

# Social Studies Unit 2 Plan

INTERDISCIPLINARY THEME	<b>Resources</b>
ESSENTIAL QUESTION	<p>How did people long ago get what they needed and wanted?                      What happens when people make contact?</p>
CREATIVE PROJECT	Trade Route Dialogues
TEXT STRUCTURE FOCUS	Information: Cause & Effect
APPROXIMATE DATES	November 19 - January 21
NUMBER OF LESSONS	35 Lessons = 7 Weeks

## 1. DESIRED RESULTS

### ESTABLISHED GOALS

The yearlong student outcomes for Bridges Social Studies are described in detail in the *Bridges Curriculum Introduction, Section 3*. This section includes the Social Studies Content Outcomes for each unit, the NYS standards to which they are aligned, as well as the Common Core Standards for Literacy. In this section, you will also find the Interdisciplinary Student Outcomes for all classes and a list of English language functions and forms taught in the different units across classes. Refer to this document for all unit outcomes.

### ESSENTIAL UNDERSTANDINGS

- Throughout history, people have used resources in their environment and traded with others to get what they wanted and needed.
- People today often get what they need and want from stores and the internet, paid for by cash or credit card, but historically currency has taken different forms.
- Long ago, Sub-Saharan Africa had abundant gold and Saharan Africa had abundant salt. People wanted gold and needed salt, so they traded.
- Salt is an essential resource for the human body, has many uses, and has even been the cause of wars throughout history.
- The salt and gold trade brought power and wealth to the West African kingdoms, spread Islam and developed cities centered on trade and education.
- The salt and gold trade motivated Europeans to come to Africa in search of valuable resources.
- When people make contact, they may exchange goods, as well as culture, ideas, and religion. This diffusion has lasting effects on places and cultures.

### ESSENTIAL QUESTION (EQ)

**How did people long ago get what they needed and wanted? What happens when people make contact?**

### WEEKLY FOCUS QUESTIONS (FQ)

- How do people today get what they need and want?
- What were the causes of the salt and gold trade?  
How did people trade these goods?
- What were the effects of the salt and gold trade?
- What happens when people make contact?

## 2. ASSESSMENTS - Evidence of student learning<sup>1</sup>

End of Week Formative Assessments	
See Weekly Lesson Outline for weekly assessments and outcomes.	
End of Unit Performance Tasks	
<b>Week 6</b>	<b>Creative Projects &amp; Presentations</b> Trade Route Dialogues
<b>Week 7</b>	<b>Claim-Evidence: Oral and Written Response to the Essential Question</b> Group Paragraphs
<b>Interim</b>	<b>Unit 2 Exam<sup>2</sup></b> The exam will include all unit vocabulary and skills, to be administered on demand in one class period. Students will receive their corrected exams the following day with all of their outcomes information for the unit. Students will reflect on their outcome results for Unit 2, and file all Unit 2 work before beginning Unit 3 the following day.

<sup>1</sup> The weekly assessment is listed in the Weekly Lesson Outline and student outcomes are TBD.

<sup>2</sup> The unit exams will be developed in subsequent revisions to the curriculum.

