

Monday, November 16	Tuesday, November 17	Wednesday, November 18	Friday, November 20
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Monday, Nov. 16

Objective	<ul style="list-style-type: none"> ★ Analyze the relationship between the Kingdom of Ghana and neighboring peoples in the region considering warfare, tribute, and trade. ★ Explain the Kingdom of Ghana's achievements before the arrival of Europeans.
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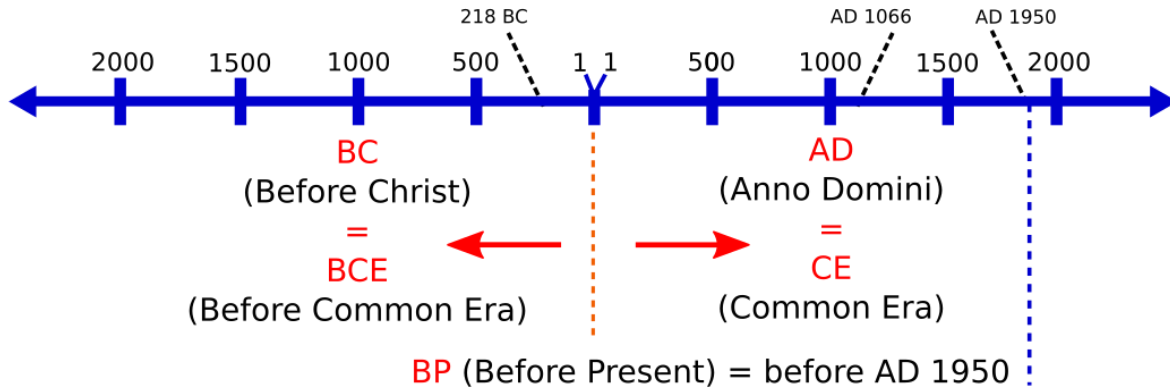
Step 1: Do Now

Directions: Complete the prep work quiz! Your teacher will send you the link in the zoom chat.

Step 2: Definitions

Term	Definition
Dinar	<ul style="list-style-type: none"> • a coin probably worth about two-weeks' work for a North African laborer in the eleventh century
Map Key/Legend	<ul style="list-style-type: none"> • A legend is a caption, a title or brief explanation appended to an article, illustration, cartoon, or poster. • A key is an explanatory list of symbols used in a map, table, etc. • The "Keys" are the symbols and numbers within the Caption that the Legend explains.
AD	<ul style="list-style-type: none"> • Anno Domini or the 'Year of our Lord'
BC	<ul style="list-style-type: none"> • Before Christ
BCE	<ul style="list-style-type: none"> • Before Common Era
CE	<ul style="list-style-type: none"> • Common Era

