

Must Do vs. Nice to Do
Tips and Tricks

Unit 1: Human Origins

[Click here](#) for the Investigating History Hub for this unit.

***Note:**

[Click here](#) for Unit 1 Inquiry Map

Enduring Understandings (EU) are aligned to the content standards on pp. 85 - 94 in the [History/Social Science Framework](#) (pp. 85-95).

“Flex Day” noted in the pacing calendar is a day for teachers to use as needed.

Content Standards:Grade 6 Topics 1 & 2

1. Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life.

Clarification statement: *The grade 6 standards for Earth and Space Science of the [Science and Technology/Engineering Framework](#) (2016) address the fossil record and the concept of geological time.*

2. Identify sites where archaeologists have found evidence of the origins of modern human beings and explain current theories of how human groups moved from Africa over time into the continents now known as Asia, Europe, the Americas, and Oceania. Give examples of how ongoing archaeological research adds new data that changes interpretations of how migrations and habitation sites are dated.

3. Explain that the term *Paleolithic Era* refers to the period of earliest human history, beginning c. 2.6 million years ago to c. 11,700 years ago, characterized by the first use of stone tools, fire, hunting and gathering weapons, and, about 50,000 years ago, by cave painting, sculpture, tools, and artifacts using diverse materials such as bone, shell, stone, mineral pigments, and wood).

4. Explain that the term *Neolithic Era* refers to the period beginning about 10,000 years ago to c. 4500 or c. 2000 BCE in different parts of the world, in which the technologies of agriculture (growing crops and the domestication of animals) and metallurgy (mining and working of metals) were invented and refined, and in which complex societies begin to appear.

5. Explain how complex societies that practice agriculture may differ, some developing into permanently settled communities, some being nomadic and moving livestock from place to place, some cultivating land temporarily and moving to another location when a plot of land is no longer productive.

6. Explain that scholars have attempted to define the characteristics of a complex society (sometimes called “civilization”) since the early 20th century, and although debates are ongoing, many cite these characteristics:

- a. an economy that produces food surpluses
- b. dense populations in distinct areas or cities
- c. stratified social classes
- d. specialized occupations
- e. developed systems of government, religion, and learning
- f. achievements in technology, art, and monumental architecture
- g. systems of record keeping, either written or oral

7. Explain the ways in which complex societies interact and spread from one region to another (e.g., by trade, cultural or linguistic exchanges, migration, religious conversion, conquest, or colonization).

8. Construct and interpret a timeline that shows some of the key periods in the development of human societies in the Paleolithic and Neolithic Eras. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (*decade, age, era, century, millennium, CE/AD, BCE/BC, c. and circa*). Identify in BCE dates the higher number as indicating the older year (that is, 3000 BCE is earlier than 2000 BCE).

Practice Standards:

1. PS 3. Organize information and data from multiple primary and secondary sources using timelines, categorization, and notes.
2. PS 6. Argue or explain conclusions in the form of claims, cause and effect statements, and persuasive arguments using valid reasoning and evidence.

Essential Question:

1. What were the most important turning points in early human history?

Supporting Questions:

1. How do we study and represent the distant past?
2. How did human bodies and activities change during the Paleolithic Era?
What were the effects of domestication and metallurgy on people, human communities, and the environment?

Enduring Understandings:

1. Modern human beings (*Homo sapiens*) developed from hominids, shaped by the forces of evolution and shifts in the climate. In turn, they shaped their environment through foraging and hunting, the use of fire, migration, plant and animal domestication, metallurgy, and the building of permanent settlements.
2. Humans experienced many transformations on the way to becoming *Homo sapiens*, not least physical changes to nearly every part of the body and an increase in the size and cognitive complexity of the brain. The latter led to a capacity for symbolic language and expression through music and art, and greater possibilities for learning and cooperation, distinguishing features of modern human minds.
3. Spread across many thousands of millennia, the turning points of the Paleolithic Era created modern human beings, while the innovations of the Neolithic Era, condensed into the past 12,000 years, created the conditions for complex societies to emerge.