## WEEK 6: Creative Project Description<sup>3</sup>

<b>ROLE</b>	For the Unit 2, Week 6 creative projects students will take on the role of historical traders in 12 <sup>th</sup> century Africa in as they write, rehearse and present 'Trade Dialogues.'
<b>AUDIENCE</b>	Students will present to the class and other invited guests. If the presentations are recorded, they can be shared online with a wider audience.
<b>FORMAT<sup>4</sup></b>	The project will take two forms:  1. Partners will write a dialogue collaboratively to be submitted before their presentation.  2. Partners will prepare a dramatic presentation of their dialogues to present orally, not reading.
<b>TASK</b>	In Weeks 2-3, students studied the causes of the salt and gold trade and in Week 4-5, they learned about the effects. For the dialogues in Week 6, students must integrate causes and effects, as well as the vocabulary and language structures from Weeks 1-5 in order to write their dialogues. Each pair of students will receive a card from the teacher (included in Student Materials) with the context for their dialogue. This will include origin of each person, goods carrying, and place of contact. Students will then have two days to plan and write their dialogue, one day to rehearse and find props, and two days to present. The content must be accurate, but students can be creative with the characters.
<b>DIFFERENTIATION</b>	Students who cannot write their dialogue lines can work with a writing partner, or audio record the dialogues several times before the oral 'final draft.' The project is primarily verbal, which equalizes participation for all students. Students who are very new to English will have fewer lines than those with more English.
<b>TECHNOLOGY</b>	In addition to audio recording for practice, student presentations must be recorded. As with other Week 6 projects across classes, you may have students video-record dialogues in advance and 'play' the videos in the presentation. Students can also do 'live' presentations, which you should record.
<b>PRESENTATION</b>	Partners will be assessed using the Presentation Rubric (in Section 3 of the Curriculum Introduction).

<sup>3</sup> The outcomes and rubrics to use in assessment of the Week 6 project are indicated in Week 6 of the Weekly Lesson Outline.

<sup>4</sup> Model projects will be provided for some of the projects in 2013-2014. If there is no model in the curriculum, the teacher will need to create one. The long-term goal is to include model projects for all Bridges units.

### 3. LEARNING ACTIVITIES

Below is the focus for each week of the unit. See 'Weekly Lesson Outline' for a summary of each lesson in the unit.

WEEK	PURPOSE	FOCUS QUESTION
1	<b>Engage &amp; Build Background</b>	EQ: How did people long ago get what they needed and wanted? What happens when people make contact?
2	<b>Experience to Oral Language to Print</b> Case Study #1: Causes	FQ: What were the causes of the salt and gold trade? How did people trade these goods?
3	<b>Presentations &amp; Writing:</b> Case Study #1: Causes	
4	<b>Experience to Oral Language to Print</b> Case Study #2: Effects	FQ: What were the effects of the salt and gold trade?
5	<b>Presentations &amp; Writing</b> Case Study #2: Effects	
6	<b>Creative Projects &amp; Presentations</b> Trade Route Dialogues	EQ: How did people long ago get what they needed and wanted? What happens when people make contact?
7	<b>Claim-Evidence Response to Essential Question</b>	EQ: How did people long ago get what they needed and wanted? What happens when people make contact?

## 4. TEXTS<sup>5</sup>: Reading the World & Reading the Word<sup>6</sup>

### CENTRAL TEXTS: Integrated Into Lessons

#### Non-Print: Images, Video, Music<sup>7</sup>

##### **Tuareg Videos (boy nomad)**

- [http://www.youtube.com/watch?v=zMtez1h\\_WMM](http://www.youtube.com/watch?v=zMtez1h_WMM)

##### **Nomad Photo Gallery**

[http://travel.nationalgeographic.com/travel/countries/nomads-photos/#/bedouin-men-sing-play-instruments\\_11947\\_600x450.jpg](http://travel.nationalgeographic.com/travel/countries/nomads-photos/#/bedouin-men-sing-play-instruments_11947_600x450.jpg)

##### **Music**

Tuareg Music (Lulla by Tinariwen) (desert)

- [http://www.youtube.com/watch?v=WcqlOq1cjic&feature=list\\_other&playnext=1&list=AL94UKMTqg-9Dpat7WSX-2PH3OKp4zM7w](http://www.youtube.com/watch?v=WcqlOq1cjic&feature=list_other&playnext=1&list=AL94UKMTqg-9Dpat7WSX-2PH3OKp4zM7w)

Website with Traditional Tuareg Music

- [http://www.pbs.org/wnet/africa/explore/sahara/sahara\\_music\\_lo.html](http://www.pbs.org/wnet/africa/explore/sahara/sahara_music_lo.html)

Malinke Music (Je is Non by Tiekhn Jah Fakoly) (sub Saharan)

- <http://www.youtube.com/watch?v=iEC-8005oXM&noredirect=1>

#### Print

- *Beginner's World Atlas*
- *Salt: Trade Across Time and Cultures*
- *Living in the Sahara (Tuareg)*
- *Mansa Musa: Leader of Mali*
- **Week 1 LEA Text-** Trade and Resources
- **Week 2 LEA Text-** Why and How
- **Week 3 LEA Text-** Group Summary of Causes
- **Week 5 LEA Text-** Group Summary of Effects

<sup>5</sup> See Bridges Booklist in Curriculum Introduction for full citations and lexile levels.

