Unit 8: Trade, Africa & Americas

Unit 8: Trade, Asia, Africa, & the Americas

THEMES:
- New technology and goods spread along ancient trade routes.
- Trade will cause ideas to be shared among different groups of people and even begin to be incorporated within cultures.
- While we tend to focus on the achievements of Western Europe, other cultures/civilizations in Asia, Africa, and the Americas are having a golden age and their advancements cannot be ignored.

Monday Feb. 25: Unit 7 Test
Unit 7 Exam
6 weeks project due
After students finish their tests, they can work quietly on their trade route maps.
Tuesday Feb. 26: Introduction to Diffusion, Trade, and Unit

**Lesson Objective:** Students will recognize the importance of trade and diffusion with the development of cultures and spread of new ideas.

**SOL:** WHI.10a The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by locating major trade routes.

**Key Concepts:** Trade routes, Great Silk Road, Indian Ocean Trade, North European River Trade, Black Sea Trade

**Purpose:** The purpose for teaching this lesson is to introduce students to the many different trade routes that crisscrossed the world and connected African, Asian, and Europe. Students will map the various trade routes by using colored pencils.

**Procedure:**
- Class Discussion about trade and diffusion
  - What is trade? Why do civilizations begin trading?
- Hand out maps, colored pencils, and other resources.
- Students will spend the rest of the period working on the map.

**Homework:**
- Work on Trade Maps. Due Thursday.

**Differentiation of Lesson**
- **Curriculum:** No changes will be made.
- **Instruction:** Little change will be made to instruction. The lesson is fairly basic and students will use their book to find map locations. I will assist students who may have any trouble by working around the classroom and answering any questions.
- **Assessment:** No changes will be made.

**Assessment Strategies:**
- **Informal:** Observation of students work/progress
- **Formal:** Maps will be graded for a formal homework grade.
Unit 8: Trade, Africa & Americas

Wednesday Feb. 27: Trade Routes
Trade Maps Due

Lesson Objective: Students will detail the trade routes that crisscrossed Asia, Africa and Europe.

SOL: WHI.10a The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by locating major trade routes.

Key Concepts: Trade routes, Great Silk Road, Indian Ocean Trade, North European River Trade, Black Sea Trade, Cultural Diffusion

Purpose: The purpose of this lesson is to continue with trade routes, but go more in depth with each individual road. Students will look at the items traded and the historical significance.

Procedure:
Collect maps
Go over trade route notes using PowerPoint
Students will write a response to the following question: “How can trade change the culture of either medieval or east Asian cultures.”

Homework: Discussion Questions
Trade and Diffusion Question: “During this period in history, trade plays an important and vital role in influencing many different cultures. Well-traveled trade routes passed along new technologies, ideas, religions, foods, and traditions from Japan to Europe. Trade and cultural diffusion still have a significant part in our society today. For this assignment, write one page (double spaced) about three ways trade and diffusion effect your life. Think about the food you eat, the music you listen to, sports teams, best friend, your favorite outfit, most-watched TV show, artwork, the last thing you bought at a store, and any consumer product. All of these ideas will work in your paper, but do not limit yourself and think outside the box. Your thoughts should to be organized and insightful.

Differentiation of Lesson
Curriculum: No changes will be made.
Instruction: Little change will be made to instruction. Students have access to all the notes through Moodle (a student resource website). Students are expected to print out all notes before coming to class. Students can follow the lecture by using their notes. The lecture provides added depth to the notes so higher learning students can enhance their class notes by asking more questions. I will assist students who may have any trouble by answering any questions.
Assessment: No changes will be made.

Assessment:
Informal: Students will informally assessed through questioning during the lecture. In addition students will be answer the following question:
“How can trade change the culture of either medieval or east Asian cultures.” This question will check for comprehension and also take the class material to the next level of Bloom. **Formal:** Students will turn in their Trade and Diffusion for a formal writing grade. The lesson objectives will be formally assessed on the Checkpoint quiz/unit 7 exam.
Thursday Feb. 28: The Exchanging of Ideas

Lesson Objective: Students will outline the many ideas, technologies, religions, foods, and traditions that changed many cultures across Asia, Africa, and Europe.

