Unit 4/Week 3

Title: The Royal Kingdoms of Ghana, Mali, and Songhay

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.6.1-5, RI.6.6, RI.6.8; W.6.1, W.6.2, W.6.4, W.6.9; SL.6.1; L.6.1, L.6.2

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

The Soninke people of northwest Africa established Ghana, the first great empire of the Western Sudan.

Synopsis

The selection is about Ghana, an ancient culture that was one of Africa’s great trading empires in the third century A.D. Gold mines, extensive trading, and advanced farming villages all contributed to the rise and success of Ghana.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Reread pages 412-413. Which ancient people established Ghana? Which details in the text show it was a wealthy kingdom? | The Soninke people established Ghana in the western Sudan in the third century A.D. Details showing the empire’s wealth include ordinary people wore gold jewelry and wore cloth “spun with strands of gold.” The king’s hitching post was a gold nugget and al-Idrisi wrote that after Wangara flooded, “gold could be lying on top of the ground” and that its inhabitants were rich. The residents of Ghana traded gold for “productions which are brought to them from the most distant countries of the world.” |
| p. 413 Re-read al-Idrisi’s description of the city of Wangara as he saw it in the twelfth century. Describe the city in your own words. Which details may have led people to assume the gold mines were located in the vicinity of Wangara? | The city of Wangara is growing and the people are very rich as they have a lot of gold and they have many items brought in from countries around the world.Because Wangara was so wealthy, people thought the gold mines were located nearby. Gold could be found lying on top of the ground after flooding, deep mines were found at Bambuk and Bure. They were secretive about the locations of the mines. |
| Reread page 414. Explain how the system of dumb bartering took place. | When traders came to Wangara, they spread goods (grains, leather, cloth and salt) for trade near a thicket. They beat on a drum called a deba and then went away. The Wangaran miners would come out from hiding and leave gold dust to pay for the items they wanted to trade. When the traders returned, they would either accept the amount of gold dust and leave, making the trade final, or they would go away again and wait for the miners to leave more gold dust as a counter offer. This pattern would continue until the traders were satisfied with the amount of gold dust. Through regular exchanges the traders came to know what amounts would be accepted and the system worked smoothly. Even if the shy miners were captured, they would remain “dumb” and not reveal the locations of their mines. |
| Page 415. Based on everything read so far, what details support the idea that trade was the “lifeblood” of Ghana? What does lifeblood mean?  | The location of the gold mines was protected, the king’s soldiers helped to protect the trading caravans that came into the kingdom, and traders came from all over the country. Al-Idrisi described the towns as “flourishing” with famous fortresses. Traders from all over the world – Egypt, Arabia, Palestine and even Asia – brought “rare and wonderful treasures” and even news. Trade being the “lifeblood” means that this is what kept the residents of Ghana well, rich and alive. They wanted to protect the trade system and valued it. |
| Re-read the top paragraph on p. 416 describing the trading routes of old Ghana. Trace the routes on the map on p. 419. What do the details on the map help you understand about the routes and distances the caravans travelled?  | The paragraph describes the routes, and the reader can trace the routes on the map, to see exactly where they are. Using the map key, the reader can understand the great distances that were travelled and that several trading cities were inside the almost 600 mile-wide Ghana empire. |
| p. 416 Explain the analogy “The camel was to the Berbers what the bison was to the Native Americans.” What evidence does the author provide to support this statement? | The camel was extremely important to the Berbers and just as the Native Americans had many uses for the bison, the Berbers had many uses for the camel. The camels provided transportation, milk, wool, hides, and meat. The author states, “everything centered around the camels, which made trans-Saharan travel possible.”  |
| Reread the section titled, The Trade Caravans on pages 415 -419. Make a t-chart showing the challenges the desert travelers endured and how they overcame them. What impact does including this information have on the story?  | The trade caravans brought “rare and wonderful treasures like jewels, silk, and furs from everywhere in the Islamic world” but travel was difficult. Some of the challenges faced included: the hot, dry, sandy desert conditions, the “ill-tempered” camels, and thieves. Caravans, which provided “safety in numbers,” used camels, animals suited to desert travel, cameleers to handle them and experienced guides to address these challenges. Inside Ghana the “royal patrols maintained order and guaranteed safe passage to all visitors.” Including this detailed information in the story shows how important trade was to Ghana and how it contributed to the “great empire.” |
| Reread pages 420 – 423. Use details in the text and in the illustrations to compare and contrast daily life in the city and in the villages of farming compounds. | In the city, the people wore expensive clothing and owned many items, including foreign products. The illustration shows the cities as being crowded. In the farming compounds, where 80% of the population lived, people worked cooperatively to farm the land. They lived simply and had few belongings, which were usually homemade. Trading was important though to both. |
| Find details that suggest how the Soninke villagers might have contributed to the strength of Ghana’s empire. | Soninke compounds made up the villages and were run cooperatively with leadership and a grievance process. The villagers used advanced farming skills (irrigational systems and management) which enabled them to grew enough crops to support cities. The local trading system also helped to unite the various groups within the empire and men and women worked cooperatively to share the workload. “Pooling talents and resources” included men serving one month per year in the military and women “processing the food for storage and sale.” Farmers were respected and enjoyed a “good standard of living” and a “respected place in society.” The villages valued family as shown in the proverb, “Kings may come and go, but the family endures.” This cooperative spirit and the care for all community members allowed there to be “no orphans or homeless people” and elders “rich beyond measure.” Thus, the villages contributed to the strength of the empire by keeping all the community members cared for, by working together cooperatively, by doing military service and by supporting cities with food.  |
| p. 423 “Song of the Turtle” expresses disapproval of greed and envy. How did the Soninke demonstrate these values in daily life?  | The poem says, “dissent was never heard.” The people all shared the workload. They valued community ties more than wealth, and they always welcomed visitors. The extended family structure where “cousins were brothers and sisters,” a “simple but adequate diet” and “meager” possessions are all evidence of disapproval of greed.  |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | p. 416 trans-Saharan | p. 412 medievalp. 418 oasisp. 422 game p. 422 proverbp. 422 maternal, paternal |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | p. 413 flourishingp. 413 inhabitantsp. 413 abundancep. 413 productionp. 413 vicinityp. 414 barteringp. 415 lifebloodp. 415 caravanp. 421 compoundsp. 423 dissentp. 423 belligerence | p. 414 ladenedp. 414 exchangep. 416 endurep. 417 entouragep. 417 pooled (resources)p. 421 appointedp. 421 allocatedp. 422 adequatep. 422 meager |