<sup>6</sup> Freire, Paulo, and Donald P. Macedo. *Literacy: reading the word & the world* Critical studies in education series. South Hadley, Mass.: Bergin & Garvey Publishers, 1987.

<sup>7</sup> In subsequent revisions, the images from the links will be collapsed into PowerPoints for teachers.

**Music by Salif Keita:** *There are several music videos online by Salif Keita, a popular West Africa artist who is descended from Sundiata Keita, ancient Mailan king.*

**Video-Gold Panning West Africa**

- <http://www.youtube.com/watch?v=0xI-yqYC44g>

**Salt Mining and Camel Transport**

- <http://www.youtube.com/watch?v=alnez6dOUXU>

**Video: Timbuktu's Ancient Caravans Under Threat**

- <http://news.bbc.co.uk/2/hi/africa/8393442.stm>

**Images of Markets in the World (several student countries)**

- [http://commons.wikimedia.org/wiki/File:Djenne\\_market.jpg](http://commons.wikimedia.org/wiki/File:Djenne_market.jpg)
- <http://commons.wikimedia.org/wiki/File:Kolda-bradybd.jpg>
- <http://commons.wikimedia.org/wiki/File:Souq@Sana%27a.JPG>
- <http://commons.wikimedia.org/wiki/File:BoishakhiMela5.JPG>
- <http://commons.wikimedia.org/wiki/File:Ta%27izz.jpg>
- [http://commons.wikimedia.org/wiki/File:Market\\_day\\_in\\_Shaping\\_near\\_Erhai\\_lake,\\_Yunnan,\\_China.jpg](http://commons.wikimedia.org/wiki/File:Market_day_in_Shaping_near_Erhai_lake,_Yunnan,_China.jpg)
- <http://commons.wikimedia.org/wiki/File:Chichicastenango-002.jpg>
- [http://commons.wikimedia.org/wiki/File:Haggling\\_for\\_sheep.jpg](http://commons.wikimedia.org/wiki/File:Haggling_for_sheep.jpg)

### **Images of Ancient Trade**

- [https://en.wikipedia.org/wiki/File:Men\\_Laden\\_With\\_Tea,\\_Sichuan\\_Sheng,\\_China\\_1908\\_Ernest\\_H.\\_Wilson\\_RESTORED.jpg](https://en.wikipedia.org/wiki/File:Men_Laden_With_Tea,_Sichuan_Sheng,_China_1908_Ernest_H._Wilson_RESTORED.jpg)
- <http://goddesschess.blogspot.com/2009/11/mural-reveals-ancient-connection-to.html>
- <http://3.bp.blogspot.com/-3vB3UUtvl7I/TejYal4GE3I/AAAAAAAAACBM/X09iH0m3kC4/s1600/ancient-greek-ships-3.jpg>
- <http://diasporicroots.tumblr.com/post/16848408013/ancient-africa-and-trade-this-illustration-by>
- [http://www.swiftletsounds.com/articlepics/ancient\\_china\\_trading\\_port.jpg](http://www.swiftletsounds.com/articlepics/ancient_china_trading_port.jpg)
- <http://news.stanford.edu/news/2011/april/tuberculous-genetic-analysis-040711.html>

### **Images of Salt and Gold- Resource/ Source**

#### **Salt Source**

- [http://commons.wikimedia.org/wiki/File:Salt\\_field\\_worker.jpg](http://commons.wikimedia.org/wiki/File:Salt_field_worker.jpg)

#### **Salt Slabs**

- [http://commons.wikimedia.org/wiki/File:Mali\\_salt.jpg](http://commons.wikimedia.org/wiki/File:Mali_salt.jpg)

#### **Table Salt**

- [http://commons.wikimedia.org/wiki/File:Jodsalz\\_mit\\_Fluor\\_und\\_Folsaeure.jpg](http://commons.wikimedia.org/wiki/File:Jodsalz_mit_Fluor_und_Folsaeure.jpg)

**Gold source**

- [http://commons.wikimedia.org/wiki/File:Orpailleur\\_à\\_Madagascar.JPG](http://commons.wikimedia.org/wiki/File:Orpailleur_à_Madagascar.JPG)

**Gold nuggets**

- [http://commons.wikimedia.org/wiki/File:Native\\_gold\\_nuggets.jpg](http://commons.wikimedia.org/wiki/File:Native_gold_nuggets.jpg)

**Gold products**

- [http://commons.wikimedia.org/wiki/File:Jewelry,\\_1800s,\\_Guinea\\_Coast,\\_Ghana,\\_Asante\\_people,\\_gold\\_-\\_Cleveland\\_Museum\\_of\\_Art\\_-\\_DSC08758.JPG](http://commons.wikimedia.org/wiki/File:Jewelry,_1800s,_Guinea_Coast,_Ghana,_Asante_people,_gold_-_Cleveland_Museum_of_Art_-_DSC08758.JPG)

**Physical Map Africa**

- <http://4.bp.blogspot.com/-3jYqHMnQ4JY/T8Gi6Avwpw1/AAAAAAAAACIQ/bj3CgurDBo/s1600/Map-of-Africa-Physical.png>
- [http://maps.unomaha.edu/peterson/funda/MapLinks/Africa-1/Africa\\_files/image005.jpg](http://maps.unomaha.edu/peterson/funda/MapLinks/Africa-1/Africa_files/image005.jpg)

**Maps of Trade Routes (includes Islam maps)**

- [http://mali.pwnet.org/img/traderoutes\\_sm.jpg](http://mali.pwnet.org/img/traderoutes_sm.jpg)
- [http://commons.wikimedia.org/wiki/File:Commerce\\_transsaharien.jpg](http://commons.wikimedia.org/wiki/File:Commerce_transsaharien.jpg)
- <http://childfriendlynews.com/wp-content/uploads/2013/02/SilkRoad.jpg>
- [http://commons.wikimedia.org/wiki/File:Triangle\\_trade.png](http://commons.wikimedia.org/wiki/File:Triangle_trade.png)
- <http://malitradevseuropeantrade.weebly.com/european-trade-routes-1200-1400.html>
- [http://jb-hdnp.org/Sarver/Maps/ah01\\_africam.jpg](http://jb-hdnp.org/Sarver/Maps/ah01_africam.jpg)
- <http://www.unc.edu/~cernst/courses/2004/026/001/trade.jpg>
- <http://www.lds.org/bc/content/shared/content/images/gospel-library/magazine/ensignlp.nfo:o:17a7.jpg>

## SUPPLEMENTARY TEXTS: Optional

### Non-Print: Images, Video, Music

#### **Websites**

Tuareg

- <http://danslapeaudunpapou.survivalfrance.org/content/tuareg-people>

Children's Website- Salt and Gold Trade

<http://africa.mrdonn.org/goldandsalt.html>

### Print

(all very visually rich picture books, and can be used for images alone)

- *Investigate Natural Resources*
- *The Story of Salt*
- *Mansa Musa: The Lion King of Mali*<sup>8</sup>
- *Traveling Man: The Journey of Ibn Battuta*
- *Sundiata: Lion King of Mali*

### Teacher Text

(for background on West African Kingdoms)

- *The Royal Kingdoms of Ghana, Mali, and Songhay: Life in Medieval Africa (Squarefish)*

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<sup>8</sup> Text is difficult but has amazing illustrations of wealth of ancient Mali.