Summative Assessment:

- Click here for [Teacher Guidance](#)
- Click here for [Student Handout](#)
 - ◆ *Tip & Trick: Have students complete the Summative after teaching all turning points during the Paleolithic Age. Then have students complete the Summative a second time after teaching all turning points during the Neolithic Age.*
 - ◆ *Tip & Trick: To maximize instructional time for students to complete the Summative, consider adding additional boxes on the timeline and a “Turning Point Symbols Bank” for students to choose from.*
 - ◆ *Tip & Trick: After providing student feedback on writing task(s), allot time for students revision.*

TP = Summative Assessment “*Turning Point*”

***Teacher discretion to determine which part(s) of “**Must Do**” lesson(s) to omit/ modify/ supplement/ scaffold, etc..

Unit 1: Human Origins

[Click here](#) for the Investigating History Hub for this unit.

Term 1 Ends: 11/1/24	Must Do: (Essential to summative & Enduring Understandings.)	Nice to Do: (If time allows, not required/necessary for summative.)
Week of:		
9/9/24 to 9/13/24	CLUSTER 1 <ul style="list-style-type: none"> ● L1: Time and the Distant Past ● L2: Studying the Past (Part I) 	CLUSTER 1 <ul style="list-style-type: none"> ● L3: Studying the Past (Part II)
	CLUSTER 2 <ul style="list-style-type: none"> ● L5: Our Neanderthal Relatives *(Modify to combine with L4) 	CLUSTER 2 <ul style="list-style-type: none"> ● L 4: Humankind’s Family Tree *(Modify to combine with L5)

<p>9/16/24 To 10/11/24</p>	<ul style="list-style-type: none"> ● L6: Toolmaking (CER writing) TP ● L7: Changing Bodies and Brains TP ● L8: Using Fire and Language (CER Writing) TP ● L9: First Migration TP ● L10: Beginnings of Art (Combine with L11) <ul style="list-style-type: none"> ○ Eliminate “Reading for Main Ideas” ● L11: Paleolithic Rock Art and Cave Painting TP (Combine with L10) <ul style="list-style-type: none"> ○ Eliminate: See/Think/Wonder Lascaux Cave ● L12: The Paleolithic Lifestyle 	<ul style="list-style-type: none"> ● L6: I SPY ACTIVITY (timing) ● L8: Organizing Information ● L10 Reading for Main Ideas: Art of the Paleolithic (35 min)**EDIT FOR INAPPROPRIATE IMAGES** on webpage
<p>10/14/24 To 11/1/24 ** (End of Term 1)</p>	<p><u>CLUSTER 3</u></p> <ul style="list-style-type: none"> ● L13: Domestication of plants and animals TP ● L14: The Invention of Metallurgy TP ● L16: How agriculture brought “revolutionary” changes ● L17: Living the Neolithic lifestyle TP ● L22: Summative Assessment 	<p><u>CLUSTER 3</u></p> <ul style="list-style-type: none"> ● L15: The Origins of Agriculture around the World- specific plants and animals not mentioned in the summative assessment ● L18- L20: Inquiry cycle nice to do but not needed for the summative assessment ● L 21: Learning from the Past to Achieve the Sustainable Development Goals- not needed for the summative ● L 24: Looking Ahead to Complex Societies- bridge to next unit but not needed for summative

Unit 2: Western Asia, The Middle East, & North Africa

[Click here](#) for the Investigating History Hub for this unit.

*Note:

- [Click here](#) for Unit 2 Inquiry Map
- **Enduring Understandings (EU)** are aligned to the content standards on pp. 85 - 94 in the [History/Social Science Framework](#).
- “Flex Day” noted in the pacing calendar is a day for teachers to use as needed.

Content Standards: Grade 6 Topic 3 A & B

A. Physical and political geography of modern Western Asia, the Middle East and North Africa

1. On a physical map, use cardinal directions, map scales, key/legend, and title to locate important physical features of the region (e.g. the Indian Ocean, the Black Sea, Aegean Sea, Mediterranean Sea, Red Sea, Arabian Peninsula, the Persian Gulf, the Nile, Tigris, and Euphrates Rivers, the Strait of Gibraltar, the Bosphorus, and the Suez Canal). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

B. Mesopotamia

1. Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies.
2. Explain why historians have called the region that surrounds these rivers “the Fertile Crescent.”
3. On a map of archaeological sites in the region, and identify the locations and time periods of the Sumerians, Babylonians, and Assyrians as successive states and empires.
4. Describe how irrigation, mining and metalsmithing, agriculture, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to settlement and the growth of Mesopotamian civilizations.
5. Analyze the important characteristics and achievements of early Mesopotamia.
 - a. a complex society with rulers, priests, soldiers, craftspeople, farmers, and slaves
 - b. a religion based on polytheism (the belief in many gods)
 - c. monumental architecture (the ziggurat) and developed art (including large relief sculptures, mosaics, carved cylinder seals)
 - d. cuneiform writing, used for record keeping tax collection, laws and literature
 - e. the first epic (the Epic of Gilgamesh) and the first set of written laws (the Code of Hammurabi, for example, “If a man put out the eye of another man, his eye shall be put out.” [An eye for an eye]).

