

**Englewood Public School District**  
**United States History**  
**Grade 6**  
**Second Marking Period**

**Unit 2 - Islamic & African Civilizations**

**Overview:** During this unit, students will explore Islamic and African government, religions, social system, literature, arts, science (astronomy & medicine), geography, mathematics, architecture, and philosophy influenced many civilizations.

**Time Frame:** 40 to 45 Days

**Enduring Understandings:**

*Muhammad, a merchant from Mecca, introduced a major world religion called Islam.*

*Sacred texts called the Qur'an and the Sunnah guide Muslims in their religion, daily life, and laws.*

*Three large Islamic empires formed the Ottoman, Safavid, and Mughal.*

*Muslim scholars and artists made important contributions to science, art, and literature.*

*Geography, resources, culture, and trade influenced the growth of societies in West Africa.*

*Rulers of Ghana built an empire by controlling the salt and gold trade.*

*Three great kingdoms Mali, Songhai, and Great Zimbabwe developed in Africa, between 1000 and 1500 AD.*

*The people of West Africa did not have a written language, but their culture has been passed down through oral history, writings by other people, and the arts.*

**Essential Questions:**

*How were Muslim leaders able to spread and create an empire?*

*What factors shaped early African civilizations?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b><i>Islamic and African Civilizations (500 BC-1650 AD):</i></b>  <b>6.2.8. A.2.a Explain how/why different early</b>	<b>Topics/Objectives</b> Students will:  Explore how Arabia is mostly land, where two ways of life, nomadic and	<b><u>Skills Development:</u></b> History and Geography-The Indus River Valley and Shang China, Greek Trade 500 BC and Greek City-States	World History, Holt McDougal – Houghton Mifflin Harcourt, 2012, Chapters 12 and 13  <b><u>On Line Book Pages:</u></b>	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Section Assessments</li> <li>• Section Online Quizzes</li> <li>• Chapter Review: Pages 373-374 &amp; 401-402</li> </ul>

river valley civilizations developed similar forms of government and legal structures.

6.2.8. A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8. A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8. A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern

sedentary, developed. Identify how a new religion called Islam, founded by prophet Muhammad, spread throughout Arabia in the 600s.

Summarize how the Qur'an guides Muslims' lives.

Show why the Sunnah tells Muslims of important duties expected of them. Observe how Islamic law is based on the Qur'an and the Sunnah.

Outline how Muslim armies conquered many lands, which Islam slowly spread.

Review how trade helped Islam spread into new areas.

Summarize how three Muslim empires controlled much of Europe, Asia, and Africa from 1400s to 1800s.

Review how Muslim scholars made lasting contributions to the fields of science and philosophy.

Consider how landforms, climate, and resources affected the history of West African.

- Social Studies Skills- Interpreting Diagrams and Conduct Internet Research
- Focus on Writing- Illustrated Poster and Oral Presentation (NJSLSA.R1, NJSLSA.R2, SL.6.1)

**Graphic Skills:**  
Reading Check and Section Assessment (NJSLSA.R1)

**Reading Support:**

- Guided Reading, Spanish and English
- Vocabulary Builder, general and modified
- Flash Cards (RI.6.4)

**Multimedia Connections:**

- The Rise of Roman Cities
- The Aeneid
- Bring Water to Romans
- Arches, Angels, Innovations
- The Glory of the Colosseum
- Pliny of Entertainment
- The Glory of Rome's Forum
- Defending Rome's Borders

- Section Audios-select arrow near main (Also see Audios, includes Spanish Summaries.)
- Taking Notes-Graphic organizer idea headers for each section.

**e-Activities:**

- Videos- The Mughals of India: Taj Mahal, The Impact of Mecca on Islam, and The Impact of the Salt Trade

**Teacher Resources:**

- Section Lesson Plan (also see Teacher's One Stop Planner-State specific Resources)
- "Do Now"-Daily Bell ringer Transparencies
- Chapter Power Points Presentation
- Differentiated Instruction Lesson plans-ELLs. Special Ed, and Advanced/Gifted and Talented
- Answer Keys- Enrichment Activities, Reading Support, and Skill Development
- Quick Facts: The Five Pillars of Islam, Sources of Islamic Beliefs, The Islamic World: Visual

**Summative**

**Assessments:**

- Standardized Test Practice: Pages 375 & 403
- Chapter Review, general and modified
- Chapter Tests Forms A & B
- Modified Chapter Test

**Alternative Assessments:**

<http://www.schrockguide.net/assessment-and-rubrics.html>

*Types of Assessments:*  
<https://www.teachthought.com/pedagogy/6-types-assessment-learning>

Performance based evaluation using rubrics (<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

expanding territories with diverse populations.

**6.2.8. B.3.a** Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

**6.2.8.B.4.a** Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

**6.2.8.B.4.b** Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

**6.2.8. B.4.d** Explain why the Arabian Peninsula's

Recall how family ties, religion, iron technology, and trade shaped the way of life of early peoples in West Africa.

Express how Ghana controlled trade and became wealthy.

Recognize how through its control of trade, Ghana build an empire.

