

Early and Medieval African Kingdoms

Fourth Grade

Vocabulary: kingdom, trans-Saharan, caravan, merchant, geographer, climate, tropical, savanna, griot

Thinking Frame Work Key: K=Knowledge, P=Patterns, M=Modeling, C=Creativity

I. Core Knowledge Content Guidelines

❖ Early African Kingdoms

- Kush (in a region also called Nubia): once ruled by Egypt, then became rulers of Egypt (K,P)
- Axum: a trade kingdom in what is now Ethiopia (K,P)

❖ Medieval Kingdoms of the Sudan

- Trans-Saharan trade led to a succession of flourishing kingdoms: Ghana, Mali, and Songhai (K,P,M)
 - Camel Caravans (P)
 - The city of Timbuktu: center of trade and learning (K,P)
 - Spread of Islam into West Africa through merchants and travelers (K,P)
 - Ibn Batuta (world traveler and geographer) (K,P)
- Mali: Sundiata Keita, Mansa (K,P,M)
- Songhai: Askia Muhammad (K,P,M)

❖ Geography of Africa

- Mediterranean Sea and Red Sea, Atlantic and Indian Oceans
- Cape of Good Hope
- Madagascar
- Major rivers:
 - Nile
 - Niger
 - Congo
- Atlas Mountains, Mt. Kilimanjaro
- Contrasting climate in different regions

- Deserts: Sahara, Kalahari
- Tropical rain forests (along lower West African coast and Congo River)
- Savanna (grasslands)
- The Sudan (not modern day)

I. Procedure and Assessments

- A. Students will work in groups and research and write a report about one of the kingdoms
- B. Each group will present to the class
- C. Students will complete comprehension worksheets relating to the kingdoms
- D. Students will complete a cumulative test about the history of China

II. Colorado State History Standards

Standard 1 - Chronological Organization

- ✓ Prepare a timeline depicts significant people and events in correct sequence.

Standard 2 - Historical Inquiry

- ✓ Compile information into a research report (either written or oral).
- ✓ Describe the oral tradition of sharing culture from generation to generation.

Standard 3 - Diverse Societies

Standard 4 - Science, Technology and Economic Activity

- ✓ Compare the lives of hunters and gathers to the lives of the people who cultivated plants and raised domesticated animals for food.
- ✓ Describe the impact of various technological developments on the local community and the state (for example: irrigation, transportation, communication).
- ✓ Describe the economic reasons why people move to or from a location.
- ✓ Discuss the development of towns.

- ✓ Describe different systems of exchange that can be used.

Standard 5 - Political Institutions and Theories

- ✓ Give examples of how individuals and/ or various groups have gained, lost or maintained political rights, freedoms, powers or cultural identity in the history of the community, regions or state.

Standard 6 - Religion and Philosophy

- ✓ Describe traditions based on cultural beliefs and ideas.
- ✓ Give examples of how beliefs of the people are reflected in the celebrations and practices of their community.

Give examples of forms of expression that depict the history, daily life, and beliefs of various people (for example: folk tales, ballads, dance and architecture).

III. History Habits of Mind

Habits of Mind: History

1. Understand the significance of the past to their own lives and society.
2. Distinguish between important and inconsequential; to develop a "discerning memory" and judgement
3. Perceive past events as they were experienced by people at the time, to develop historical empathy vs. "present-mindedness".
4. Acquire a comprehension of diverse cultures and share humanity.
5. Understand how things happen and how things change, how human intentions matter but how consequences are shaped by the means of carrying them out.
6. Comprehend the interplay of change and continuity.
7. Prepare to live with uncertainties and even perilous, unfinished business, realize that not all problems have a solution.
8. Grasp the complexity of historical causation; respect particularity and avoid excessively abstract generalizations.
9. Appreciate the often tentative nature of judgements about the past and thereby avoid the temptation to seize on "lesson of history" as cures for present ills.

10. Recognize the importance of individuals who have made a difference in history, and the significance of personal character for good and ill.
11. Appreciate the force of non-rational, irrational and accidental in history and human affairs.
12. Understand the relationship between geography and history as a matrix of time and place, as a context for events.
13. Read widely and critically in order to recognize the difference between fact and place as a context for events.