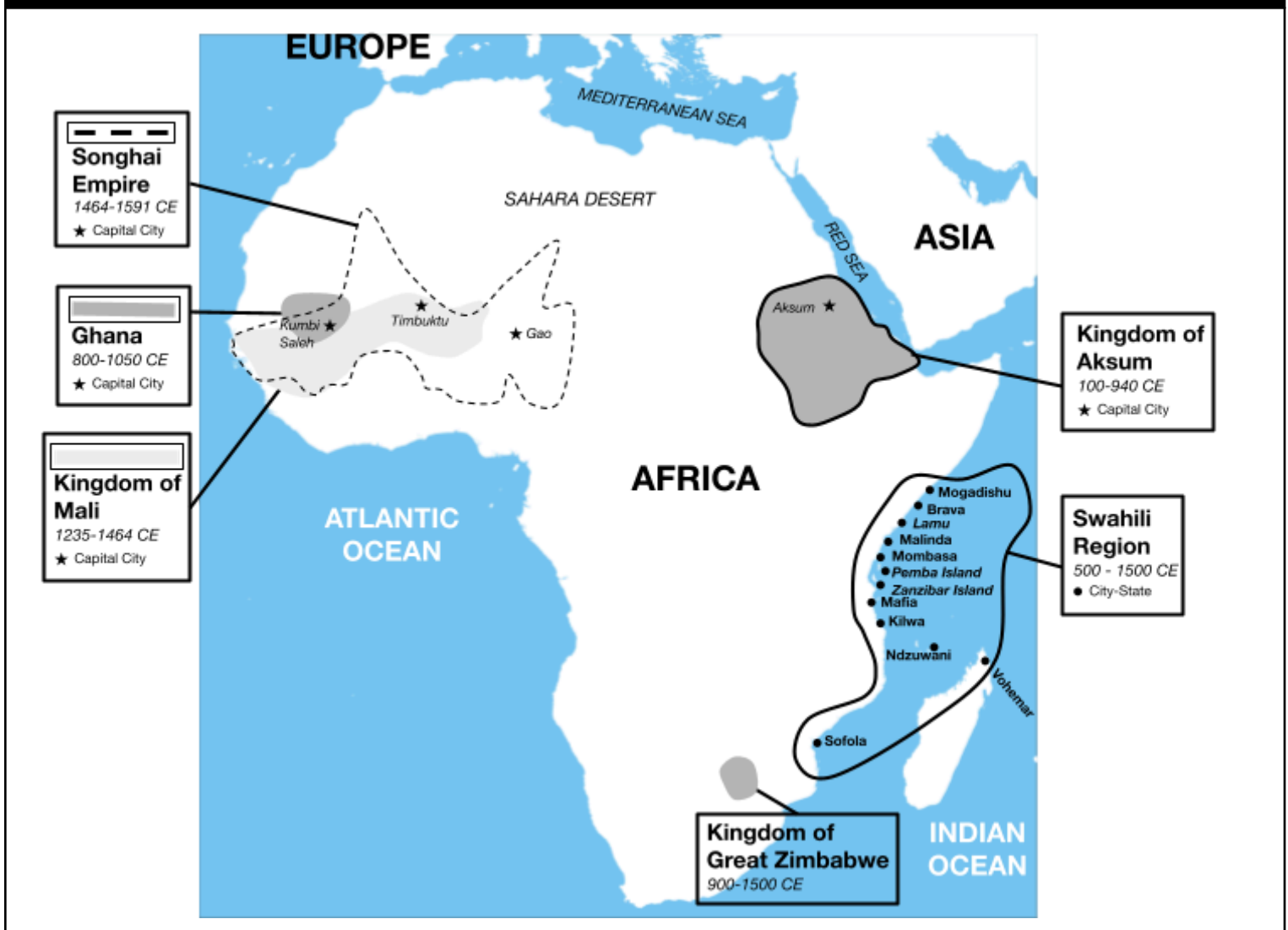
BC - BCE and AD - CE Terms



Step 3: Document Analysis

Directions: Study the map below. Read all text and use the key provided to decipher all symbols.

Document 1 Map of Ancient African Kingdoms



Written Question: Plot the Songhai Empire, Ghana, and the Kingdom of Mali in chronological order on the timeline from oldest to youngest. Label each kingdom or empire with the dates of its existence.

100 CE

2000 CE

1.

2.

3.

Verbal Questions:

1. What about the information in this map do you wonder about?
2. What do you notice about this map? Make factual statements based on the data presented.

Writing Question: Answer in complete sentences

1. Based on your prep work and this map, what can you infer about the Kingdom of Ghana, the Kingdom of Mali, and the Songhai Empire?

Directions: As you read the document below, highlight any details that reveal evidence of wealth in Ghana.

Document 2

Between 800 and 1076, the kingdom of Ghana was rich and powerful. It controlled the trans-Saharan gold and salt trade. This document describes the king's court in ancient Ghana. It was written by the Arab scholar Al-Bakri in 1067.

The court of appeal is held in a domed pavilion around which stands ten horses with gold embroidered trappings. Behind the king stands ten pages holding shields and swords decorated with gold, and on his right are the sons of subordinate kings of his country, all wearing splendid garments and with their hair mixed with gold. The governor of the city sits on the ground before the king, and around him are ministers seated likewise. At the door of the pavilion are dogs...[wearing] collars of gold and silver, studded with a number of balls of the same metals.

Source: Leon E. Clark, editor, *Through African Eyes*, Praeger Press, Inc., 1970 (adapted)

Verbal Questions:

1. What evidence of wealth does Al-Bakri describe?
2. What evidence of an advanced political structure did Al-Bakri describe?

Written Question: Answer in complete sentences

1. What is the significance of this display of wealth and of Ghana's political structure?

Directions: As you read the document below, highlight any details which explain Ghana's involvement in the gold-salt trade.

Document 3

The following excerpt is an explanation for the wealth of the kingdom of Ghana.

The Arab traders of this region wanted gold as much as the Wangara wanted salt, but both had to pass through Ghana to trade...Ghana controlled the land...[and] it had the military forces...to maintain peace in the area, thereby assuring safe trade for the Arabs and the Wangara.

Ancient Ghana was an extremely complex empire. It possessed many of the characteristics of powerful nations today: wealth based on trade, sufficient food to feed its people, income derived from taxes, social organization that ensured justice and efficient political control, a strong army equipped with advanced weapons, and a foreign policy that led to peace and cooperation with other people.

Source: Leon E. Clark, editor, *Through African Eyes*, Praeger Press, Inc., 1970 (adapted)

Verbal Questions:

1. What was ancient Ghana's role in the gold-salt trade?
2. What characteristics of an advanced civilization did ancient Ghana possess?

Written Question: Answer in complete sentences

1. How did Ghana use its location to gain power and wealth?

Step 4: Exit Ticket

Directions: Answer the question below in at least **3 complete sentences**.

Consider what you have learned about the Kingdom of Ghana. Choose one of the questions to respond to:

1. What was the Kingdom of Ghana's greatest accomplishment? Explain
2. What was the relationship between the Kingdom of Ghana and neighboring peoples? Consider warfare, tribute, and trade in your answer.

Include at least one piece of text evidence in your response.

Tuesday, Nov. 17

Objectives

- ★ Analyze the relationship between the Empire of Mali and neighboring peoples in the region considering warfare, tribute, and trade.
- ★ Explain the Empire of Mali's achievements before the arrival of Europeans.

Step 1: Do Now

Directions: Complete the prep work quiz! Your teacher will send you the link in the zoom chat.

Step 2: Document Analysis

Directions: As you read the document below, **highlight** any details that reveal what the Egyptians thought of Mansa Musa.

Document 5

Mansa Musa expanded the Mali empire to twice the size of the Ghana empire it replaced. On his hajj to Mecca in 1324-1325, Mansa Musa stopped in Cairo, Egypt. An Egyptian official described him.

This man, Mansa Musa, spread upon Cairo the flood of his generosity: there was no person, officer of the court, or holder of any office of the Sultanate who did not receive a sum of gold from him.

I heard talk of the arrival of this sultan Musa on his Pilgrimage and found the Cairenes eager to recount what they had seen of the

Africans' prodigal spending. I asked the emir Abu...and he told me of the opulence, manly virtues, and piety of his sultan. "When I went out to meet him {he said} that is, on behalf of the mighty sultan al-Malik al-Nasir, he did me an extreme honour and treated me with the greatest courtesy. He addressed me, however, only through an interpreter despite his perfect ability to speak in the Arabic tongue. Then he forwarded to the royal treasury many loads of unworked native gold and other valuables. I tried to persuade him to go up to the Citadel to meet the sultan, but he refused persistently saying: "I came for the Pilgrimage and nothing else. I do not wish to mix anything else with my Pilgrimage."

Verbal Questions:

1. What about Mansa Musa impressed the Egyptian official?
2. Why was Mansa Musa in Cairo?

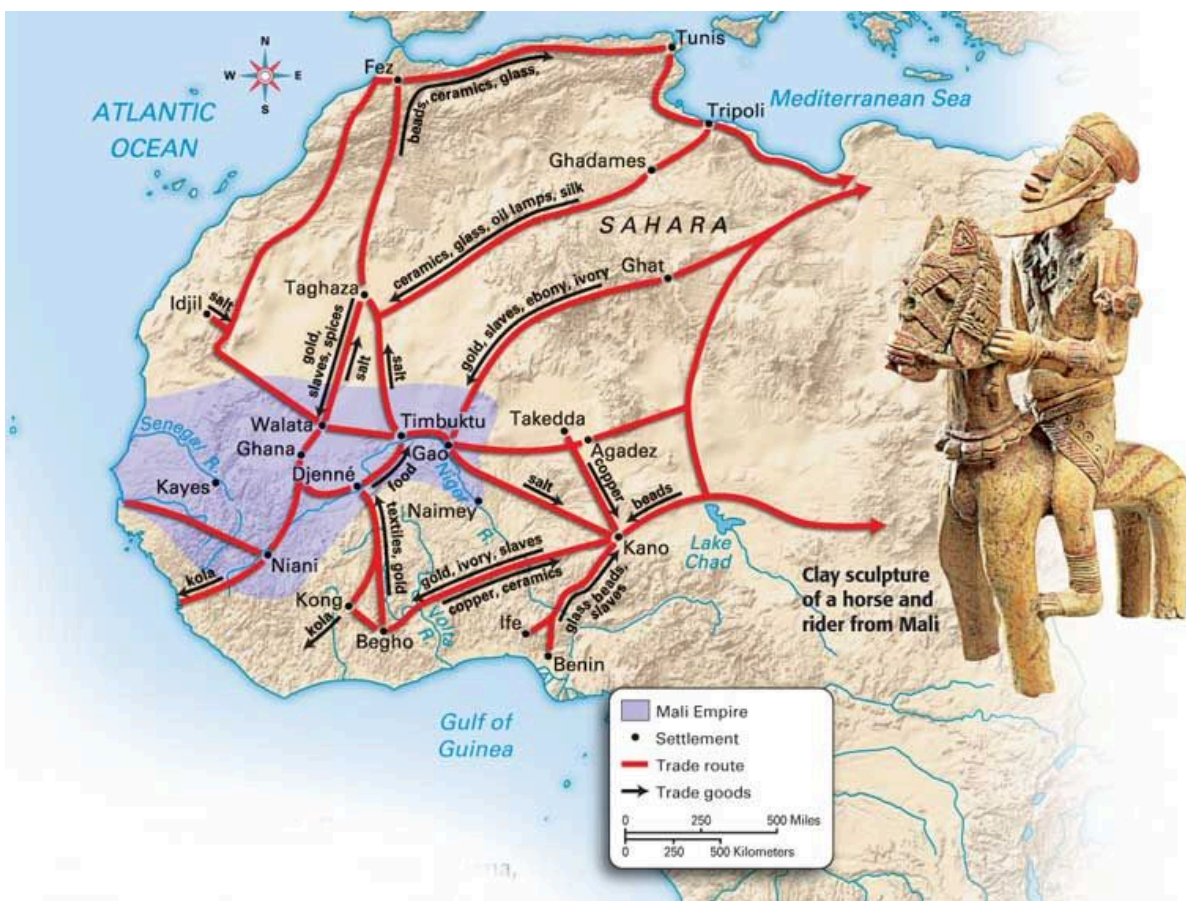
Writing Question: Answer in complete sentences

1. How did Egyptians perceive Mansa Musa? What leads you to believe this? **Support your answer with evidence from the text.**

Directions: Study the map below. Read all text and use the key provided to decipher all symbols.

Document 8

Page 134 of the "Medieval to Modern Times" textbook



Verbal Questions:

1. What goods were traded in the Mali Empire of West Africa in the 1400s?
 - a. Where did those goods come from?
 - b. Where did they go?

Writing Question: Answer in complete sentences

1. What does the flow of goods to, from, and within Mali say about the Kingdom of Mali? **Cite specific details from the map to support your answer.**

Directions: Use both sources below to answer the verbal and written questions that follow.

Document 6

In this excerpt, a Moroccan traveler using the name Leo Africanus describes the city of Timbuktu in West Africa.

Here are many doctors, judges, priests, and other learned men that are well maintained at the king's costs. Various manuscript and written books are brought here...and sold for more money than other merchandise.

Source: Leo Africanus, "The Description of Africa (1526)," Reading About the World, Volume 2, Harcourt Brace Custom Publishers, 1999 (adapted)

Document 9

Taxes collected on every trade item entering the kingdom were used to pay for the government, a huge army which protected the kingdom's borders and trade routes, and the upkeep of the capital city and major markets.

Source: <http://mali.pwnet.org> "Mali, Ancient Crossroads of Africa":

Verbal Questions:

1. According to Leo Africanus, what were the most important commodities in Timbuktu?
2. How did trade help the Kingdom of Mali gain wealth?

Written Question: Answer in complete sentences

1. What do these texts show about the values of the King of Mali? **Support your answer with evidence.**

Step 5: Exit Ticket

Directions: Answer the question below in at least **3 complete sentences**.

What was the Kingdom of Mali's greatest accomplishment? Explain. **Include at least one piece of evidence in your answer.**

Wednesday, Nov. 18


Objective

- ★ Analyze the relationship between the Songhai Empire and neighboring peoples in the region considering warfare, tribute, and trade.
- ★ Explain the Songhai Empire's achievements before the arrival of Europeans.