SOL: WHI.10b The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by identifying technological advances and transfers, networks of economic interdependence, and cultural interactions;

Purpose: The purpose of this lesson is to introduce students to cultural diffusion and the exchange of ideas that happen because of trade. Students will trace the trade routes and their connection to religion, technology, and ideas.

Key Concepts: Trade routes, Great Silk Road, Indian Ocean Trade, North European River Trade, Black Sea Trade, Cultural Diffusion, Buddhism

Procedure: Go over student responses to the question: “How can trade change the culture of medieval or east Asian cultures.”
Lecture on diffusion through trade 1000-1500 C.E.
Discuss Essay question and student questions

Homework: Essay Question

Differentiation of Lesson
Curriculum: No changes will be made.
Instruction: Little change will be made to instruction. Students have access to all the notes through Moodle (a student resource website). Students are expected to print out all notes before coming to class. Students can follow the lecture by using their notes. The lecture provides added depth to the notes so higher learning students can enhance their class notes by asking more questions. I will assist students who may have any trouble by answering any questions.
Assessment: No changes will be made.

Assessment:
Informal: Students will be informally assessed through questioning during the lecture.
Formal: The lesson objectives will be formally assessed on the Checkpoint quiz/unit 7 exam.
Friday Feb. 29: Introduction to the East

Turn in Essay

Lesson Objective: Students will recognize the importance of Asian geography in the development of East Asia.

SOL: WHI.10c The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.

Purpose: The purpose of this lesson is finish up trade and Cultural diffusion and also begin East Asia. A good way to introduce students to East Asia is through a map and vocab. This lesson also gives students time to start their map/vocab.

Key Concepts: Japan, China, Indonesia, Korea, Vietnam, India, Gobi Desert, South China Sea, Pacific Ocean

Procedure:
- Turn in essays
- Discuss student answers and the important of trade and diffusion today.
- Hand out East Asia Map and Vocab.
- Help students will maps/vocab.

Homework:
- Turn in East Asia Map and Vocab.
- Read pg. 266-271

Differentiation of Lesson

Curriculum: No changes will be made.

Instruction: Little change will be made to instruction. Students have access to all the notes through Moodle (a student resource website). Students are expected to print out all notes before coming to class. Students can follow the lecture by using their notes. The lecture provides added depth to the notes so higher learning students can enhance their class notes by asking more questions. I will assist students who may have any trouble by answering any questions.

Assessment: No changes will be made.

Assessment

Informal: Students will be informally assessed through observations of student work and response to questions.

Formal: Students will be formally assessed through their map and vocabulary. Both will receive a homework grade. The lesson objectives will be formally assessed on the Checkpoint quiz/unit 7 exam.
Monday March 3: Chinese Influence on Japan

Lesson Objective: Students will understand the influence of Chinese culture on the development of Japan.

SOL: WHI.10c The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.

Purpose: The purpose of this lesson is discussion the importance of China in Japanese development. This lesson will enlighten students on China’s influence on Japanese writing, architecture, food, tea, and religion.

Key Concepts: China, Japan, Cultural Diffusion, Buddhism, Katakana, Architecture, Tea Ceremony

Procedure:
  Reading Check #4
  Turn in Map/vocab.
  Go over Chinese Influence Notes with PowerPoint.

Homework: Read pg. 276-280

Differentiation of Lesson
  Curriculum: No changes will be made.
  Instruction: Little change will be made to instruction. Students have access to all the notes through Moodle (a student resource website). Students are expected to print out all notes before coming to class. Students can follow the lecture by using their notes. The lecture provides added depth to the notes so higher learning students can enhance their class notes by asking more questions. I will assist students who may have any trouble by answering any questions.
  Assessment: No changes will be made.

Assessment:
  Informal: Students will be informally assessed through questioning during the lecture.
  Formal: The lesson objectives will be formally assessed on the Checkpoint quiz/unit 7 exam.
Tuesday March 4: Japanese Feudalism and Shinto

Lesson Objective: Students will detail the structure of Japanese Feudalism and importance of Shinto in influencing Japanese culture.

SOL: WHI.10c The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.

Lecture on Japan.

Purpose: The purpose of this lesson is to discuss Japanese culture by relating it to Japan’s version of feudalism and the vital relationship with Shinto. Both feudalism and Shinto play an important role in the development of Japan into a power in East Asia and students need the historical background in order to make the next step.