Grade 6 Topic 3C Egypt

Anchor Standard(s):

1. Identify the locations of ancient Upper and Lower Egypt and ancient Nubia; and explain what the terms “Upper” and “Lower” mean in this context.
2. Describe the significance of the Nile River to ancient Egyptians.
3. Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the characteristics of ancient Egypt.
4. Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten,

Ramses II, Nefertiti, Cleopatra).

5. Describe the relationships among social classes (e.g., the relationship of the pharaoh to priests, nobles, government officials, soldiers, scribes, artisans, farmers, and peasants, laborers, and slaves).

6. Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities.

7. Summarize important achievements of the Old, Middle, and New Kingdoms (e.g., the agricultural system; knowledge of mathematics, astronomy, the invention of a calendar; the invention of papyrus and hieroglyphic writing; the organization of monumental building projects such as the Pyramids and Sphinx at Giza; the centralization of government and military power).

Grade 6 Topic 3D Ancient Phoenicia

Anchor Standard(s):

1. On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean and the Red Sea.

2. Explain how the location of Phoenicia contributed to its domination of maritime trade in the Mediterranean from c. 1000-300 BCE.

3. Describe how the alphabetic Phoenician writing system differed from Mesopotamian cuneiform or Egyptian hieroglyphic writing; explain how Phoenician maritime traders contributed to the spread of the use of the alphabetic system, which eventually evolved into the Greek alphabet and then into letter symbols used in other languages.

Grade 6 Topic 3E The Roots of Western Civilization- Ancient Israel and Christianity

Anchor Standard(s):

1. On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel and Palestine and ancient Egypt.

2. Trace the migrations of the ancient Israelite tribes from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in Hebrew history.

3. Describe the history of ancient Israel and early Christianity:

a. monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations)

b. the Hebrew Bible's accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c. 900-800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE).

c. the emergence of Christianity as a distinct religion, with roots in Judaism, but increasingly diverse followers throughout the Roman Empire and the relationship of early Christians to the officials of the Roman Empire.

d. the central features of Christianity (e.g., the belief in a messiah who could redeem humans from sin, the concept of salvation, the belief in an Old and a New Testament in the Bible, the life and teachings of Jesus.).

Grade 6 Topic 3F/G - The Emergence and Spread of Islam

Anchor Standard(s):

F1. On a map of the Arabian Peninsula, identify the Red Sea and the cities of Mecca and Medina as the sites of the beginning of the Muslim religion.

F-2. Explain Islam's historical relationship to Judaism and Christianity as monotheistic religions.

F-3. Describe the life and teachings of Muhammad (570-c. 632 CE) and the significance of the Qur'an as the primary source of Islamic belief.

Clarification statement: *This is intended as a brief introduction to the historical beginnings of one of the major world religions practiced today; in addition to learning about the beginnings of Judaism, Christianity, and Islam in grade 6, students will learn about Hinduism, Buddhism, Confucianism and Daoism in grade 7.*

G-1. Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g., gold, ivory from Africa, grain from Western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China).

G-2. Use information from primary and secondary sources to research contributions of one of the ancient Mesopotamian, Egyptian, Phoenician, Israelite, Islamic, and Eurasian societies to the modern world.

Practice Standards: Investigating History - G6 U2: Western Asia, the Middle East, and North Africa

1. PS 1. Demonstrate civic knowledge, skills, and dispositions.
2. PS 2. Develop focus questions or problem statements and conduct inquiries.
3. PS 5. Evaluate the credibility, accuracy, and relevance of each source.

Essential Questions

1. Why do human communities create government and laws?
2. What common elements do religions share and how do their differences matter?
3. How is the physical environment connected to people and the way they live?

Supporting Questions

1. How do a geographer's tools help us understand West Asian and North African life in ancient times and today?
2. What were the pros and cons of life in complex societies?
3. Why did early Mesopotamian societies create government and laws?
4. How did Egyptians and Nubians show their beliefs about life and death through religion and mythology?
5. How did Phoenicians and Persians innovate in government and civic life?
6. What beliefs and practices were important to the followers of each Abrahamic religion?
7. How were Judaism, Christianity and Islam similar and different?