Step 1: Do Now

Directions: Complete the prep work quiz! Your teacher will send you the link in the zoom chat.

Step 2: Definitions

Term	Definition
Islam	<ul style="list-style-type: none">the religion of the Muslims, a monotheistic (one god) faith regarded as revealed through Muhammad as the Prophet of Allah.
vassals	<ul style="list-style-type: none">a person or country in a subordinate position to another.
secession	<ul style="list-style-type: none">the action of withdrawing formally from membership of a federation or body, especially a political state.
Berber	<ul style="list-style-type: none">a member of the indigenous people of North Africa. Related to the language.
Timbuktu	<ul style="list-style-type: none">a town in central Mali, on the River Niger: terminus of a trans-Saharan caravan route; a great Muslim centre (14th–16th centuries) 

Step 3: Document Analysis

Directions: As you read the document below, highlight any details that reveal evidence of the influence of the **military in yellow**. Highlight any details that reveal evidence of **Islam's influence on Songhai in blue**.

Document 10 "Songhai Empire." Gale Encyclopedia of World History
<p>The Mali Empire, which originated in the eighth century, gradually became the most powerful kingdom in the Sahel (the area south of the Sahara Desert), and the leader of the trans-Saharan gold and slave trade. Islam was first introduced to the Sahel region in the eleventh century and quickly spread throughout the region. Though traditional African religions remained popular among the populace, many of the leaders of the Mali Empire and subsequent states followed and supported Islam [...]. The cities of Timbuktu and Djenné were the economic centers of the 1234 Mali Empire and attracted traders, scholars, and artisans from across the Islamic world.</p> <p>In the fifteenth century, unchecked growth and political infighting prevented Mali from addressing the spread of secession among their vassal states. The Tuareg, a Berber-speaking group, began encroaching on Malian territory, culminating in the capture of Timbuktu in 1430. The Mali were driven from their colonial territories and retreated to the upper Niger River, while the Sahel fractured into hundreds of warring states.</p> <p>Sonni 'Ali (d. 1492), who became Songhai emperor in 1464, led the military [...] With the city secured, the Songhai began a program of military expansion and eventually controlled the Niger Delta and the gold trade [...] By the 1480s, the Tuareg and Mossi had been [...] integrated into the Songhai state.</p> <p>Sonni 'Ali instituted an administrative structure based on regional military leadership. The administration angered the Islamic community by granting equal status to native tribal religions and reducing the power and influence of Islamic sects [...] Sonni 'Ali died in 1492 after leading a military expedition [...] His son and successor was unable to consolidate support among the Islamic community and was overthrown in 1493 by Mohammed I Askia (d. 1538).</p>

The Songhai was the largest empire in African history, dominating thousands of tribes and controlling a region comparable in size to the United States. The central regions, including the major cities of Gao, Timbuktu, and Djenné, were predominantly Muslim. Timbuktu was one of the world's foremost centers of Islamic scholarship and attracted students and religious adherents from across Africa and parts of Europe. More than 90 percent of Songhai subjects were non-Muslims, however, and the government adopted a policy of religious freedom, though Islam remained the dominant religion in the government.

Verbal Questions:

1. Under which empire did Islam spread through West Africa?
2. Explain how the Songhai empire became the strongest empire in African history.

Writing Question: Answer in complete sentences.

