

**APPLYING
COMMON
CORE**

WORLD HISTORY

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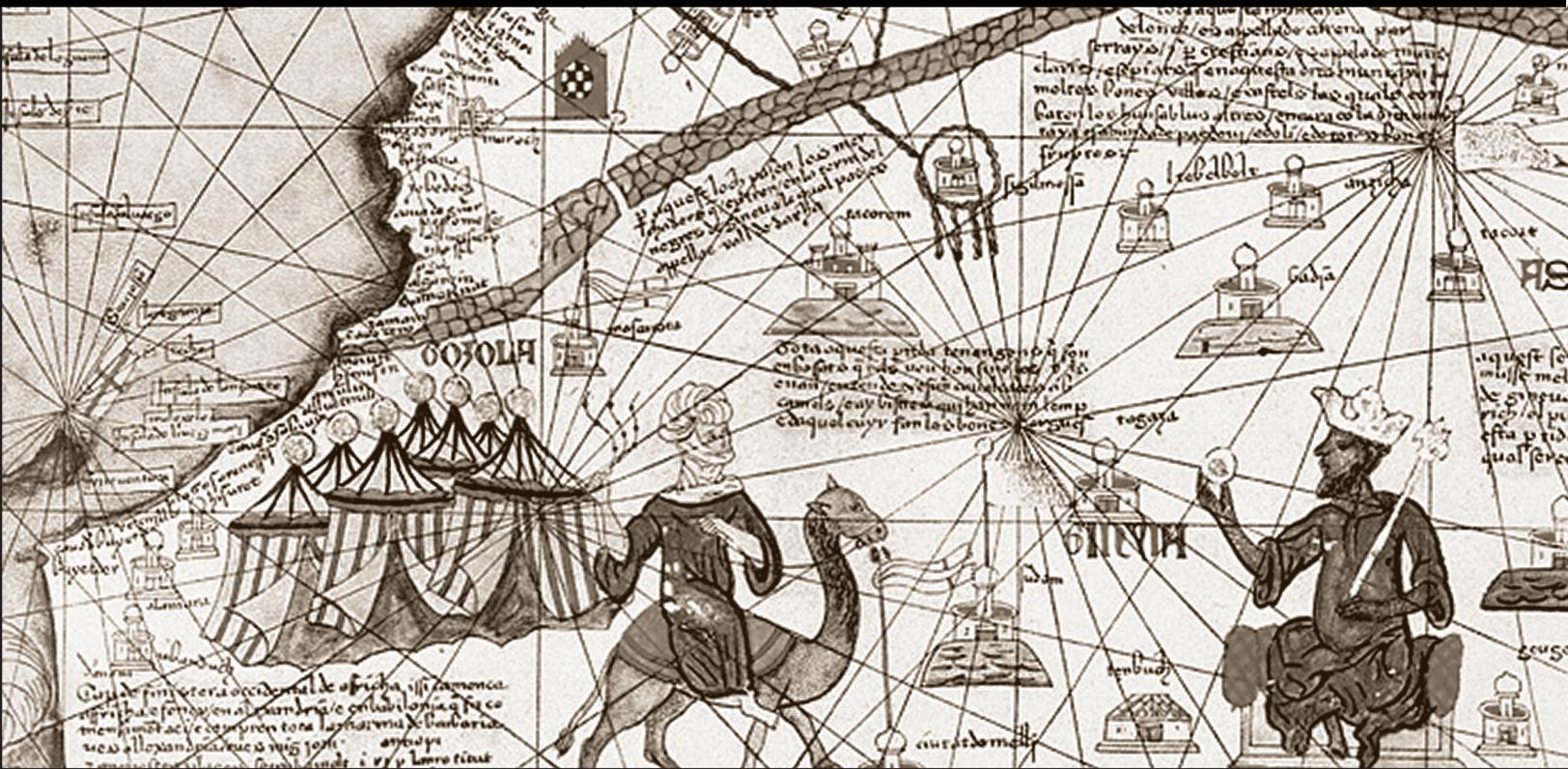
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Contents

