

WEEK: 11/06-11/10

Teacher: Arias

Course: World History

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Synchro nous Start Time	1 st period: 8:20 a.m. 7 th period: 1:41 p.m. 8 th period: 2: 38 p.m.. RISE times 7:40 a.m.-8:15 a.m./3:30-4:00 p.m. Make up quizzes or tests can be scheduled for Anchor Time	1 st period: 8:20 a.m. 7 th period: 1:41 p.m. 8 th period: 2: 38 p.m.. Digital learning day	1 st period: 8:20 a.m. 7 th period: 1:41 p.m. 8 th period: 2: 38 p.m..	1 st period: 8:20 a.m. 7 th period: 1:41 p.m. 8 th period: 2: 38 p.m..	1 st period: 8:20 a.m. 7 th period: 1:41 p.m. 8 th period: 2: 38 p.m.. .
Synchronous Plan	<p>Name 3-5 countries you know that exist in Africa?</p> <p>Who was the richest man in the world and where did he come from?</p> <p>DBQ: Africa Before European Arrival</p> <ul style="list-style-type: none"> • Four corners (Strongly agree, somewhat agree, strongly disagree, somewhat disagree) • Analyze the DBQ question, review words or parts of question students do not understand. <p>1. Background information Text Code T= Time, P= Place, S= Story (Will be used to write introductory paragraph)</p>	Only Asynchronous work today	Review question	Review analysis Write 3 point thesis	Review how to write the closing paragraph.
Asynchronous Plan	<p>2. Analyze documents and answer questions (used to develop thesis and write body paragraphs)</p> <ul style="list-style-type: none"> • I do- Mrs. Arias will model how to analyze the document, highlight important information, and answer the questions use the doc. 1 	<p>Early African guided notes</p> <p>Crash Course on Mansa Musa with questions</p>	<ul style="list-style-type: none"> • We do- Students as a class will help analyze the next document, highlight important information, and answer the questions using the doc.(Doc 2) • You do- In pairs students will work together to finish analyzing the rest of the documents. (Doc 3-8) This may become h.w.. 	<p>Write Intro paragraph & 1-2 body paragraphs</p>	<p>Finish body paragraph 3 and Closing paragraph.</p> <p>Start typing essay. At least Paragraphs 1-2.</p> <p>We will complete typing and highlighting essays on Monday and Tuesday.</p>

Assignments Due	Text coding of Historical background and Analysis of Document 1	Guided notes (50 pts) Crash Course questions (50 pts) 100pt Practice Grade	Analysis of All Documents completed.	Handwritten rough draft of Intro paragraph and body paragraphs 1-2.	Entire handwritten rough draft is due by 11:59 p.m. and must be uploaded to TEAMS.
Standards Covered	<p>SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD.</p> <p>a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.</p> <p>b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.</p> <p>c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.</p>	<p>SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD.</p> <p>a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.</p> <p>b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.</p> <p>c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.</p>	<p>SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD.</p> <p>a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.</p> <p>b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.</p> <p>c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.</p>	<p>SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD.</p> <p>a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.</p> <p>b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.</p> <p>c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.</p>	<p>SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD.</p> <p>a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.</p> <p>b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.</p> <p>c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.</p>