Key Concepts: Japan, feudalism, Shinto, Kami, Beshido, Samurai, Katana, Empire of Hahn

Procedure:
- Picture Study: Show a picture of a Japanese Samurai
- Discuss the word “Samurai” in modern terms.
- Relate to Japanese Feudalism
- Go over lecture notes using PowerPoint
- Students will fill in their graphic organizer with the important information from the notes.
- Students will answer review questions
- Get any extra work from students before the end of 6-weeks

Homework:
- Study for Checkpoint quiz

Differentiation of Lesson

Curriculum: No changes will be made.
Instruction: Little change will be made to instruction. Students have access to all the notes through Moodle (a student resource website). Students are expected to print out all notes before coming to class. Students can follow the lecture by using their notes. The lecture provides added depth to the notes so higher learning students can enhance their class notes by asking more questions. I will assist students who may have any trouble by answering any questions.
Assessment: No changes will be made.

Assessment

Informal: Students will be informally assessed through questioning during the lecture.
Formal: Students will be formally assessed through the review questions at the end of the lecture. The lesson objectives will be formally assessed on the Checkpoint quiz/unit 7 exam.
Unit 8: Trade, Africa & Americas

**Wednesday March 5:** End Asia, Begin Africa  
**End of 4th 6-Weeks**  
**Checkpoint Quiz #1**

**Lesson Objective:** Students will understand the importance of African geography in establishing Africa as an important trading center.

**SOL:** WHI.10d The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

**Purpose:** The purpose of this lesson is to formally assess student learning and finish up Trade and Asia. Students will be introduced to Africa through map and vocab.


**Procedure:**
- Checkpoint Quiz #1  
- Hand out Africa map and Africa/Americas vocab. 
- Students will work on map/vocab.  
- Collect any work students have not turned in

**Homework:**  
Finish map/vocab. Due Friday.

**Differentiation of Lesson**
- **Curriculum:** No changes will be made.  
- **Instruction:** Little change will be made to instruction. The lesson is fairly basic and students will use their book to find map locations. I will assist students who may have any trouble by working around the classroom and answering any questions.  
- **Assessment:** No changes will be made.

**Assessment**
- **Informal:** Students will be informally assessed through observations of student work and response to questions.  
- **Formal:** Students will be formally assessed through their map and vocabulary. Both will receive a homework grade. The lesson objectives will be formally assessed on the Checkpoint quiz/unit 7 exam.
Thursday March 6: Africa Trade

Reading Check

Lesson Objective: Students will detail the African trading routes and the important influence of gold in the Medieval world.

SOL: WHI.10d The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

Purpose: The purpose of this lesson is to introduce students to Africa through film. This film “The Caravans of Gold” discusses the importance of the gold trade in creating the many different kingdoms in Africa. It also makes connections between the kingdoms and goes more in depth then the textbook.


Procedure:
Reading Quiz #1
Discussion Question: What makes gold so special?
Go over/Review the trade routes in Africa
Begin video about Africa

Homework:
None.

Differentiation of Lesson
Curriculum: No changes will be made.
Instruction: No changes will be made.
Assessment: No changes will be made.

Assessment
Informal: Students will be informally assessed through observations of student engagement.
Formal: The lesson objectives will be formally assessed on the Checkpoint quiz/unit 7 exam.
Friday March 7: African Proverbs
Vocabulary Due.

Lesson Objective: Students will investigate African culture through the examination of African Proverbs.

SOL: WHI.10d The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

Purpose: The purpose of this lesson is to teach students about African culture and take a break from direct instruction. Story telling and proverbs are an important part of many African societies and it is vital for students to learn about different cultures. This lesson investigates these unique characteristics.


Procedure:
- Collect vocabulary and map
- Discuss Video
- Tell an African story orally
- Handout Proverb worksheet
- Work on African Proverb sheet in smaller groups
- After group work, discuss proverbs as a class.
- Give students time at the end of class to work on assignment.

Homework:
- Proverb assignment
- Read pgs. 191-195

Differentiation of Lesson
Curriculum: No changes will be made.
Instruction: Student who need extra help will receive a sheet with the proverb meanings already filled in. In addition, I will lead class discussion about the proverbs and the class will work together.
Assessment: No changes will be made.

Assessment
Informal: Students will be informally assessed through observations of student work and response to questions.
Formal: Students will be formally assessed through their proverb assignment. Both will receive a homework grade. The lesson objectives will be formally assessed on the Checkpoint quiz/unit 7 exam.
Unit 8: Trade, Africa & Americas

**Monday March 10:** East Africa

**Lesson Objective:** Students will explore the African kingdoms of Kush, Axum, and Zimbabwe.

**SOL:** WHI.10d The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

**Purpose:** The purpose of this lesson is to familiarize students with eastern Africa. Africa can be confusing because the information is new, so this lesson organizes the notes and information so students can make sense of what they need to know.

**Key Concepts:** Kush, Meroe, Red Sea, Indian Ocean Trade, Axum, Swahili States, Zimbabwe, Great Zimbabwe

**Procedure:**
- Go over student’s maps to familiarize them with the east African Kingdoms.
- Direct instruction about East Africa using PowerPoint
- Students will fill in their graphic organizer with the important information from the notes.
- After the lecture, students will independently fill out the similarities/differences of the 4 east African kingdoms.

**Homework:**
- Read pgs. 191-195

**Differentiation of Lesson**
- **Curriculum:** No changes will be made.
- **Instruction:** Little change will be made to instruction. Students have access to all the notes through Moodle (a student resource website). Students are expected to print out all notes before coming to class. Students can follow the lecture by using their notes. The lecture provides added depth to the notes so higher learning students can enhance their class notes by asking more questions. I will assist students who may have any trouble by answering any questions. In addition students who need extra notes can use filled in graphic organizers.
- **Assessment:** No changes will be made.

**Assessment**
- **Informal:** Students will be informally assessed through observations of student work and response to questions.
- **Formal:** The lesson objectives will be formally assessed on the Checkpoint quiz/unit 7 exam.
Tuesday March 11: West Africa Kingdoms
Club Day

Lesson Objective: Students will explore the Ghana, Mali, and Songhai by making connections through trade.

SOL: WHI.10d The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

Purpose: The purpose of this lesson is to familiarize students with western Africa. Africa can be confusing because the information is new, so this lesson organizes the notes and information so students can make sense of what they need to know.

Key Concepts: Ghana, Timbuktu, Jenne, Silent Trade, Mali, Songhai, Sunni Ali, Asskoi Muhammad

Procedure:
- Go over student’s maps to familiarize them with the west African Kingdoms.
- Direct instruction about west Africa using PowerPoint
- Students will fill in their graphic organizer with the important information from the notes.
- After the lecture, review over important terms filled into graphic organizer.

Homework: Study for Checkpoint quiz #2

Differentiation of Lesson
- Curriculum: No changes will be made.
- Instruction: Little change will be made to instruction. Students have access to all the notes through Moodle (a student resource website). Students are expected to print out all notes before coming to class. Students can follow the lecture by using their notes. The lecture provides added depth to the notes so higher learning students can enhance their class notes by asking more questions. I will assist students who may have any trouble by answering any questions. In addition students who need extra notes can use filled in graphic organizers.
- Assessment: No changes will be made.

Assessment
- Informal: Students will be informally assessed through observations of student work and response to questions.
- Formal: The lesson objectives will be formally assessed on the Checkpoint quiz/unit 7 exam.
Wednesday March 12: Finish Africa, review

**Lesson Objective:** Students will review east and west Africa and make connections between the two different areas of the continent.

**SOL:** WSI.11a) The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by describing geographic relationship, with emphasis on patterns of development in terms of climate and physical features.

**Purpose:** The purpose of this lesson is to tie everything together and unite East and West Africa. Students have learned about the two different areas, but this lesson is designed to review everything that students have learned and make connections between the East and the West.


**Procedure:**
- Ask students: List the similarities and differences between East and West Africa?
- Fill in any incomplete notes in graphic organizers.
- Handout African States Review Worksheet
- Students will work in small groups to fill in Review worksheet.
- If time, go over worksheet in class.

**Differentiation of Lesson**
- **Curriculum:** No changes will be made.
- **Instruction:** Little change will be made to instruction. Students have access to all the notes through Moodle (a student resource website). Students are expected to print out all notes before coming to class. Students can follow the lecture by using their notes. In addition students who need extra notes can use filled in graphic organizers.
- **Assessment:** No changes will be made.

