trade on ancient societies in Africa? They should include examples of changes in population centers, power distribution, and cultural diffusion. In the blog, students should include primary sources, maps, and textual support.

Featured Sources (These sources align with the supporting questions and formative performance tasks. The sources, however, are varied both in content (e.g., primary and secondary sources) and format (e.g., text, video, and web-based)

- TCI Lessons: 31 and 32
- Stanford's Reading Like a Historian: Mansa Musa Lesson, [Slideshow](#), [Student Materials](#), [Teacher Materials](#), [Original Documents](#) (Spanish version available on Stanford's website)
- Complete [Unit Resources](#) from New Jersey State Bar Foundation

[Targeted Scaffolds and Supports](#)

Reading	Writing	Conversations
• Summary Frames • Before, During, and After Reading Strategies and Graphic Organizers	• Reading Response Journal • RAFT Strategy with menu options • SVVSD Constructed Response Handbook: Using CERA and includes teaching suggestions and rubrics • Other Writing Strategies for Social Studies	• Leveled Language Frames

Supplemental Resources
• British Museum of Art: Caravans of Gold • The Gold Road Interactive Map.

Lesson	Formative Performance Tasks (Tasks are activities designed to help students practice the skills and acquire the content needed to perform well on the summative task. These tasks are built around the supporting questions and are intended to grow in sophistication across the tasks. The performance tasks threaded throughout the inquiry provide teachers multiple opportunities to evaluate what students know and are able to do so that teachers have a steady loop of data to inform his/her instructional decision-making)
1	How does the geography of West Africa influence the development of the region? This lesson will give students an overview of the geography of Africa. Have students complete Lesson 31 in TCI .
2	How did trade affect the rise of empires in Africa? This lesson focuses on Ghana as a case study of how trade influenced the wealth and development of an empire. TCI lesson 32 .
3	What were the great achievements of Africa's powerful empires? Africa's Hidden Past: Introduction Activity

Engage students in the brief game “Can You Name Three?” Have them work in pairs or small groups. Direct each team to fold a sheet of paper into four sections and write the numbers one to three in each quadrant. Pose the first question below and allow teams about a minute to propose answers and list them in the first quadrant. Tell them the only rule is that none of their responses can be related to the United States. Continue in the same way with the remainder of the questions, providing examples as needed so that students understand the categories. → Can you name three powerful civilizations in history, not including the U.S.? → Can you name three important leaders in history or today outside the U.S.? → Can you name three major geographical features outside of the U.S.? → Can you name three major human-made innovations outside of the U.S.? 2 Ask teams if they were able to come up with three examples for each category and allow them to share some of their responses. Note the parts of the world that most of their responses come from. Ask students how many of their examples come from Africa (presumably there will be few or none.) Discuss why Africa might be underrepresented on their lists and, more generally, when we think of important people, places, and contributions to the world. Highlight that stereotypes of Africa as less developed, powerful, and important have led to gaps in our knowledge about this diverse continent.

Africa’s Powerful Past Activity

Project the handout Map of Early African Civilizations. Identify the following four kingdoms on the map and tell students that they will be investigating one of them in small groups: Kush, Aksum (also Axum), Mali, and Great Zimbabwe. Ask students what they already know about these civilizations and list facts on chart paper or have students record prior knowledge in their notebooks. Divide students into small “historian roundtable” groups and assign each a kingdom. (Depending on class size, there may be more than one group assigned to each kingdom.) Distribute the handout African Civilizations to each student and review it with the class. Tell students they will take notes in each category as they learn about their assigned kingdom. Distribute copies of the appropriate Historian Kit handout to each group. Instruct groups to begin with Part 1, which asks them to closely observe and discuss a map, quote, artifacts, and remains from their assigned kingdom. After completing this section, direct groups to continue to Part 2, which asks them to read a text and record notes on the African Civilizations graphic organizer. Once complete, you could jigsaw this content or have groups share the artifact that best reflects the achievements of the assigned civilization.

[Map of Early African Civilizations](#)

African Civilizations [Graphic Organizer](#)

[Kush Historian Kit](#)

[Askum Historian Kit](#)

[Mali Historian Kit](#)

[Zimbabwe Historian Kit](#)

	Whole Class Discussion Questions Complete Unit Resources for this lesson
4	Who was Mansa Musa and how did he influence the development of the region? Using Stanford's Reading like a Historian lesson, have students analyze primary sources to learn more about Mansa Musa and his impacts on the region. Teacher's Resources Student Resources PowerPoint
5	How are the great achievements present in our world today? Using video clips from PBS's The Great African Civilizations, students will understand what life was like on the continent and the great achievements of the early civilizations. Timbuktu and Books: video clip Lalibela: Video Clip Swahili Coast: Video Clip Meroe: Video Clip The Kingdom of Dahomey: Video Clip The City of Great Zimbabwe: Video clip The City of Marrakesh: Video Clip The City of Gondar: Video Clip Ask students to gather information from the video clips about the great achievements of these societies. Ask students to choose the top three achievements (political, social, economic, and/or cultural) they would recommend including in the "The Great Achievements in Human History" list. For each choice, students should write a paragraph with their rationale using specific details from the videos and prior lessons.
6	Why should we learn about early African civilizations today?

Begin by having a class (whole or small group) discussion about the following quotations.

» In the 1830s, the German philosopher Georg Hegel wrote, “At this point we leave Africa, not to mention it again. For it is no historical part of the World; it has no movement or development to exhibit. . . . What we properly understand by Africa, is the Unhistorical, Undeveloped Spirit, still involved in the conditions of mere nature, and which had to be presented here only as on the threshold of the World’s History.” 3

» In 1963, Oxford historian, Hugh Trevor-Roper stated, “Perhaps, in the future, there will be some African history to teach. But at present there is none, or very little: there is only the history of Europeans in Africa. The rest is largely darkness. . . . And darkness is not a subject for history.”

» In 2007 President Nicolas Sarkozy said in a speech in Dakar, Senegal: “The tragedy of Africa is that the African has not fully entered into history. . . . They have never really launched themselves into history.”

Questions to provoke conversation could include the following:

- » Note the dates of these statements. What historical moments do they emerge from?
- » How many years have passed between these quotes? Why do statements like this persist?
- » What is the implicit bias that underpins these statements separated by 300 years?
- » What impact does it have on people when their histories are belittled or negated?

Have students view “Using Africa’s History as a Tool for Change” Tedex [video](#)

Questions to consider:

- *Who has the power to shape history?
- *Who has the power to decide what versions of history are told and which get left out?

Performance Assessment: What were the impacts of trade on ancient societies in Africa?

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