1	Introduction
2	Common Core Standards
3	Tracking Common Core Standards
5	CHAPTER 1: KEY IDEAS AND DETAILS
6	ACTIVITY 1: Timbuktu
12	ACTIVITY 2: The Songhai Empire
17	CHAPTER 2: CRAFT AND STRUCTURE
18	ACTIVITY 3: Gold and Salt
23	ACTIVITY 4: The Epic of Sundiata
33	CHAPTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS
34	ACTIVITY 5: Mansa Musa
41	ACTIVITY 6: Learning about Ghana
49	CHAPTER 4: WRITING STANDARDS
50	ARGUMENTATIVE WRITING: Were Africans in the Americas before Columbus?
59	INFORMATIVE WRITING: Current Event from West Africa
63	NARRATIVE WRITING: Griot Folk Tale
71	Selected Answers
76	Bibliography



Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book (W.6.3–W.8.3) because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

Common Core Standards

READING

Key Ideas and Details

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

Craft and Structure

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.6.1–SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

WRITING

Text Types and Purposes

WHST.6-8.1

Write arguments focused on discipline-specific content.

» *Argumentative writing.*

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

W.6.3–W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

Production and Distribution of Writing

WHST.6-8.4

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

Range of Writing

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u>RH.6-8.1</u>				
<u>RH.6-8.2</u>				
<u>RH.6-8.3</u>				
<u>RH.6-8.4</u>				
<u>RH.6-8.5</u>				
<u>RH.6-8.6</u>				
<u>RH.6-8.7</u>				
<u>RH.6-8.8</u>				
<u>RH.6-8.9</u>				
<u>RH.6-8.10</u>				
<u>SL.6.1–SL.8.1*</u>				
<u>WHST.6-8.1</u>				
<u>WHST.6-8.2</u>				
<u>W.6.3–W.8.3*</u>				
<u>WHST.6-8.4</u>				
<u>WHST.6-8.5</u>				
<u>WHST.6-8.6</u>				
<u>WHST.6-8.7</u>				
<u>WHST.6-8.8</u>				
<u>WHST.6-8.9</u>				
<u>WHST.6-8.10</u>				

*Not required for social studies teachers.

ACTIVITY 1

CHAPTER
Key Ideas and Details

DURATION
1 class period

Timbuktu

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- Students quietly look at the map of Timbuktu, considering three questions: What do I wonder? Why is it surprising that Timbuktu became an impressive city? Why might Timbuktu have become such an impressive city? Students share their responses to the questions with a neighbor, then the class.
- The class reads “Introduction” together, highlighting lines or phrases that give reasons for how Timbuktu became such an impressive city and underlining examples of it being an impressive city.
- Students read “Timbuktu’s Rise” with a partner, annotating the text as they did in the previous step. Students share what they highlighted and underlined with the class.
- Students read “Heights of Timbuktu” independently, annotating the text like they did previously. Students share what they highlighted and underlined with a neighbor, then the class.
- Students independently answer “Timbuktu Questions.”

EXTENSIONS

- The Tuareg people founded Timbuktu. Have students research their culture and share what they find out with the class.
- Assign students to read a news article about the work to remove ancient manuscripts out of Timbuktu after radical Islamists took over the city in 2012.
- Have the class explore more details about how France and England raced to get to Timbuktu and back first in the nineteenth century.