**Assessment**
- **Informal:** Students will be informally assessed through observations of student work and response to questions.
- **Formal:** The lesson objectives will be formally assessed on the Checkpoint quiz/unit 7 exam.
Thursday March 13: Begin Americas/South America
Checkpoint Quiz #2

Lesson Objective: Students will detail the geography of North and South America

SOL: WSI.11a) The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by describing geographic relationship, with emphasis on patterns of development in terms of climate and physical features.

Purpose: The purpose of this lesson is to introduce students to South American civilizations. Many students are familiar with

Key Concepts: Olmec, Maya, Yucatan Peninsula, Aztec, Chitza, Itzu, Incas

Procedure:
- Checkpoint Quiz #2
- Discussion Question: “What do you think is going on in America?”
- Hand out Americas map
- South America Notes

Homework:
- Read pgs. 208-211

Differentiation of Lesson
Curriculum: No changes will be made.
Instruction: Little change will be made to instruction. Students have access to all the notes through Moodle (a student resource website). Students are expected to print out all notes before coming to class. Students can follow the lecture by using their notes. The lecture provides added depth to the notes so higher learning students can enhance their class notes by asking more questions. I will assist students who may have any trouble by answering any questions.
Assessment: No changes will be made.

Assessment
Informal: Students will be informally assessed through observations of student work and response to questions.
Formal: Students will be formally assessed through their map and vocabulary. Both will receive a homework grade. The lesson objectives will be formally assessed on the unit 7 exam.
Friday March 14: South American Culture/Accomplishments

Lesson Objective: Students will detail the rise of the Mayan, Aztec, and Incan civilizations in South American and their contributions to society.

SOL: WSI.11b) The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by describing cultural patterns and political and economic structures.

Purpose: The purpose of this lesson is to discuss the accomplishments of the Mayan, Aztec, and Incan civilizations. While many Europeans viewed Mesoamerican societies as inferior, they actually were very advanced.

Key Concepts: Olmec, Maya, Yucatan Peninsula Aztec, Chitza Itzu, Incas

Procedure:
- Finish Notes on South America
- Picture study of Incan, Aztec, and Mayan ruins
- Introduce South American

Students will write a response to the following question: “Describe the similarities between Africa, Asia, and the Americas. Are there any differences?”

Homework:
- Finish Discussion Question
- Study for Unit 8 Test

Differentiation of Lesson

Curriculum: No changes will be made.

Instruction: Little change will be made to instruction. Students have access to all the notes through Moodle (a student resource website). Students are expected to print out all notes before coming to class. Students can follow the lecture by using their notes. The lecture provides added depth to the notes so higher learning students can enhance their class notes by asking more questions. I will assist students who may have any trouble by answering any questions.

Assessment: No changes will be made.

Assessment

Informal: Students will be informally assessed through observations of student work and response to questions.

Formal: The lesson objectives will be formally assessed on unit 7 exam.
Monday March 17: Review Day

Lesson Objective: Students will review material learned over the unit in order to prepare for their test.

SOL: All SOLs covered in the Unit.

Purpose: The purpose of this lesson is to review all the material over the entire unit. Unit 8 is a hodgepodge of trade, Asia, Africa, and America and students need to review because it comes from many different parts of the world. The Jeopardy game also makes it fun for students.

Key Concepts: All concepts covered in the unit.

Procedure: Jeopardy review game.

Homework: Study for Unit 8 Test

Differentiation of Lesson
   Curriculum: No changes will be made.
   Instruction: Little change will be made to instruction. Students have access to all the notes through Moodle (a student resource website). Students are expected to print out all notes before coming to class. Students can follow the lecture by using their notes. The lecture provides added depth to the notes so higher learning students can enhance their class notes by asking more questions. I will assist students who may have any trouble by answering any questions.
   Assessment: No changes will be made.

Assessment
   Informal: Students will be informally assessed through observations of student work and response to questions.
   Formal: The lesson objectives will be formally assessed on unit 7 exam.
Unit 8: Trade, Africa & Americas

**Tuesday March 18:** Unit 8 Test

**Wednesday March 19:** Early Dismissal  
Fun activity??