Recall how attacking invaders, overgrazing, and the loss of trade caused Ghana's decline.

Identify how the empire of Mali reached its height under the rules Mansa Musa, but the empire fell into invaders in the 1400s.

Share how the Songhai build a new Islamic empire in West Africa, conquering many of the lands that were once part of Mali.

Summarize how the Great Zimbabwe was a powerful state that developed in southern Africa.

- Caracalla's Public Bath
- The Roman Empire Falls  
(NJSLSA.R1, CRP 11)

#### **Online Book Pages:**

Animated History-Trade Routes, Muslim Army: Spread of Islam, AD 66, Muslim World, AD 1200, Vegetation Regions of Africa, West African Trading Empires, 800-1500s, and Modern Griots. Primary Resources- The Laws of the Twelve Tables and Paul's Letter to the Romans Political Cartoon- *Section Links, "Online Notebook"-select right arrow for scaffolding questions* (L.6.4)

#### **Holt McDougal Social Studies, e- Activities**

- Animated Geography and History- Muslim World AD and Vegetation Region of Africa
- Animated History- Spread of Islam AD 661 and Modern Griots
- Animated Geography- Trade Routes AD 57,

Summary, Village Society, Early African Civilization: Visual Summary

- Map Transparencies- Arabia AD 570, Ottoman Empire, Safavid Empire, Mughal Empire, Africa: Physical, Ghana Empire, c.1050, and Mali and Songhai

#### **Teacher One Stop:**

- *Browser Unit by Chapter*
- *Browser Unit by Resources Type-Daily Bell Ringer, Constitutional Study Guide, U.S. Supreme Court Law Cases, etc.*
- *Internet Resources*
- *Interactive Teacher's Edition-unit preview, chapter-planning guide, differentiated instruction (ESL, Special Ed., and Advanced/Gifted) etc.*

#### **Holt McDougal Social Studies e-Chapter Enrichment Links**

#### **The Islamic World**

Scavenger Hunt: Create questions based on a topic or a chapter.

Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject

physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8. B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

6.2.8. C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8. C.4.b Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation,

Explore how West Africans have preserved their history through storytelling and the written accounts of visitors.

Consider how through art, music, and dance, West Africans have expressed their creativity and kept alive their cultural traditions.

The Abbasid Empire AD 763-1100, Bantu Migrations 1000 BC-AD 1100, West African Trading Empires 800s-1500s, African Trading AD 1400s

- Starting with the Story: Trading Gold in Africa
- Chapter Assessment
- Online Internet Activity
- Islamic Culture
- Muhammad
- Visit Cordoba
- Islamic Calligraphy
- Muslim Achievements
- Inspired Art
- African Ancestry
- African Traders
- Askia the Great
- Proverbial Wisdom (W.6.4, 8.1.8.A.1)

**Enrichment Activities (See Student Resources):**

- Biographies- Mumtaz Hahal, Akbar the Great, Khadijah
- Biographies-Sundiata, Leo Africanus, Sunni Ali, The Singing Man
- Literature- The Qur'an
- Primary Resources- Two Descriptions of Emperors of Mali

**Section 1  
Islamic Shrines and Buildings**

A shrine is a place at which people worship a saint or a god. A mosque is a building for Muslim prayer. View photographs and read descriptions about some important shrines and mosques on this Web site.

**Section 2  
The Five Pillars of Islam**

Muslims must follow certain habits and rituals, just as in any other religion. The most significant habits are part of the Five Pillars. Click on the green pillar words for more information.

**Section 3  
Empires of Islam**

Learn about the great Muslim empires at this Web site, which site discusses the first empires and goes all the way to today's extensions of Islam.

**Section 4  
Science and Mathematics in Medieval Islamic Cultures**

Discover the ingenuity and achievements of the

and impacted scientific thought and the arts.

6.2.8. D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8. D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8. D.4.a Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8. D.4.b Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8. D.4.f Determine the extent to which the

- From Qur'an, Jahangir Presenting a Book to a Sufi, Jeweled Canteen
- Political Cartoon-
- Social Studies Skills Activity- Determining the Context and Interpreting Political Maps: Expansion of Empires
- History and Geography- The Punic Wars and The Spread of Christianity, and The Geography of African
- Focus on Writing- Designing a Web Site and Writing a Journal Entry (W.6.4)

**e- Activities,**  
**Writing About History:**

- Notetaking Wizard
- Autobiographical Narratives
- Fictional Narratives
- Expository Writing
- Persuasive Writing
- Research Writing
- Summaries of Reading Materials
- Current Events (NJSLA.W9)

Muslims in the areas of science and mathematics at this Web site.

**Early African Civilizations:**

**Section 1**  
**Africa: The Cradle of Civilization**

Visit this Web site to learn more about Africa, the place often referred to as the cradle of civilization. Click on *interactive* at the top of the page to listen to African music, watch videos, and play games.

**Section 2**  
**Ancient West African Kingdoms**

Read through this brief chronology of the early West African kingdoms and their rulers.

**Section 3**  
**Mail and Songhai**

Learn about the rise and fall of these two great West African empires.