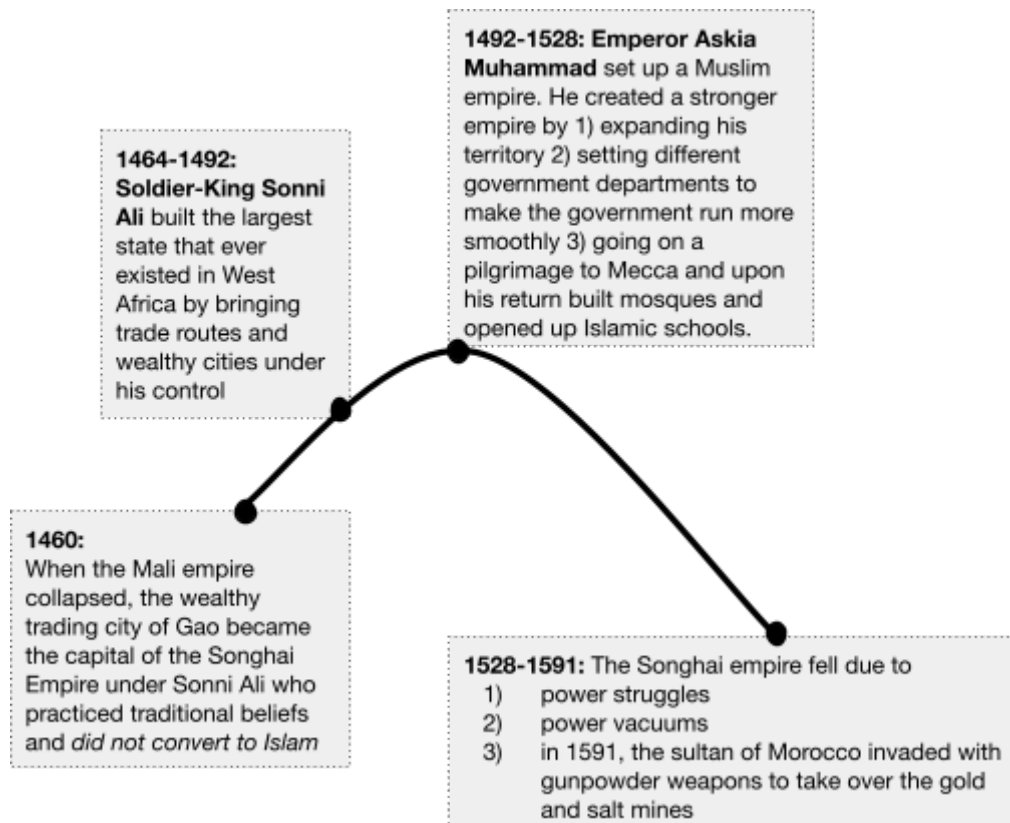
1. What program did the Songhai empire adopt to govern their diverse empire of mostly non-Muslims?
2. How did this program allow the Songhai empire to maintain and consolidate (keep) power?

1.

2.

Directions: As you read the document below, take note of the dates in which these achievements occurred.

Document 11
Leo Africanus Describes Timbuktu



Verbal Questions:

1. Based on this image, identify 3 achievements of the Songhai empire.

Written Question: Answer in complete sentences.

1. Based on this image, what caused the decline of the Songhai Empire?

Directions: As you read the document below, **highlight** any details which explain the impact of slavery on Songhai.

Document 12 Ibn Battuta's Travels

The Songhai had settled on both banks of the middle Niger River. They established a state in the 15th century, which unified a large part of the western Sudan and developed into a brilliant civilisation [...] The capital was at Gao, a city surrounded by a wall. It was a great cosmopolitan marketplace where kola nuts, gold, ivory, slaves, spices, palm oil and precious woods were traded in exchange for salt, cloth, arms, horses and copper. [...]

The slave trade was also important for the economic development of West Africa. For a very long time, West African kingdoms had relied on slaves to carry out heavy work. The Songhai kingdom under the rule of Askia Mohammed used slaves as soldiers. Slaves were trusted not to overthrow their rulers. Slaves were also given important positions as royal advisers [...] Another group of slaves was known as palace slaves or the Arbi. The Arbi slaves served mainly as craftspersons, potters, woodworkers, and musicians. Slaves also worked on village farms to help produce enough food to supply the growing population in towns.

Source: <http://www.sahistory.org.za/topic/songhai-african-empire-15-16th-century>

Verbal Questions:

1. Based on this excerpt, in addition to objects like food, oils, clothing, metals or animals, what else was traded in West Africa during the reign of the Songhai empire?

Written Question: Answer in complete sentences.

1. What is the significance of the Songhai Empire having slaves?

Step 4: Exit Ticket

Directions: Answer the question below in at least **3 complete sentences**. Include at least one piece of text evidence in your response. Cite the document in parenthesis.

Consider what you have learned about the Empire of Songhai. Choose one of the questions to respond to:

1. What was the Empire of Songhai's greatest accomplishment? Explain
2. What was the relationship between the Empire of Songhai and neighboring peoples? Consider warfare, tribute, and trade in your answer.

Friday, Nov. 20

Objective

Compare and contrast a CER exemplar from U1 (literary response) to a CER exemplar for U2 (DBQ paragraph using two sources).

