

Domain-Based Unit Overview

Title of Domain: African Kingdoms, Grade 4

Learning Time: 27 days

Big Idea

A number of large and powerful kingdoms rose and fell on the African continent before the modern era. (CKHG, p.73)

What Students Need to Learn (CK Handbook, p.75)

- Geography of Africa
 - Surrounding bodies of water: Mediterranean Sea and Red Sea, Atlantic and Indian oceans
 - Cape of Good Hope
 - Madagascar
 - Major rivers: Nile, Niger, and Congo
 - Atlas Mountains; Mt. Kilimanjaro
 - Contrasting climate in different regions: Sahara and Kalahari deserts; tropical rainforests along the central West African coast and the Congo River; the savanna (grasslands), and the Sudan (the fertile region below the Sahara, not the present-day country)
- Early African kingdoms
 - Kush (in a region also called Nubia; once ruled by Egypt, then became rulers of Egypt for a brief period of time)
 - Aksum (a trading kingdom in what is now Ethiopia; also spelled Axum)
- Medieval African kingdoms
 - Trans-Saharan trade led to a succession of flourishing kingdoms: Ghana, Mali, and Songhai; camel caravans; trade in gold, iron, salt, ivory, and slaves; the city of Timbuktu as a center of trade and learning; the spread of Islam into West Africa through merchants and travelers; and Ibn Battuta (world traveler and geographer)
 - The great rulers of Mali: Sundiata Keita and Mansa Musa
 - The great rulers of Songhai: Askia Muhammad
 - Ibn Battuta, world traveler and geographer
- Understand the various functions and variety of African art by becoming familiar with the spiritual purposes and significance of many African works of art, such as masks used in ceremonies for planting, harvesting, or hunting
- Examples of art from specific regions and peoples in Africa, such as:
 - Antelope headdresses of Mali
 - Sculptures of Yoruba artists in the city of Ife
 - Ivory carvings and bronze sculptures of Benin

MN Academic Standards
<ul style="list-style-type: none"> ● Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications (4.3.4.9.1)

Pre-Assessment
<ul style="list-style-type: none"> ● Students will write one sentence about what they know already about the following topics: <ul style="list-style-type: none"> ○ Ancient Egypt, the Sahara, and the flooding of the Nile River ○ Nile, Niger, and Congo River ○ North Africa ○ Atlas Mountains ○ Mt. Kilimanjaro

Domain Lesson 1	“The Geographic Setting” and “World Map” (CKHG, p.89), 2-3 days
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> ● I can name and locate the significant oceans and rivers surrounding and in Africa, including the Mediterranean Sea, Red Sea, Atlantic Ocean, Indian Ocean, Nile River, Niger River, and Congo River. (RI. 4.1) ● I can name and locate the significant mountains in Africa, including Mt. Kilimanjaro and the Atlas Mountains. (RI. 4.1) ● I can name, locate, and describe the following regions, and their associated climates, in Africa: the Sahara and the Kalahari deserts, the Sahel, the savanna, and tropical rainforests. (RI.4.1) ● I can name and locate the island nation of Madagascar. (RI.4.1) ● I can understand the meaning of the following domain-specific vocabulary: cape, oasis, ravine, nomadic, sorghum, kingdom, and empire. (RI.4.1)
Vocabulary	Cape, oasis, ravine, nomadic, sorghum, kingdom, and empire
Procedure	<ul style="list-style-type: none"> ● Introduce the Reader ● Handout and review World Map 1.1 ● Read Chapter 1 - pgs. 46-57 ● Students answer big question in essay form: How might the geography of Africa have influenced the development of early African Kingdoms and empires? ● Review timeline cards ● Complete AP 1.2 ● Complete AP 1.3
Poetry	<i>If Applicable</i>

Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	“The Kingdoms of Kush and Aksum” (CKHG, p. 100), 2-3 days
MN Academic Standards	Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications (4.3.4.9.1)
Objectives	<ul style="list-style-type: none"> ● I can recognize the importance of the kingdoms of Kush and Aksum. (RI.4.1) ● I can understand the rise and fall of the kingdoms of Kush and Aksum. (RI.4.1) ● I can understand the meaning of the following domain-specific vocabulary: natural resource, goods, ebony wood, incense, archeologist, and artifact. (RI.4.4)
Vocabulary	Natural resource, goods, ebony wood, incense, archeologist, and artifact.
Procedure	<ul style="list-style-type: none"> ● Read Chapter 2 - pgs. 58-65 ● Review timeline cards ● Students answer Big Question in essay form: How did trade contribute to the rise of the Kush and Askum Kingdoms? ● Complete AP 2.1 ● Complete AP 2.2 ● Virtual Tour of Meroe - Online CKHG resources ● Watch, “Wonders of the African World: Black Kingdoms of the Nile” video
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 3	“Trans-Sahara Trade” (CKHG, p. 109), 2 days
MN Academic Standards	Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications (4.3.4.9.1)
Objectives	<ul style="list-style-type: none"> ● Describe how, what, and by whom trans-Sahara trade was conducted. ● Understand the importance of trans-Sahara trade. ● Understand the meaning of the following domain-specific vocabulary: caravan, mosque, quarry, splay, cowrie shell, and kola nut.
Vocabulary	caravan, mosque, quarry, splay, cowrie shell, kola nut
Procedure	<ul style="list-style-type: none"> ● Read Chapter 3 - pgs. 66-71

	<ul style="list-style-type: none"> ● Review timeline cards ● Students answer Big Question in essay form: How did trade help spread ideas?
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	“Ghana, Land of Gold” (p.114), 2 days
MN Academic Standards	Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications (4.3.4.9.1)
Objectives	<ul style="list-style-type: none"> ● I can describe the empire of Ghana at the height of its power. (RI.4.1) ● I can understand how Ghana became powerful and wealthy, and why it declined. (RI.4.1) ● I can understand the meaning of the following domain-specific vocabulary: tax and quill. (RI.4.4)
Vocabulary	tax and quill
Procedure	<ul style="list-style-type: none"> ● Read Chapter 4 - pgs. 72-77 ● Review timeline cards ● Students answer the Big Question in essay form: Why was salt almost as valuable as gold during this time? ● Complete AP 4.1 ● Complete AP 4.2 ● Complete AP 4.3
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	“Mali and Sundiata Keita” (pg. 119), 3 days
MN Academic Standards	Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications (4.3.4.9.1)
Objectives	<ul style="list-style-type: none"> ● Describe the origin and flowering of the kingdom of Mali. ● Understand the importance of Sundiata, Islam, and Timbuktu to the history of Mali. ● Note the spiritual purposes and significance of many African works of art, such as masks used in ceremonies for planting, harvesting, or hunting.

