



# Unit Planner: 2014-Gibson MesoAmerican and African Civilizations Global 2

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High School > 2018-2019 > Grade 9 > Social Studies > Global 2 (C) > Week 1

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## 2014-Gibson MesoAmerican and African Civilizations

Gibson, Andrew; Marchello, Veronica

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### Big Ideas / Enduring Understandings

- Mesoamerican and African empires influenced future societies in the areas of art, architecture, trade, and government.
- Our perceptions of historical moments and events are shaped in large part by a singular, dominant narrative (History is written by the victors). By reading various points of view we can gain a deeper understanding for how historical events are immortalized and remembered.

### Essential Questions

- How did achievements of early Mesoamerican and African empires impact future societies?
- How are historical encounters shaped by point-of-view?

### Common Core Standards and Indicators

NYS: CCLS:Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 9-10

Reading: History/Social Studies

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

## Content

- Mesoamerican Empires
  - Aztecs
  - Incas
  - Mayans
- African Kingdoms
  - Ghana
  - Songhai
    - Timbuktu
  - Mali
    - Mansa Musa
  - Gold Coast
  - Gold Trade
  - Introduce idea of Imperialism

## Skills / Strategies

- Students will practice note-taking strategies by reading informational text.
- Analyzing the lasting impacts of each kingdom/empire discussed.
- Analyzing how each empire meets the definition of a civilization.
- Compare/Contrast three Mesoamerican civilizations.
- Compare/contrast three African kingdoms/empires.

## Key Terms / Vocabulary

- Architecture
- Agriculture
- Trade (review)
- Gold Trade
- Imperialism
- Fall of Empires
- Theocracy (review)
- Monarchy (review)

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

- Read informational text regarding Mesoamerican societies.
- Guided note taking strategies in the form of graphic organizers.
- Comparing/Contrasting three Mesoamerican societies.
- Comparing/Contrasting three African Kingdoms/Empires.
- Triple Venn Diagrams

**Modifications:** Students will work in small heterogeneous groups during data/research collection phase of civilization inquiry. Information is presented in the form of diverse mediums (text,pictures,video). Translated copies of readings and worksheets are made available to students who require this accommodation. Teacher circulates class during independent analysis work time to ensure students are on task, clarifies directions, and alters questions as needed.

## Assessments

### Depth of Knowledge (DOK) Levels

**Mesoamerican Civilization Notes/Venn Diagram**  
**Formative: DOK 2 Basic Application: Written: Informative**

Students will read informational text about Mesoamerican civilizations and compare/contrast the traits of each. Students will be graded on their completed classwork for the week (notes on each civilization) as well as their analysis/comparison of all three civilizations.

## Resources

**Texts Used (fiction, non-fiction, on-line, media, etc...)**

Blue Textbook  
Focus

- Guided reading

Text Features

- Informational
- Layout

**Materials Used**

SmartBoard for videos on each examined civilization.  
Focus

- Whole class

**Materials Used**

Graphic organizers for guided note taking  
Focus

- Small group
- Research

**Materials Used**

Triple Venn Diagrams to draw comparisons and identify differences between various civilizations.  
Focus

- Small group
- Research