Step 1: Do Now

Directions: Please complete the prep work quiz! Your teacher will send you a link in the zoom chat.

Step 2: Unit 1 CER

Prompt: Choose a symbol from the text. Explain how this symbol demonstrates a conflict Akhil Sharma faces in relation to identity.

In “Butter,” Akhil Sharma uses the symbol of butter to explain how his change in social class has affected his identity from when he was a child to now when he is a grown up, and what things about his identity have still stayed the same. In paragraph 10, Akhil talks about how even though he is at a much fancier restaurant than Pizza hut he still always finds something to take home with him just to make him feel like spending that money was worth it. In other words, to make sure he gets more bang for his buck. Specifically in paragraph 10, The narrator stated “When I go to a restaurant like Per Se, I look for ways to take something with me, like the peppermint candies at Pizza Hut. I like to get a little more than I am paying for.”. By saying “When I go to a restaurant like Per Se, I look for ways to take something with me, like the peppermint candies at Pizza Hut.”, Sharma shows readers that even though he is now able to afford to go to a fancy restaurant like Per Se, he still does something of the same actions that he did when he could afford to go to a restaurant like Per Se. This reveals that even though Akhil has moved up in his social class he is still dealing with some of the same insecurities with his identity that he had when he wasn’t so high up in social class. In paragraph 11 when Ahkil talks about how even though he took the butter from the restaurant so essentially feel better about spending money at the fancy restaurant he still doesn’t know what to do with it. Specifically The narrator stated “Some time has passed since that dinner, but I still have the butter, sitting in my freezer. I am not sure what to do with it.”. By saying “I still have the butter, sitting in my freezer. I am not sure what to do with it”, Sharma shows readers that even though he did something that he used to do as a kid to try and feel better about his changing identity, he still didn’t know how to use or what to do with it. This reveals that even though Akhil has tried to connect his old identity with his new identity it still never got rid of the unanswered insecurities he’s always had about his identity even though his social class has changed.

Example by: Kristara Marshall

Written Question: Answer in complete sentences.

1. Why is this a strong CER?

Verbal Questions:

2. Which sentence is the claim? What makes it strong?
3. Where did the writer include evidence? How many pieces of evidence are there?
4. What is the purpose of the reasoning?

Step 3: Unit 1 CER vs Unit 2 CER

Example Unit 1 CER

Prompt: Choose a symbol from the text. Explain how this symbol demonstrates a conflict Akhil Sharma faces in relation to identity.

In “Butter,” Akhil Sharma uses the symbol of butter to explain how his change in social class has affected his identity from when he was a child to now when he is a grown up, and what things about his identity have still stayed the same. In paragraph 10,

Example Unit 2 CER

Prompt: What can maps teach us about the Aztec civilization?

The maps of the Aztec civilization show that the Aztecs grew in size and power from 1421 through 1521. Document 2 shows different Aztec leaders, when they ruled the Aztecs, and the areas of land that were added to the Aztec Empire during their reign.

<p>Akhil talks about how even though he is at a much fancier restaurant than Pizza hut he still always finds something to take home with him just to make him feel like spending that money was worth it. In other words, to make sure he gets more bang for his buck. Specifically in paragraph 10, The narrator stated “When I go to a restaurant like Per Se, I look for ways to take something with me, like the peppermint candies at Pizza Hut. I like to get a little more than I am paying for.”. By saying “When I go to a restaurant like Per Se, I look for ways to take something with me, like the peppermint candies at Pizza Hut.”, Sharma shows readers that even though he is now able to afford to go to a fancy restaurant like Per Se, he still does something of the same actions that he did when he could afford to go to a restaurant like Per Se. This reveals that even though Akhil has moved up in his social class he is still dealing with some of the same insecurities with his identity that he had when he wasn’t so high up in social class. In paragraph 11 when Ahkil talks about how even though he took the butter from the restaurant so essentially feel better about spending money at the fancy restaurant he still doesn’t know what to do with it. Specifically The narrator stated “Some time has passed since that dinner, but I still have the butter, sitting in my freezer. I am not sure what to do with it.”. By saying “I still have the butter, sitting in my freezer. I am not sure what to do with it”, Sharma shows readers that even though he did something that he used to do as a kid to try and feel better about his changing identity, he still didn’t know how to use or what to do with it. This reveals that even though Akhil has tried to connect his old identity with his new identity it still never got rid of the unanswered insecurities he’s always had about his identity even though his social class has changed.</p>	<p>From 1427-1440, the map shows that the Aztec Empire mostly focused around Lake Texcoco. By 1520, the Aztec Empire had spread throughout the region of Mesoamerica and reached to both the Pacific Ocean and the Gulf of Mexico. According to the map, each leader added territory to the Aztec empire. This shows that each leader of the Aztec civilization was motivated to expand the empire geographically. In addition, Document 1 includes symbols that show the Aztecs had garrison towns. Garrison towns are towns where troops or soldiers are stationed. This suggests that the Aztecs kept troops in various places as a way to control lands or maintain power in different regions. Finally, Document 5 highlights the roads and causeways connecting disparate parts of the Aztec civilization. This demonstrates the connectedness of the Aztecs, which allowed them to grow in size and power. Without roads and causeways, the Aztecs would have lost touch with important parts of their civilization. Through Documents 1, 2, and 5 one can conclude the Aztec civilization was strong and able to grow in size and power.</p>
<p>Written Questions: Answer in complete sentences</p> <ol style="list-style-type: none"> How is the CER for Unit 2 similar to Unit 1? How is the CER for Unit 2 different from Unit 1? 	