Enduring Understandings

1. Access to water has played a key role in the development of West Asian and North African societies since ancient times — from the river valleys of the Fertile Crescent and Nile, to the trading cities of Phoenicia that rimmed the Mediterranean Sea, to the irrigation systems invented by Persia. Water quality and access remains an urgent need shaping life in the region today.
2. City life in Mesopotamia introduced new opportunities in religion, education, writing, government, and the economy, as well as new social divisions and limitations. Drawbacks of civilization such as war, conquest, and slavery soon followed.
3. With more people living in greater proximity, governments and laws arose to keep order and ensure justice (as it was then envisioned). As Hammurabi's Code illustrates, a range of matters needed regulation.
4. The predictability of the Nile's floods, and the agricultural prosperity they brought, gave the Egyptian and (later) Nubian government a stability that was unusual in the ancient world; the pharaonic system in Egypt lasted over 2800 years. These features also contributed to a religious cosmology that emphasized Ma'at (order and justice) as the norm established by the gods, and eternal life as a possibility. Ma'at was an ideal that also structured families and social roles.
5. The earliest religions of Western Asia and North Africa were polytheistic, filled with deities inspired by nature and human nature. Men and women found a place for themselves within these religions as worshippers and priests/priestesses. Political and religious power were joined, with monarchs either seen as divine themselves or as semi-divine intermediaries with the gods; the authority of these theocratic rulers was absolute.
6. After the collapse of Bronze Age societies in the Western Mediterranean, the Phoenicians and later the Persians demonstrated that new models of governing could work: either a network of maritime city-states organized around trade, or a vast multi-ethnic empire that knit its territories together through civic and administrative innovations.
7. Judaism, Christianity and Islam shared common roots in monotheism, based upon Abraham's reported revelation from God. But they also developed distinct teachings and practices and differences of emphasis. Each of these religions was also internally diverse and changed over time.

Summative Assessment:

- [Teacher Guidance](#)
- [Teacher Answer Key - Part 1](#)

- [Student Handout Part 1](#)
 - ◆ *Tip & Trick: Create formative assessment(s) which resemble the logistical format/structure of the summative.*
- [Student Handout Part 2](#)
 - ◆ *Tip & Trick: The term “Civic Concept” should be consistently incorporated and referenced throughout the unit’s lessons when delivering instruction.*

***Teacher discretion to determine which part(s) of “**Must Do**” lesson(s) to omit/ modify/ supplement/ scaffold, etc..

Unit 2: Western Asia, The Middle East, & North Africa

Term 2 Ends: 1/24/24 Week of:	<u>Must Do:</u> (Essential to summative & Enduring Understandings.)	<u>Nice to Do:</u> (If time allows, not required/necessary for summative.)
11/11/24	<u>CLUSTER 1</u> <ul style="list-style-type: none"> ● L1: Physical and Human Geography of West Asia and North Africa ● L5: Water in the Middle East: The Tigris and Euphrates, Past and Present 	<u>CLUSTER 1</u> <ul style="list-style-type: none"> ● L2: Using Geographers’ Tools to Get to Know the Region ● L3: What Maps and Mapmaking Can Show ● L4: The Geography of Water in the Middle East: Using a Scarce Resource Sustainably
11/11/24 To 11/27/24	<u>CLUSTER 2</u> <ul style="list-style-type: none"> ● L6: It’s About Time! Meeting the Mesopotamians ● L7: City Life: Visiting a Sumerian City ● L9: Other Mesopotamian “Firsts” ● L10: Hammurabi’s Stele: Analyzing a Monument and Its Meaning ● L11: The Code of Hammurabi: Laws and Government in Ancient Mesopotamia 	<u>CLUSTER 2</u> <ul style="list-style-type: none"> ● L8: World’s First Writers
11/18/24 To 12/20/24	<u>CLUSTER 3</u> <ul style="list-style-type: none"> ● L12: Life along the Nile ● L13: Organizing a Complex Society ● L14: The Gods of Their Roles in Ancient Egypt ● L15: Life as an Eternal Journey: Preparing for the Afterlife ● L17- L19: Inquiry Cycle: Were Women Powerful in Ancient Egypt? ● L 21: The Phoenicians: Maritime Traders of the Mediterranean ● L22: The Persian Empire: Balancing Unity and Diversity 	<u>CLUSTER 3</u> <ul style="list-style-type: none"> ● L16: Ancient Nubia “Lost” and Found ● L20: System Collapse: The End of the Bronze Age

	<p>*** Teacher created End of Cluster(s) assessment is recommended here before moving on to Cluster 4.</p>	
<p>1/6/24 To 1/24/24 ** (End of Term 2)</p>	<p><u>CLUSTER 4</u></p> <ul style="list-style-type: none"> ● L 23: An Introduction to the Abrahamic Religions ● L 24- L26: Judaism: Religion of the Book ● L 27: The Origins, Beliefs and Practices of Christianity ● L 28- L29: The Beliefs and Practices of Christianity ● L 30- L32: Islam: Roots and Revelation ● L 33: Similarities and Differences among the Abrahamic Religions 	

Unit 3: Sub-Saharan Africa

[Click here](#) for the Investigating History Hub for this unit.

***Note:**

- [Click here](#) for Unit 3 Inquiry Map
- **Enduring Understandings (EU)** are aligned to the content standards on pp. 85 - 94 in the History/Social Science Framework.
- “Flex Day” noted in the pacing calendar is a day for teachers to use as needed.

Content Standards: Grade 6 Topic 4 A & B

Physical and political geography of Sub-Saharan Africa

1. On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, and the Mediterranean Sea. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, Mount Kilimanjaro, the Cape of Good Hope, the Great Rift Valley, Lake Victoria). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
3. Explain how absolute and relative locations, major physical characteristics, climate (including drought and desertification), and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

B. Selected Sub-Saharan African states and societies, c. 100-1000 CE

1. Identify the location, sources of wealth, and importance of the Kingdom of Axum (c. 100-940 CE); explain the role it played in the adoption of Christianity in Ethiopia and the role east African societies played in the spread of Islam to South Asia,
2. Explain the pivotal role Swahili coastal societies along the Indian Ocean played in linking trade networks between interior Africa and maritime routes along the coasts of Central and South Asia, and connecting to China; identify key goods in this trade (e.g., gold, ivory, iron, slaves from Africa, and cloth, glass beads, and porcelain from Asia).
3. Identify the locations, sources of wealth and importance of West African cities and empires, including the city of Timbuktu (beginning c.5th century CE), and the empire of ancient Ghana (beginning c. 700CE).
Clarification statement: *Students will study the later empires of ancient Mali and Songhai in World History I.*
4. Explain the pivotal role these societies played in the trans-Saharan trade, the spread of Islam, and trade with North Africa, Europe, West Asia in gold, ivory, and slaves and the contributions of these societies to the modern world.

Practice Standards:

- (2) Develop and revise questions and predictions to guide an inquiry process, with some questions provided for students and some developed by students with peer support.
- (4) Analyze the purpose and point of view of sources, identifying factors that influence people’s perspectives; distinguish opinion from fact.
- (6) Argue or explain conclusions, using diverse evidence and disciplinary reasoning such as geographic, comparative, or cause/effect analysis.

Essential Questions:

1. What evidence and methods help social scientists understand Africa’s past, and how does point of view affect their interpretations?
2. How much do people shape their environment and how much does the environment shape people?
3. What makes a society stronger, preserving tradition or adapting to change?
4. How do societies organize themselves to distribute power or resources?

Supporting Questions

- What are the most important features of Africa’s geography and environment, and how do they affect people?
- How did (and do) African people use the opportunities of their environment and adapt to its challenges?
- What were the characteristics of Africa’s ancient societies and what made them alike and different?
- How did people in different social roles and occupations contribute to ancient African societies?
- How did environment and physical location shape the trade networks of ancient Africa?
- What effects (positive and negative) did African trade have on societies of Africa and those of other continents?
- How did religious traditions develop, adapt, and interact with one another in ancient sub-Saharan Africa?