**Section 4**  
**Audible Artworks: Selected African Musical Instruments**

From birth until death,



<p>Byzantine Empire influenced the Islamic world and western Europe.</p> <p>6.2.8. D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p> <p>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.</p> <p>6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the</p>		<p><b><u>Student Premium Resources</u></b></p> <p><b><u>Multimedia Connections:</u></b></p> <ul style="list-style-type: none"> <li>• The Spread of Islam</li> <li>• Kingdoms of West Africa</li> </ul> <p>Students will gain an understanding of the African Kingdoms.</p> <p>Students will view the PowerPoint, A Brief History of North Africa to 1500. Students will journal about the history of North Africa and ancient African tribes, and then instructors will engage students in a dialogue about this topic.</p>	<p>music is an integral part of an African’s life. Visit this Web site and click on the instruments to hear and learn more about African music.</p> <p><u>Teacher’s One Stop Planner- Internet Resources, Teacher Resources, Fold Notes Appendix-- Pyramid, Double Door, Booklet, Layered Book, Key-Term Fold, Four-corner Fold, Three-Panel Flip Chart, Table Fold, Two- Panel Flip Chart, and Tri-Fold</u></p> <p>Guided Reading Tasks:</p> <ul style="list-style-type: none"> <li>• Mansa Musa and the Great Hajj</li> <li>• Nubia</li> <li>• Timbuktu: Center of Knowledge</li> <li>• Great Zimbabwe</li> <li>• Kilwa Kisiwani</li> <li>• Imhotep</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Journal responses</li> <li>• Class Discussion</li> </ul> <p>PowerPoint – A Brief History of North Africa, NJ Amistad Commission:  <a href="http://www.njamistadcurriculum.net/history/unit/ancient-africa/navigations/3449">http://www.njamistadcurriculum.net/history/unit/ancient-africa/navigations/3449</a></p> <p>The New Jersey Amistad Commission Interactive</p>
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shaping of societies.

**6.2.8.B.4.c**

Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

**6.2.8.B.4.f**

Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

**6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.)

**RH.6-8.1.** Cite specific textual evidence to support analysis of primary and secondary sources.

Curriculum, Unit Three –

Ancient Africa:

<http://www.njamistadcurriculum.net/history/unit/ancient-africa/navigations/3455>

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**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).**

**WHST.6-8.1. Write arguments focused on discipline-specific content.**

**A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**

**B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.**

**C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**

**D. Establish and maintain a formal/academic style,**

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approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

**Key Vocabulary:** oasis, caravan, Muhammad, Islam, Muslim, Qur'an, pilgrimage, mosque, jihad, Sunnah, Five Pillars of Islam, Abu Bakr, caliph, tolerance, Janissaries, Mehmed II, Suleyman I, Shia, Sunni, Ibn Battutah, Sufism, Omar Khayyám, patrons, minaret, calligraphy, rifts, sub-Saharan Africa, Sahel, savannah, rain forests, extended family, animism, silent barter, Tunka Manin, Sundiata, Mansa Musa, Sunni Ali, Askia the Great, oral history, griots, proverbs, kente

**Accommodations and Modifications:**

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/). This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"><li>• Speak and display terminology</li><li>• Teacher modeling</li><li>• Peer modeling</li><li>• Provide ELL students with multiple literacy</li></ul>	<ul style="list-style-type: none"><li>• Provide highlighters to identify key words</li><li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li><li>• Work with paraprofessional</li></ul>	<ul style="list-style-type: none"><li>• Provide lower level text</li><li>• Using visual demonstrations, illustrations, and models</li><li>• Give directions/instructions verbally and in simple written format. Oral prompts can be given.</li><li>• Peer Support</li></ul>	<ul style="list-style-type: none"><li>• Real world scenarios</li><li>• Curriculum compacting</li><li>• Inquiry-based instruction</li><li>• Independent study</li><li>• Higher order thinking skills</li><li>• Adjusting the pace of lessons</li><li>• Interest based content</li><li>• Student Driven Instruction</li></ul>

<p>strategies.</p> <ul style="list-style-type: none"> <li>• Word walls</li> <li>• Use peer readers</li> <li>• Give page numbers to help the students find answers</li> <li>• Provide a computer for written work</li> <li>• Provide two sets of textbooks, one for home and one for school</li> <li>• Provide visual aides</li> <li>• Provide additional time to complete a task</li> <li>• Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Use multi-sensory teaching approaches.</li> <li>• Work with a partner</li> <li>• Provide concrete examples</li> <li>• Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li> <li>• Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</li> </ul>	<ul style="list-style-type: none"> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	<ul style="list-style-type: none"> <li>• Use project-based learning</li> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>• William and Mary Social Studies curriculum for gifted learners: <a href="https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum">https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum</a></li> </ul>
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**Career Ready Practices:**

**CRP11:** Use technology to enhance productivity

**Integration of 21st Century Standards NJSL 9:**

**9.2.8.B.4:** Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

**Interdisciplinary Connections: ELA-NJSLS/ELA:**

**Grade 6 Standards:**

**RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies

**SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**W.6.4:** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Anchor Standards:**

**NJSLSA.R1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.W2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**NJSLSA.W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.