Step 4: Similarities and Differences Between Unit 1 CERs and Unit 2 CERs

Similarities	Differences
<ul style="list-style-type: none"> A claim that answers the prompt and makes an argument Evidence to support the claim Reasoning to explain how evidence supports the claim 	<ul style="list-style-type: none"> Providing context for the source <ul style="list-style-type: none"> Example <ul style="list-style-type: none"> Document 2 shows different Aztec leaders, when they ruled the Aztecs, and the areas of land that were added to the Aztec Empire during their reign. From 1427-1440, the map shows that the Aztec Empire mostly focused

	<p>around Lake Texcoco. By 1520, the Aztec Empire had spread throughout the region of Mesoamerica and reached to both the Pacific Ocean and the Gulf of Mexico</p> <ul style="list-style-type: none">• <u>Three different</u> sources
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Step 5: Outline for Unit 2 CER 1

Directions: You have the remaining time in class to complete your outline for the CER we will write on Monday. Please fill out each section according to the directions listed in the column to the left. Use the sentence stems to help you get started if you are stuck

Prompt: Explain and evaluate the achievements of the African empires, kingdoms, and cities before the arrival of the Europeans?

<p>Claim (One sentence that answers the question by using the prompt)</p>	
<p>Context 1 (One sentence that provides context for your evidence)</p>	<p>Suggested sentence stems:</p> <ul style="list-style-type: none">- In (insert title of first source here), (describe what source 1 teaches us).
<p>Evidence 1 (One to two sentence(s) piece of evidence that supports your claim. Use quotes and cite the source)</p>	
<p>Reasoning 1 (One sentence that explains how your evidence proves your claim. Don't just restate the evidence!)</p>	<p>Suggested sentence stems:</p> <ul style="list-style-type: none">- This shows ...- This proves ...- By saying (specific wording from the quote), readers can see ...
<p>Context 2 (One sentence that provides context for your evidence)</p>	<p>Suggested sentence stems:</p> <ul style="list-style-type: none">- In (insert title of first source here), (describe what source 1 teaches us).
<p>Evidence 2 (One to two sentence(s) piece of evidence that supports your claim. Use quotes and cite the source)</p>	
<p>Reasoning 2 (One sentence that</p>	<p>Suggested sentence stems:</p> <ul style="list-style-type: none">- This shows ...

<p>explains how your evidence proves your claim. Don't just restate the evidence!)</p>	<ul style="list-style-type: none">- This proves ...- By saying (specific wording from the quote), readers can see ...
<p>Context 3 (One sentence that provides context for your evidence)</p>	<p>Suggested sentence stems:</p> <ul style="list-style-type: none">- In (insert title of first source here), (describe what source 1 teaches us).
<p>Evidence 3 (One to two sentence(s) piece of evidence that supports your claim. Use quotes and cite the source)</p>	
<p>Reasoning 3 (One sentence that explains how your evidence proves your claim. Don't just restate the evidence!)</p>	<p>Suggested sentence stems:</p> <ul style="list-style-type: none">- This shows ...- This proves ...- By saying (specific wording from the quote), readers can see ...