Enduring Understandings:

1. Historians in the past have often told African history through a racist Eurocentric bias, but that is starting to change. New scholarship on ancient Africa relies on archaeology, written texts and oral sources and builds from the work of African-based scholars and research teams. There is much more to learn about Africa’s ancient past, and due to the nature of social science evidence, some things will still be difficult to know.
2. Soil conditions, climate, and rainfall across the vast continent of Africa created a variety of conditions for the development of human communities, some of which were highly challenging. African communities developed a diverse array of responses, drawing on ingenuity and innovation to shape the environment to their needs. Regions are sometimes a useful way to group and analyze these communities.
3. Africa’s complex societies engaged with oral and/or written literacies to preserve knowledge and pass along beliefs, creating continuity. At the same time, societies of ancient Africa showed notable flexibility to adapt to new influences. Many African societies contributed to and benefited from exchanges with other world regions and with neighboring and distant societies inside the continent. Openness fostered developments in art, religion, language & material culture, among others.
4. A diverse array of societies flourished in ancient Africa, characterized by distinct forms of organization and governance. In many societies known to historians, the power of leaders was moderated by communities’ ethical and religious traditions and the influence of social and occupational groups. Urban, agricultural, and localized societies were part of the mosaic in every region and affected one another.

Summative Assessment:

→ [Teacher Guidance](#)

◆ *Tip & Trick:* The assessment consists of an annotation task, carried out on two short passages and is an open note. Consider using [close reading strategies](#) and scaffolding the annotations. For example, the first time students read the passage(s), have them annotate for **inaccuracies**. Have students read the passage(s) a second time and annotate for **missing information**. Finally, have students read the passage(s) a third time and annotate for personal **opinion** rather than fact.

→ [Student Version](#)

◆ *Tip & Trick:* Create a graphic organizer for students to record annotation notes.

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Unit 3: Sub-Saharan Africa

[Click here](#) for the Investigating History Hub for this unit.

Term 3 Ends: 4/4/24	<u>Must Do:</u> (Essential to summative & Enduring Understandings.)	<u>Nice to Do:</u> (If time allows, not required/necessary for summative.)
Week of:		
1/27/24 To 2/6/24	<u>CLUSTER 1</u> <ul style="list-style-type: none"> ● L1: Picturing Africa: A Unit Introduction ● L3: Climates and Regions of Africa ● L5 - L7: Africa Postcard Project ● L8: Human and Environmental Interactions: Regional Examples 	<u>CLUSTER 1</u> <ul style="list-style-type: none"> ● L2: How Do Maps Show Africa? ● L4: Human Geography of Africa? ● L9: Human and Environmental Interactions: William Kamkwamba and Harnessing the Wind ● L10: Human and Environmental Interactions: William Kamkwamba and the UN Global Goal on Energy
2/10/24 To 3/7/24	<u>CLUSTER 2</u> <ul style="list-style-type: none"> ● L11: How Do We See Africa's History? ● L12 & L13: Characterizing & Comparing Complex Societies in Africa ● L14: Putting It Together: Comparing and Contrasting Societies ● L15 & L16: Scribes and Storytellers: The Power of Words in African Societies ● L17: Civic Values and Oral Tradition ● L18 & L19: Who Was the MVP of West African Societies? (Inquiry Cycle)-very engaging kids very motivated to do this inquiry cycle 	<u>CLUSTER 2</u> <ul style="list-style-type: none"> ● L20: Who Was the MVP of West African Societies? Defending a Position Through a Praise Poem
3/7/24 To 3/21/24	<u>CLUSTER 3</u> <i>Environment & Location in Trade Networks:</i> <ul style="list-style-type: none"> ● L 21: Introducing African Trade Networks: A Bird's' Eye View ● L22 & L23: Travelers and Texts: What Can They Teach About Trade? 	<u>CLUSTER 3</u> <i>What is Influenced by Trade? Examples from East and West Africa</i> <ul style="list-style-type: none"> ● L25: What Else is Exchanged through Trade? A Swahili Coast Case Study

	<ul style="list-style-type: none"> ● L24: Global Africa in the Ancient World: Trade Goods and Their Consumers <p><i>What is Influenced by Trade? Examples from East and West Africa</i></p> <ul style="list-style-type: none"> ● L26: Introduction to Trans-Saharan Trade: The “How” and “Why” ● L27 & L28: How Trade Built an Empire: A Case Study of Ghana (This lesson is essential to summative.) ● L29: Global Africa in the Ancient World: Artistry and Influences ● L30: Putting It Together: Judging the Most Important Effects of Trade 	
<p>3/24/24 To 4/4/24 **<i>(End of Term 3)</i></p>	<p><u>CLUSTER 4</u></p> <ul style="list-style-type: none"> ● L31: Christianity and Islam in Ancient Africa ● L32: Indigenous Religions in Ancient Africa and Today 	<p><u>CLUSTER 4</u></p> <ul style="list-style-type: none"> ● L33 & L34: Religious Tolerance in Africa Past and Present