	<ul style="list-style-type: none"> • Become familiar with examples of art from specific regions and peoples in Africa. • Understand the meaning of the following domain-specific vocabulary: Mandinka, legend, mansa, and university.
Vocabulary	Mandinka, legend, mansa, university
Procedure	<ul style="list-style-type: none"> • Read Chapter 5, pages 78-83 • Review timeline cards • Students answer the Big Question in essay form: Why might legendary stories have sprung up around Sundiata? • Complete AP 5.1 • Virtual Tour of Timbuktu - 6 minute video in online resources
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 6	“Mansa Musa and His Pilgrimage” (CKHG, p.131), 2-3 days
MN Academic Standards	Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications (4.3.4.9.1)
Objectives	<ul style="list-style-type: none"> • I can understand the significance of Mansa Musa’s reign in Mali. (RI.4.1) • I can describe Mansa Musa’s pilgrimage to Mecca. (RI.4.1) • I can understand the meaning of the following domain-specific vocabulary: pilgrimage, lavish, and captive. (RI.4.4)
Vocabulary	Pilgrimage, lavish, and captive
Procedure	<ul style="list-style-type: none"> • Read Chapter 6 - pgs. 84-89 • Review timeline cards • Students answer the Big Question in essay form: What was so extraordinary about Mansa Musa’s pilgrimage to Mecca? • The Catalan Atlas activity - Online Resources
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 7	“Songhai and Askia Muhammad” (pg. 137), 3 days
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MN Academic Standards	Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications (4.3.4.9.1)
Objectives	<ul style="list-style-type: none"> • Understand the significance of Mansa Musa’s reign in Mali. • Describe Mansa Musa’s pilgrimage to Mecca. • Understand the meaning of the following domain-specific vocabulary: pilgrimage, lavish, and captive.
Vocabulary	pilgrimage, lavish, captive
Procedure	<ul style="list-style-type: none"> • Read Chapter 7 - pgs. 90-99 • Review timeline cards • Students answer Big Question in essay form: As Askia Muhammad expanded his empire, how did Islam grow within it? • Complete AP 7.1
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 8	“The Travels of Ibn Battuta” (CKHG, p. 144), 2 days
MN Academic Standards	Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications (4.3.4.9.1)
Objectives	<ul style="list-style-type: none"> • I can identify Ibn Battuta and describe his travels and his book, Rihlah. (RI.4.1) • I can understand the value of Ibn Battuta’s eyewitness account of the medieval Muslim world. (RI.4.1) • I can understand the meaning of the following domain-specific vocabulary: steppe, sultan, tunic, and crater. (RI.4.4)
Vocabulary	Steppe, sultan, tunic, and crater
Procedure	<ul style="list-style-type: none"> • Read Chapter 8 - pgs. 100-107 • Review timeline cards • Students answer the Big Question in essay form: Why were the travels of Ibn Battuta so extraordinary for the time in which he lived? • Complete AP 8.1 • Complete AP 8.2
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 9	Review
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<p>MN Academic Standards</p>	<p>Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications (4.3.4.9.1)</p>
<p>Objectives</p>	<ul style="list-style-type: none"> ● I can name and locate the significant oceans and rivers surrounding and in Africa, including the Mediterranean Sea, Red Sea, Atlantic Ocean, Indian Ocean, Nile River, Niger River, and Congo River. (RI. 4.1) ● I can name and locate the significant mountains in Africa, including Mt. Kilimanjaro and the Atlas Mountains. (RI. 4.1) ● I can name, locate, and describe the following regions, and their associated climates, in Africa: the Sahara and the Kalahari deserts, the Sahel, the savanna, and tropical rainforests. (RI.4.1) ● I can name and locate the island nation of Madagascar. (RI.4.1) ● I can understand the meaning of the following domain-specific vocabulary: cape, oasis, ravine, nomadic, sorghum, kingdom, and empire. (RI.4.1) ● I can recognize the importance of the kingdoms of Kush and Aksum. (RI.4.1) ● I can understand the rise and fall of the kingdoms of Kush and Aksum. (RI.4.1) ● I can understand the meaning of the following domain-specific vocabulary: natural resource, goods, ebony wood, incense, archeologist, and artifact. (RI.4.4) ● Describe how, what, and by whom trans-Saharan trade was conducted. ● Understand the importance of trans-Saharan trade. ● Understand the meaning of the following domain-specific vocabulary: caravan, mosque, quarry, splay, cowrie shell, and kola nut. ● I can describe the empire of Ghana at the height of its power. (RI.4.1) ● I can understand how Ghana became powerful and wealthy, and why it declined. (RI.4.1) ● I can understand the meaning of the following domain-specific vocabulary: tax and quill. (RI.4.4) ● Describe the origin and flowering of the kingdom of Mali. ● Understand the importance of Sundiata, Islam, and Timbuktu to the history of Mali. ● Note the spiritual purposes and significance of many African works of art, such as masks used in ceremonies for planting, harvesting, or hunting. ● Become familiar with examples of art from specific regions and peoples in Africa.