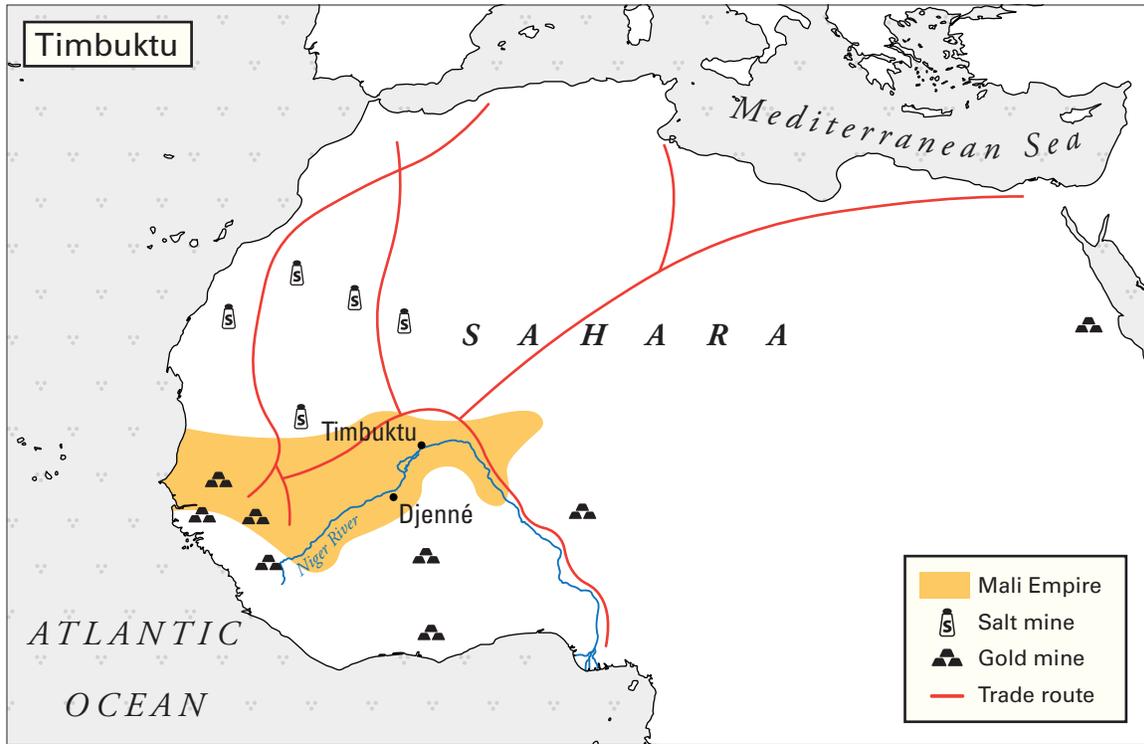
IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words from which you may choose to create a review activity.

- | | | |
|----------------|------------------|---------------|
| ▪ Baobab flour | ▪ Entrepôt | ▪ Pirogue |
| ▪ Barbary | ▪ Hegira | ▪ Sahel |
| ▪ Depots | ▪ Ingots | ▪ Shea butter |
| ▪ Ducats | ▪ Men of letters | ▪ Wattles |

TIMBUKTU ^{1/3}

Introduction



“From here to Timbuktu” is a phrase that means going to a faraway place. The phrase probably originated in nineteenth century Europe when Timbuktu was not particularly far away, but was hard to get to; Timbuktu’s geography had much to do with this. Although Timbuktu stands near the Niger River, it borders the Sahara Desert and is hundreds of miles from the Atlantic Ocean. Despite this, between 1200 and 1600 Timbuktu was a major trading destination for Arabs, Jews, Berbers, and West Africans, as well as a renowned center for learning.

Europeans had rarely traded directly at Timbuktu, but had heard many tales about its impressiveness. Early in the nineteenth century, no modern European had ever made it back from Timbuktu alive. Interest grew so great that in 1824 the Geographical Society of Paris announced it would give the first non-Muslim who returned from a Timbuktu visit 10,000 francs! (In 1828 Renè Caillié pulled off the feat.) But how did Timbuktu become such a legendary city? And what was so remarkable about it? Read the following sources to find out.

Timbuktu’s Rise

The following is from the *Tarikh al-Sudan*, a seventeenth century history of the area. It was written in Arabic by Abd al-Sadi, a Moroccan who lived most of his life in Western Africa.

At the beginning, it was there that travelers coming by land and by water would meet. They constructed depots for their grains and their trade goods. Soon it became a main route and stopping place, for travelers stopped there both coming and going to the Sahel from the north.

GOLD AND SALT QUESTIONS ^{1/2}

1. *Desiccation* is mentioned in the following quotation from the reading: "Temperatures increased and rainfall declined, causing a process called desiccation that led to the creation of the Sahara Desert." What does *desiccation* mean?
2. The term *sub-Saharan Africa* is mentioned in the fifth paragraph. What part of Africa do you think *sub-Saharan Africa* refers to?
3. "Processed food" is brought up in the last paragraph. What is processed food?
4. How does the first paragraph introduce the paper?
5. The body paragraphs are organized by topic. Would it matter if the two topics (gold and salt) were switched? Explain why you think this.
6. How does the last paragraph conclude the paper?