Culminating Task

* + - * Re-Read, Think, Discuss, Write
* *The Soninke people of northwest Africa established Ghana, which became the “first great empire of the Western Sudan.” Using the main ideas from the text, explain which factors contributed to the rise and success of this empire.*

Answer: Support the focus statement “The Soninke people had abundant resources and were able to trade successfully and work cooperatively to help Ghana become the “first great empire of the Western Sudan” with evidence from the text. A graphic organizer may be used to collect and organize details for writing.

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| **Abundant resources** | **Trade successfully** | **Work cooperatively** |
| -gold-salt mines-rivers-camels-acacia wood, stones for homes | -caravans-king’s soldiers guarded trade routes-dumb bartering-used experienced guides-camels and cameleers-merchants, slaves, scholars, poets… | -caravans “pooled resources”-“inhabitants are rich” and ordinary people adorned themselves with gold-leaders allocated to meet needs-farmland managed well-men and women shared the workload-military duty was shared-families valued children and elders and took care of everyone-meager possessions, adequate diet-good standard of living for all |

Ancient Ghana fist grew rich from its secret gold mines. Keeping the mines secret prevented others from stealing the gold. The cities grew as extensive trading routes developed as people from all over the country brought in goods and supplies to trade for the gold. The farming compounds also contributed to the success as their advance farming techniques helped to provide enough food for the larger cities.

Additional Tasks

* Using evidence from the text, outline what a “typical caravan from Arabia to the Sabel” trip would entail.

Answer: This roughly 40-day journey would begin with preparations such as enlisting a guide and cameleer and the loading and accounting of goods. Details should include the challenges faced while crossing the desert (thieves, shifting sands, high temperatures) and the rest stops made.

Note to Teacher

* The Get Set to Read piece, The Rise of Ghana, might be helpful to read with students prior to reading the selection. The timeline and present-day map of Africa will help define the context for the non-fiction story. It might also be interesting, if time permits, to have groups of students delve into more exploration around the resources, trade and daily life sections of the text.

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.