	<ul style="list-style-type: none"> • Understand the meaning of the following domain-specific vocabulary: Mandinka, legend, mansa, and university. • I can understand the significance of Mansa Musa’s reign in Mali. (RI.4.1) • I can describe Mansa Musa’s pilgrimage to Mecca. (RI.4.1) • I can understand the meaning of the following domain-specific vocabulary: pilgrimage, lavish, and captive. (RI.4.4) • I can identify Ibn Battuta and describe his travels and his book, Rihlah. (RI.4.1) • I can understand the value of Ibn Battuta’s eyewitness account of the medieval Muslim world. (RI.4.1) • I can understand the meaning of the following domain-specific vocabulary: steppe, sultan, tunic, and crater. (RI.4.4)
Vocabulary	Artifact, caravan, devout, dynasty, empire, kingdom, mosque, quarry, ravine, university
Procedure	<ul style="list-style-type: none"> • Complete review study guide together
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 10	Assessment - 1 Day
MN Academic Standards	Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications (4.3.4.9.1)
Objectives	<ul style="list-style-type: none"> • I can name and locate the significant oceans and rivers surrounding and in Africa, including the Mediterranean Sea, Red Sea, Atlantic Ocean, Indian Ocean, Nile River, Niger River, and Congo River. (RI. 4.1) • I can name and locate the significant mountains in Africa, including Mt. Kilimanjaro and the Atlas Mountains. (RI. 4.1) • I can name, locate, and describe the following regions, and their associated climates, in Africa: the Sahara and the Kalahari deserts, the Sahel, the savanna, and tropical rainforests. (RI.4.1) • I can name and locate the island nation of Madagascar. (RI.4.1) • I can understand the meaning of the following domain-specific vocabulary: cape, oasis, ravine, nomadic, sorghum, kingdom, and empire. (RI.4.1) • I can recognize the importance of the kingdoms of Kush and Aksum. (RI.4.1)

	<ul style="list-style-type: none"> ● I can understand the rise and fall of the kingdoms of Kush and Aksum. (RI.4.1) ● I can understand the meaning of the following domain-specific vocabulary: natural resource, goods, ebony wood, incense, archeologist, and artifact. (RI.4.4) ● Describe how, what, and by whom trans-Saharan trade was conducted. ● Understand the importance of trans-Saharan trade. ● Understand the meaning of the following domain-specific vocabulary: caravan, mosque, quarry, splay, cowrie shell, and kola nut. ● I can describe the empire of Ghana at the height of its power. (RI.4.1) ● I can understand how Ghana became powerful and wealthy, and why it declined. (RI.4.1) ● I can understand the meaning of the following domain-specific vocabulary: tax and quill. (RI.4.4) ● Describe the origin and flowering of the kingdom of Mali. ● Understand the importance of Sundiata, Islam, and Timbuktu to the history of Mali. ● Note the spiritual purposes and significance of many African works of art, such as masks used in ceremonies for planting, harvesting, or hunting. ● Become familiar with examples of art from specific regions and peoples in Africa. ● Understand the meaning of the following domain-specific vocabulary: Mandinka, legend, manna, and university. ● I can understand the significance of Mansa Musa's reign in Mali. (RI.4.1) ● I can describe Mansa Musa's pilgrimage to Mecca. (RI.4.1) ● I can understand the meaning of the following domain-specific vocabulary: pilgrimage, lavish, and captive. (RI.4.4) ● I can identify Ibn Battuta and describe his travels and his book, Rihlah. (RI.4.1) ● I can understand the value of Ibn Battuta's eyewitness account of the medieval Muslim world. (RI.4.1) ● I can understand the meaning of the following domain-specific vocabulary: steppe, sultan, tunic, and crater. (RI.4.4)
Vocabulary	Artifact, caravan, devout, dynasty, empire, kingdom, mosque, quarry, ravine, university
Procedure	<ul style="list-style-type: none"> ● Students complete African Kingdoms Assessment
Poetry	<i>If Applicable</i>

Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

<u>Cross-Curricular Connections</u>	
Art	<ul style="list-style-type: none"> ● The students will create an understanding of what spiritual purposes and significance of many African works of art. (Such as masks used in ceremonies for planting, harvesting or hunting) ● The students will become familiar with examples of art from specific regions and people in Africa. ● Students will look and discuss Antelope headdresses of Mali, Sculptures of Yoruba artists in the city of Ife, and Ivory carvings and bronze sculptures of Benin.
Media	<ul style="list-style-type: none"> ● Read and discuss “Pretty Salma: A Little Red Riding Hood Story From Africa,” “The Spider Weaver: A Legend of Kente Cloth,” “The Adventures of Spider: West African Folktales,” “Journey Across the Desert,” “Sahara: Vanishing Cultures,” “Life in the Desert,” “The Little Prince (Saint-Exupery)”
Music	<ul style="list-style-type: none"> ● What is ethnomusicology? ● Explore the music of various African Kingdoms, including the roles music played in these societies as well as the types of instruments used in music-making. ● If possible, sing or listen to African music that originated during the days of these African Kingdoms.
P.E.	<ul style="list-style-type: none"> ● Jump Rope, Tinikling, Dance