

El Rancho Unified School District

Grade: 6 Selection: <i>The Royal Kingdoms of Ghana, Mali, and Songhay</i> Genre: Nonfiction		Unit 3- HM Theme 4: Embracing Heritage Theme Concept: Interaction between Cultures Essential Question: How does heritage define us individually and as a nation?	
Type of Text		Common Core Standards	
Literary Text <input checked="" type="checkbox"/> Informational Text		RI.6.1; RI.6.2; W6.2 <i>*See Common Core State Standards and Long-term Learning Targets (LOL)</i>	
Selection Writing		Resources:	
Narrative <input type="checkbox"/> Opinion/ Argumentative <input checked="" type="checkbox"/> Informative/ Explanatory		HM: “The Rise of Ghana” p 408-409 “An African’s Pilgrimage” p 186-187 in Social Studies’ T Book Holt Grammar Workbook , or English Workshop Introductory Course ISBN 0-03-097173-X	
Academic Vocabulary			
Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Nonfiction Cause and Effect Outlining Compare & Contrast Noting Details Headings Captions Main Idea Topic Topic Sections Supporting Details	Connotation Summary Analyze Evidence Inference Explicit/Implicit Timeline Analogy	Sudan Caravans Medieval Vicinity Flourishing Floodplain Dumb Bartering Ladened Goods Thicket Primary Livestock Endure	Compounds Allocated Grievance Irrigation Adequate Game Meager Paternal Dissent Belligerence Entourage Oasis Caravanseral
Essential Skills LOL* <i>* See Common Core State Standards and Long-term Learning Targets</i> Graphic Organizer- Standard outline format HM Transparency 4-18 Write informative/explanatory texts to examine a topic and convey ideas, concepts. Introduce a topic or thesis statement; organize ideas, concepts, and information, using comparison/contrast Develop the topic sentence with relevant facts and supporting details. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from the information or explanation presented.			
Text-Dependent Questions (DOK 1-3)			
DOK Level	Questions		Page #
2	Describe the way the author uses the introduction to explain the culture of the Soninke people of Ancient Ghana?		412
2	Give evidence from page 413, that the Wangarans had flourishing town.		413

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2	What is the difference between bartering and dumb bartering?	413 & 414
3	How were the Wangarans able to trade with outside world and protect themselves at the same time?	414 & 415
2	What details support the main idea that the trade was the <i>lifeblood of Ghana</i> ?	414 & 415
3	Explain what the authors mean by the analogy <i>The camel was to the Berbers what the bison was to the Native American</i> ?	416
2	How do the authors show that journey by camel caravan was difficult and complicated?	416 & 417
2	How do the caravan guides know what route to take and how to reach their destination when traveling by day and night?	418 & 419
2	Describe the daily life of the inhabitants of Koumbi Saleh. Summarize the details from the text.	420-423
3	In what ways did the people of Ancient Ghana make good use of the resources they had? Cite specific examples.	420-423
3	Read the poem on page 423, describe the tone and the literary devices that affect the tone.	423
3	Why do the Soninke use the words <i>dissent</i> and <i>belligerence</i> to describe the Ghanaian period?	423

Performance Tasks (DOK 4)

The students will write a *compare and contrast* paragraph. Use the outline graphic organizer to compare Ghana at the height of its power in AD 700-1000 to Ghana in the twenty-first century. Research the following items: economic system, daily life, and government.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Main ideas and supporting details	Social Studies Ch 6-3 West, Central, and Southern Africa p 202-207	

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English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging