

# Unit 2 Social Studies Weekly Lesson Outline

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7 Weeks= 35 Lessons

## Week 1: ENGAGE, INTRODUCE ESSENTIAL QUESTION & BUILD BACKGROUND

### FOCUS QUESTION

**(FQ) How do people today get what they want and need?  
What happens when people make contact?  
(EQ) How did people long ago get what they wanted and needed?**

### OVERVIEW

*While Unit 1 Social Studies focused on the world today and the places students are from, Unit 2 begins the study of history. Students will go back in time over 1000 years to the Trans-Saharan salt and gold trade to answer the question 'How did people long ago get what they wanted and needed?' and 'What happens when people make contact?' Across all classes in Unit 2, students explore 'resources' and answer essential questions about wants and needs.*

*Week 1 of Social Studies Unit 2 begins with students here and now, analyzing the things they need and want, how they get them, how they pay, and how the goods arrive home. For the rest of the week, students will engage in experiential activities to learn the concepts of trade, value, currency, and contact as well as natural resources and their sources. Students will zoom in on the two focal resources of the unit- salt and gold. While the desire for gold is well-known, and its value understood by many, the importance of salt is less familiar. Students will use the rich images from *The Story of Salt*, as well as references to sweat and tears from their own bodies, to make inferences about the human need for salt. Students will analyze words that have the root 'sal-' including salt, salary, salsa, salami, and saliva to better understand the importance of salt.*

## Week 1: ENGAGE, INTRODUCE ESSENTIAL QUESTION & BUILD BACKGROUND

TEXT		
Non-Print <sup>1</sup>	Central: Print	Supplementary
<ul style="list-style-type: none"> <li>Images (trade today and ancient trade)</li> <li>Resource, Source &amp; Product (salt and gold)</li> </ul>	<ul style="list-style-type: none"> <li><b>Week 1 LEA text-</b> Trade and Resources</li> <li><i>Beginner's World Atlas</i></li> </ul>	<ul style="list-style-type: none"> <li>Scanned images from <i>The Story of Salt</i></li> </ul>
VOCABULARY		
Central Concepts Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words Tier 1
<i>Each concept gets full notebook page in the 'Word Study' book.</i>	<i>Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.</i>	<i>Each word is in weekly glossary to be put into subject section of vocabulary binder.</i>
<p><b>goods</b></p> <p><b>value</b></p> <p>These words will go on one concept map, because the words all relate to trade.</p> <p><b>source-resource-product</b></p> <p>These words will go on a three-column chart. Students will define each, and the match pictures to each column and glue into chart. (e.g. sugar cane plant, cut cane, table sugar)</p>	<p><b>Nouns:</b> trader, value</p> <p><b>Verbs:</b> trade, exchange</p> <p><b>Adjectives:</b> equal, unequal</p> <p><b>Signal words:</b> because, for example</p> <p>With the introduction of the word 'salt' present other common words with 'sal' (salsa, salamai, saliva, salary) You will begin to draw student attention to word parts to increase word awareness.</p>	<p><b>Nouns:</b> salt, gold, war, market</p> <p><b>Verbs:</b> want, need, get, buy, sell, pay, give, take, travel</p>

<sup>1</sup> These resources are currently listed in 'texts' as links to images. In future revisions, these will be collapsed into PowerPoint presentations.

**Week 1: ENGAGE, INTRODUCE ESSENTIAL QUESTION & BUILD BACKGROUND**

Lesson	Objectives	Lesson Summary
1	<p><b>CO:</b> Identify wants and needs, methods and payment in today's world.</p> <p><b>LO:</b> Explain cause and effect using, 'Today, people _____ because _____.'</p>	<p><b>Wants &amp; Needs Today &amp; Translate Essential Question</b>            Students will be introduced to the weekly focus question and list and discuss things they want and need. They will act out or draw where they go to get things, how they get there, and how they pay. Students will be introduced to the unit and the essential question (question 1 only, because the contact question requires understanding of trade) to translate and answer using their prior knowledge or inferences.</p>
2	<p><b>CO:</b> Role play to understand the concepts of resources and trade.</p> <p><b>LO:</b> Explain cause and effect and negotiate using, 'I want/ need _____ because _____. If you give me _____ I give you _____.'</p>	<p><b>Wants &amp; Needs Long Ago: Resources &amp; Trade</b>            Through a role-play (included in student materials), students will travel back in time a few hundred years to a time when there was no internet, no cars, no public transportation, no credit cards and no money. Students will have different goods, and make decisions about which resources they will try to get, given travel distance, level of want/ need, and transportability.</p>
3	<p><b>CO:</b> Explain trade, value, and currency.</p> <p><b>LO:</b> Define and give examples using '_____ is _____. For example, _____.'</p>	<p><b>Value and Currency &amp; Begin LEA Text</b>            Through debrief of the Lesson 2 experience and images of current and ancient trade (see links in text box) students will define the concepts of trade, value, and currency. They will use these ideas to begin an LEA text about wants and needs and how you get them.</p>
4	<p><b>CO:</b> Classify pictures as natural resources, sources, or products.</p> <p><b>LO:</b> Justify using '_____ is a _____ because _____.'</p>	<p><b>Natural Resources, Source, and Product: Salt &amp; Gold and Finish LEA Text</b>            Through matching images, students will define resource, source, and product. Students will then watch video clips to zoom in on the two key resources of the unit, salt and gold (see links). They will determine the source, why people want or need these, and which has more value today. They will be introduced to the idea that long ago, salt and gold they were of equal value and traded ounce for ounce.</p>

<p><b>5</b></p>	<p><b>CO:</b> Review the week's content and language.</p> <p><b>LO:</b> Ask and answer questions orally and in writing.</p>	<p><b>Hot Seat Review &amp; Assess</b>          Using Hot Seat to interview an ancient trader, students will spend the first half of the class reviewing the week's content and language. They will spend the second half of the period completing an individual learning log on the week's content. (included in student materials)</p>
<p><i>Week 1 Assessments</i></p>		
<p><i>Learning Log- Resources and Trade</i></p>		
<p><i>Oral participation in the Hot Seat</i></p>		

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FOCUS QUESTION
<p><b>What were the causes of the salt and gold trade? How did people trade these goods?</b></p>
OVERVIEW
<p><i>After reviewing Week 1 assessments and outcomes feedback, students will begin case study #1 with the focus question. In Weeks 2 and 3, students will learn about the causes of the salt and gold trade. This includes two lessons of before reading activities where students study the land and people of West (sub Saharan) and North (Saharan) Africa, through images, music and video clips. They will make inferences about trade routes and transportation based on geography. Students will keep using vocabulary from Week 1 new words to support their understanding of the text in the second half of the week.</i></p> <p><i>Students will engage in during reading activities from the text Salt: Trade Across Time and Cultures (title in unit plan) through both read aloud and partner reading. Students will spend the last day of the week answering questions about the text. As a vocabulary mini-lesson, students will study the prefix 'trans' as they analyze the meanings of trans-Saharan, translate, transaction, and transportation. These words are morphologically related, but also relate thematically trade and contact. There are many options for interdisciplinary connections between Social Studies and Science, as students focus on the desert in both classes.<sup>2</sup></i></p>

<sup>2</sup> Students are will study the desert biome as the first case study of Unit 2 Science, which includes the camel and Tuareg adaptations to the climate and geography of the desert. Social Students and Science teachers should coordinate their instruction for Weeks 2 and 3.

**Week 2: EXPERIENCE to ORAL LANGUAGE to PRINT**

Case Study #1: Exchanging Goods-Salt & Gold

TEXT		
Non-Print	Print: Central	Print Supplementary
<p><b>Diversity of Ethnic Groups in Africa</b>  <a href="http://www.youtube.com/watch?v=3N9ZN6KSfdg">http://www.youtube.com/watch?v=3N9ZN6KSfdg</a></p> <p><b>Music-North and West Africa</b></p> <p><b>Tuareg Music (Lulla by Tinariwen)</b>  <a href="http://www.youtube.com/watch?v=WcqlOq1cjic&amp;feature=list_other&amp;playnext=1&amp;list=AL94UKMTqg-9DpatT7WSX-2PH3OKp4zM7w">http://www.youtube.com/watch?v=WcqlOq1cjic&amp;feature=list_other&amp;playnext=1&amp;list=AL94UKMTqg-9DpatT7WSX-2PH3OKp4zM7w</a></p> <p><b>Malinke Music (Je Dis Non by Tiken Jah Fakoly)</b>  <a href="http://www.youtube.com/watch?v=iEC-8005oXM">http://www.youtube.com/watch?v=iEC-8005oXM</a></p> <p><b>Salt Gold Trade Map</b>  <a href="http://www.iq.poquoson.org/film/worldgeography/v12.gif">http://www.iq.poquoson.org/film/worldgeography/v12.gif</a></p>	<ul style="list-style-type: none"> <li>• <i>Beginner's World Atlas</i></li> <li>• <b>Week 2 LEA Text-</b> Causes of Trade</li> <li>• <i>Salt: Trade Across Time and Cultures</i></li> <li>• (pgs. 4, 9, 12)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Africa is not a country</i></li> <li>• <i>Mansa Musa: Leader of Mali</i></li> <li>• <i>Living in the Sahara (Tuareg)</i></li> </ul>
VOCABULARY		
Central Concept Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words Tier 1
Each concept gets full notebook page in the 'Word Study' book.	Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.	Each word is in weekly glossary to be put into subject section of vocabulary binder.
<p><b>ethnic group</b></p> <p><b>journey</b> trip-route</p>	<p><b>Nouns:</b> region, area, mine, desert<sup>3</sup></p> <p><b>Adjectives:</b> valuable</p> <p><b>Signal Words:</b> cause / effect, so</p>	<p><b>Nouns:</b> camel, caravan, robbers</p> <p><b>Verbs:</b> cross, protect, carry</p> <p><b>Adjectives:</b> long, difficult, dangerous, together</p> <p><b>Prepositions:</b> across, under, above</p>

<sup>3</sup> In Science Week 1, students defined desert as a type of environment and listed scarce and abundant resources.

**Week 2: EXPERIENCE to ORAL LANGUAGE to PRINT**

Case Study #1: Exchanging Goods-Salt & Gold

Lesson	Objectives	Lesson Summary
6	<p><b>CO:</b> Identify similarities and differences between North and West Africa people and land.</p> <p><b>LO:</b> Compare and contrast using ' Both ____ and _____. _____ but _____.'</p>	<p><b>Before Reading: Music and Images &amp; See-Think-Wonder &amp; Vocabulary</b>                      After reviewing the Week 1 assessment and feedback, Students will be introduced to the focus question. They will look at images and video clips of the land and two groups of people in sub-Saharan (Malinke) and Saharan Africa (Tuareg). Students will see-think-wonder and organize information in a Venn diagram. (links to music videos are in the unit plan.)                      Define: ethnic group, cause, region, area.</p>
7	<p><b>CO:</b> Identify geographic distinctions between North Africa and West Africa.</p> <p><b>LO:</b> Compare 'Both ____ and _____. ' and contrast using ' _____ but _____.'</p>	<p><b>Before Reading: Maps and LEA Text &amp; Vocabulary</b>                      Students will study maps of sub-Saharan (West) and Saharan Africa (North) to understand differences in the geography, how this affected gold and salt availability as well as the trade routes and transportation. An LEA text will serve to synthesize the information from yesterday and today's lesson. (links to physical maps are in the unit plan.)</p>
8	<p><b>CO:</b> Identify causes of salt and gold trade and how goods were exchanged.</p> <p><b>LO:</b> Listen to text read aloud and retell and respond to text using partner-read-retell.</p>	<p><b>During Reading #1: Read Aloud &amp; Retell &amp; Respond<sup>4</sup></b>                      Before the read aloud, students will use the Tier 1 glossary and vocabulary notebooks to label all pictures in the text.<sup>5</sup> The teacher will draw student attention to the focus question and point out the features of informational text (table of contents, pictures, captions, headings) and think aloud about how these help comprehension. Students will then follow the teacher read aloud and model, and will process text using partner listen-retell-respond. This is the first time students will work with this routine, so it will need to be modeled effectively. Added to the retell will be 'respond' which includes questions from the teacher.<sup>6</sup> Here additional vocabulary can be taught.</p>

<sup>4</sup> Partner Read-Retell is a Bridges 'power method' and described in detail in the Teacher's Guide.

<sup>5</sup> Labeling is the first annotation step. Over the year student annotations will develop, with the goal of annotating paragraphs by the end of the year.

<sup>6</sup> Students are learning this routine in all subjects in Week 2, so it will be important for teachers to synchronize their reading routines with each other in team meeting.



9	<p><b>CO:</b> Identify causes of salt and gold trade and how goods were exchanged.</p> <p><b>LO:</b> Read text aloud and respond to text using partner-read-retell. Ask one new question with your partner.</p>	<p><b>During Read #2: Partner Read, Retell &amp; Respond</b>  Students will reread the same text, now using the same reading routine with a partner. Pairs will retell what is happening and generate new questions. Student questions will be included in tomorrow's review and assessment.</p>
10	<p><b>CO:</b> Answer questions about the causes of the salt and gold trade and the exchange of goods.</p> <p><b>LO:</b> Discuss answers with partner and respond to questions in writing.</p>	<p><b>After Reading: Answer Text Questions Orally (review) &amp; In Writing (assess)</b>  Students will work in groups or whole class (using hot seat) to answer the questions orally.<sup>7</sup> Questions have come both from the teacher (included in sample student materials) and students in their partner work from yesterday. Students will then write their responses to the questions independently, which will count as the weekly written assessment.</p>
<i>Week 2 Assessments</i>		
<i>Partner Read-Retell-Respond</i>		
<i>Text questions</i>		
<i>Observation Checklist</i>		

<sup>7</sup> If working as a whole class on oral questions and responses, you can use the Hot Seat activity.

FOCUS QUESTION
<p><b>What were the causes of the salt and gold trade? How did people trade these goods?</b></p>
OVERVIEW
<p><i>Week 3 continues with the causes and trade of salt and gold, when the trade took place in history<sup>8</sup>, and how the goods were transported and exchanged. While there is no new content this week, students will use the content to work on important language and literacy skills.</i></p> <p><i>After reviewing the Week 2 assessments and outcomes, groups will prepare a claim and present a series of tableaux<sup>9</sup> or drawings in response to the essential question. The role-play will push students back into the text to make a claim about the causes of the trade, and to find evidence from the text to support this claim in a creative presentation. For the rest of the week, students will work on producing oral and written cause and effect summaries. All of these skills push students back into the text for 'close reading,' a critical practice of the Common Core Learning Standards for Literacy.<sup>10</sup></i></p>

<sup>8</sup> Future revisions will include more purposeful work with timelines in Unit 2. Timelines, however, are highlighted in Unit 3 Social Studies and students trace the historical narrative of Hispaniola.

<sup>9</sup> Tableaux is described in the glossary section of the Curriculum Introduction.

<sup>10</sup> <http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsela.pdf>

**Week 3: PRESENTATIONS & WRITING**

Case Study #1: Exchanging Goods-Salt & Gold

<b>TEXT</b>		
<b>Non-Print</b>	<b>Print: Central</b>	<b>Print: Supplementary</b>
No new non-print text this week.	<ul style="list-style-type: none"> <li>• <i>Beginner's World Atlas</i></li> <li>• <b>Week 3 LEA Text-</b> Summary paragraph of 'causes'</li> <li>• <i>Salt: Trade Across Time and Cultures (pgs. 4-8, 12)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Mansa Musa: Leader of Mali</i></li> <li>• <i>Living in the Sahara (Tuareg)</i></li> </ul>
<b>VOCABULARY</b>		
<b>Central Concepts</b> Tier 3/ Tier 2	<b>General Academic Words</b> Tier 2	<b>Everyday Words</b> Tier 1
<i>Each concept gets full notebook page in the 'Word Study' book.</i>	<i>Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.</i>	<i>Each word is in Weekly glossary to be put into subject section of vocabulary binder.</i>
<p style="text-align: center;"><b>ancestors</b></p> <p style="text-align: center;"><b>adaptation</b></p> <p>Students are introduced to this concept in Unit 2 Science, Week 2. Part of this week's analysis of trade in Social Studies will include how the Tuareg ancestors developed cultural adaptations to survive the desert, thus allowing them to control the salt routes.</p>	<p><b>Nouns:</b> claim, evidence</p> <p><b>Verbs:</b> support, evaluate, develop, search</p>	<p>There are no new tier 1 words this week, only practice with last week's words.</p>

**Week 3: GROUP PRESENTATIONS & WRITING**

Case Study #1: Exchanging Goods-Salt & Gold

Lesson	Objectives	Lesson Summary
<p><b>11</b></p>	<p><b>CO:</b> Generate claims about the salt and gold trade and locate evidence to support.</p> <p><b>LO:</b> Reread the text to find evidence.</p>	<p><b>Week 2 Assessment Feedback &amp; Groups Prepare Presentations</b></p> <p>After reviewing their Week 2 assessments and outcomes, the teacher will facilitate a class discussion and semantic map with all words students associate with the salt and gold trade. They will use these, with teacher support, to generate claims in response to the weekly focus questions. The class claims might include:</p> <ul style="list-style-type: none"> <li>• <i>People from the West traded their gold for salt because they needed salt.</i></li> <li>• <i>People from the North traded salt for gold because they wanted gold.</i></li> <li>• <i>Caravans were important for travel.</i></li> <li>• <i>The Tuareg were skilled and successful traders.</i></li> <li>• <i>The journey across the Sahara was long and dangerous.</i></li> </ul> <p>Each group will be assigned a claim, and they will need to find two sentences from the text that support the claim. They will prepare a creative presentation<sup>11</sup>, using claim and evidence, for tomorrow.</p>
<p><b>12</b></p>	<p><b>CO:</b> Identify and restate a group's claim and their evidence.</p> <p><b>LO:</b> Explain using 'The group's claim is _____. Evidence to support this claim is _____ and _____.'</p>	<p><b>Groups Present</b></p> <p>Groups will use the warm up to practice and then each group will present. The audience needs to say back the group's claim and the evidence they presented. The teacher will challenge students to evaluate the evidence as supporting the claim or not.</p>

<sup>11</sup> The presentation can take the form of tableaux, hot seat, or collaborative poster.

<p><b>13</b></p>	<p><b>CO:</b> Identify causes of the salt and gold trade.</p> <p><b>LO:</b> Say and write key words in a cause-effect graphic organizer.</p>	<p><b>Writing: Graphic Organizer with Key Words</b> Cause and Effect is the main text structure of the informational text that students read. Students will use a cause and effect map to identify causes, all with arrows that point to 'salt and gold trade.' (included in student materials). Students will use the same cause-effect graphic organizer for Weeks 3 (causes) and 5. (effects)</p>
<p><b>14</b></p>	<p><b>CO:</b> Identify causes of the salt and gold trade.</p> <p><b>LO:</b> Orally summarize the story using key words and signal words.</p>	<p><b>Writing: Signal Words &amp; Oral Summary</b> The teacher will model how to summarize (not retell every detail) the causes, and using signal words such as 'but, so, because.' Groups will do the same using keywords from their maps. Each group member will orally summarize the causes of the salt and gold trade.</p>
<p><b>15</b></p>	<p><b>CO:</b> Create written summary of the causes from a graphic organizer.</p> <p><b>LO:</b> Write a cause summary paragraph using key vocabulary and sequence words.</p>	<p><b>Collaborative Writing<sup>12</sup> &amp; LEA Text</b> Following a teacher model of how to write the summary, groups will do the same for the salt and gold trade. They must include all key words and use signal words. Each student reads the summary in the group when complete. Choose a strong model to show in the following lesson. Type this paragraph, editing as needed to make it a strong model, and use this as an LEA text to be read for fluency next week.</p>
<p><i>Week 3 Assessments</i></p>		
<p><i>Group presentations</i></p>		
<p><i>Collaborative summary paragraph</i></p>		
<p><i>Observation Checklist</i></p>		

<sup>12</sup> Since Week 3 is the first time students summarize a text, the writing is collaborative. Responsibility will be released to students over the year.

**FOCUS QUESTION**

***What were the effects of the salt and gold trade?***

**OVERVIEW**

*While Weeks 2 and 3 pushed students to understand the causes of the salt and gold trade and the actual trade, Weeks 4 and 5 focuses on the effects. The trade focus in Weeks 2 and 3 was the visible and concrete exchange of goods, of salt and gold. Now students will examine how contact between people to trade also results in the exchange of invisible things like religion, language and culture.*

*In Lessons 16 and 17, students will experience the effects of the salt and gold trade before they read the text. They will use maps, timelines, images and role play to understand some of the following effects: increased wealth and power for West African Kingdoms and the Tuareg, growth of cities such as Timbuktu as trade and educational centers, the spread of Islam and Arabic literacy, as well as the diffusion of culture and language.*

*Finally, students will learn how African trade spread and motivated Europeans to find safer routes to West Africa in order to obtain their rich resources.<sup>13</sup> A challenge activity will include an analysis of images of Portuguese ships and maps showing to understand the connection between European ship-building and travels to Africa. Students with more language and literacy can read and report on why the Trans-Saharan trade declined in the 15<sup>th</sup> century.*

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<sup>13</sup> The inclusion in Social Studies Unit 2 of the rich resources, organization, wealth and power of West African kingdoms is an important context for Unit 3. In Unit 3, students will examine the history of Hispaniola as a case study for the contact between three groups: Indigenous Taino, European colonizers, and Africans who were enslaved and forced onto ships to the Americas. Without the larger historical context of Africa 'long ago', students can be left with the false belief that African history is limited to the holocaust that was the Trans Atlantic Slave Trade.

**Week 4: EXPERIENCE to ORAL LANGUAGE to PRINT**

Case Study #2: Exchanging Ideas & Culture

TEXT		
Non-Print	Print: Central	Print Supplementary
<ul style="list-style-type: none"> <li>• <i>Images Effects of Trade (TBD)</i></li> <li>• <i>Mansa Musa: The Lion King of Mali</i><sup>14</sup></li> </ul> <p><i>(use for illustrations that show wealth and abundance of ancient Mali)</i></p>	<ul style="list-style-type: none"> <li>• <i>Beginner's World Atlas</i></li> <li>• <i>Salt: Trade Across Time and Cultures</i></li> </ul> <p><i>(choose from pgs.8-11, 15,16. Higher readers can read 13-15 and supplementary text about the 'travelers' such as Ibn Battuta)</i></p> <ul style="list-style-type: none"> <li>• <i>Mansa Musa: Leader of Mali</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Living in the Sahara (Tuareg)</i></li> <li>• <i>Traveling Man: The Journey of Ibn Battuta</i></li> <li>• <i>Sundiata: Lion King of Mali</i></li> </ul>
VOCABULARY		
Central Concepts Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words Tier 1
Each concept gets full notebook page in the 'Word Study' book.	Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.	Each word is in Weekly glossary to be put into subject section of vocabulary binder.
<p><b>king-kingdom</b></p> <p><b>Islam-Muslim</b></p>	<p><b>Nouns:</b> center, idea, religion, explorer</p> <p><b>Verb:</b> explore</p> <p><b>Adjectives:</b> Trans-Saharan, ancient, scarce, abundant / plenty, wealthy, powerful, traditional, famous</p> <p><b>Signal words:</b> as a result</p>	<p><b>Nouns:</b> sun, rain, camel, caravan, boat, robbers</p> <p><b>Verbs:</b> travel, control, spread, connect, cross, protect, carry</p> <p><b>Adjectives:</b> long, difficult, together</p>

<sup>14</sup> Text is difficult but has amazing illustrations of wealth of ancient Mali.

**Week 4: EXPERIENCE to ORAL LANGUAGE to PRINT**

Case Study #2: Exchanging Ideas & Culture

Lesson	Objectives	Lesson Summary
16	<p><b>CO:</b> Identify effects of the salt and gold trade from images.</p> <p><b>LO:</b> Students will explain effects using 'Noun + verb + _____' <sup>15</sup></p>	<p><b>Week 3 Assessment Feedback &amp; Before Reading: See-Think-Wonder</b>                      Students will be introduced to the focus question for Weeks 4 and 5 and the Tier 1 glossary. Students will study images that illustrate the effects of the trade, including Timbuktu, Tuareg caravans, wealth of ancient Mali, and Islam in West Africa. Students will see-think- and wonder about the effects of the salt and gold trade. Define: contact, impact-effect</p>
17	<p><b>CO:</b> Define key terms from the salt and gold trade.</p> <p><b>LO:</b> Define using '_____ is _____.'</p>	<p><b>Before Reading: Role Play &amp; Vocabulary &amp; LEA</b>                      Students will engage in a brief role-play to illustrate the ideas and culture that are exchanged when goods are exchanged. After the role-play, students will learn and log vocabulary needed to access this week's text. The teacher will facilitate an LEA text on 'effects.' Define: kingdom, cultural diffusion, wealthy, powerful</p>
18	<p><b>CO:</b> Identify effects of the salt and gold trade.</p> <p><b>LO:</b> Retell and respond to text using partner-read-retell.</p>	<p><b>During Reading #1: Read Aloud &amp; Retell &amp; Respond<sup>16</sup></b>                      Before the read aloud, students will label all pictures in the text.<sup>17</sup> Students will then follow the teacher read aloud and model, and will process text using partner listen-retell-respond.</p>
19	<p><b>CO:</b> Identify effects of the salt and gold trade.</p> <p><b>LO:</b> Ask questions about text using WH words.</p>	<p><b>During Read #2: Partner Read, Retell &amp; Respond</b>                      Students will reread the same text, now using the same reading routine with a partner. Pairs will retell what is happening and generate new questions. Student questions will be included in tomorrow's review and assessment.</p>

<sup>15</sup> Students are not expected to master past tense verbs in Unit 2, but the teacher should rephrase student language into the correct verb tense.

<sup>16</sup> Partner Read-Retell is a Bridges 'power method' and described in detail in the Teacher's Guide.

<sup>17</sup> Labeling is the first annotation step in Bridges. Over the year student annotations will develop, with the goal of annotating paragraphs by the end of the year.



20	<p><b>CO:</b> Identify effects of the salt and gold trade.</p> <p><b>LO:</b> Discuss answers with partner and respond to questions in writing.</p>	<p><b>After Reading: Answer Text Questions Orally through Hot Seat (review) &amp; In Writing (assess)</b> Students will use the hot seat to ask and answer the questions orally.<sup>18</sup> Historical figures in the hot seat might include Mansa Musa, a Tuareg salt trader, an Arab bringing Islam, etc. Questions have come both from the teacher (included in sample student materials) and students in their partner work from yesterday. Students will then write their responses to the questions independently, which will count as the weekly written assessment.</p>
<i>Week 4 Assessments</i>		
<i>Partner Read-Retell-Respond</i>		
<i>Text questions</i>		
<i>Observation Checklist</i>		

<sup>18</sup> If working as a whole class on oral questions and responses, you can use the Hot Seat activity.

**FOCUS QUESTION**

***What were the effects of the salt and gold trade?***

**OVERVIEW**

*After reviewing the assessments and outcomes from Week 4, students will focus on deeper processing of the many effects of the salt and gold trade. Students will follow the sequence of activities from Week 3, which include group presentations using claim and evidence and creating cause and effect summary paragraphs both orally and in writing.*

*By the end of this week, students will have a graphic organizer with both causes and effects that will serve as a valuable study guide for the rest of the unit, including the interim exam.*

**Week 5: PRESENTATIONS & WRITING**

Case Study #2: Exchanging Ideas & Culture

<b>TEXT</b>		
<b>Non-Print</b>	<b>Print: Central</b>	<b>Print :Supplementary</b>
<ul style="list-style-type: none"> <li>• Pictures of effects</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Beginner's World Atlas</i></li> <li>• <i>Salt: Trade Across Time and Cultures</i></li> <li>• <i>Mansa Musa: Leader of Mali</i></li> <li>• <b>Week 5 LEA Text-</b> <i>Group Summary of Effects</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Living in the Sahara (Tuareg)</i></li> <li>• <i>Traveling Man: The Journey of Ibn Battuta</i></li> <li>• <i>Sundiata: Lion King of Mali</i></li> </ul>
<b>VOCABULARY</b>		
<b>Central Concepts</b> Tier 3/ Tier 2	<b>General Academic Words</b> Tier 2	<b>Everyday Words</b> Tier 1
<i>**Each concept gets full notebook page in the 'Word Study' book.</i>	<i>**Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.</i>	<i>**Each word is in Weekly glossary to be put into subject section of vocabulary binder.</i>
<p><b>cultural diffusion</b></p> <p>In Unit 1 Science, students learned the words visible- invisible. These are useful words to describe here in a discussion of the exchange between visible and invisible things.</p>	<p><b>Nouns:</b> impact</p> <p><b>Verbs:</b> support, evaluate</p> <p><b>Adjectives:</b> positive, negative</p>	<p>There are no new tier 1 words this week, only practice with last week's words.</p>

**Week 5: PRESENTATIONS & WRITING**

Case Study #2: Exchanging Ideas & Culture

Lesson	Objectives	Lesson Summary
<p><b>21</b></p>	<p><b>CO:</b> Generate claims about the effects of salt and gold trade and locate evidence to support.</p> <p><b>LO:</b> Reread the text to find evidence.</p>	<p><b>Week 4 Assessment Feedback &amp; Groups Prepare Presentations</b>                      After reviewing their Week 2 assessments and outcomes, the teacher will facilitate how to generate a claim as a class for the weekly question. Students will need to find evidence in the text that supports their claim. Different claims will be generated in response to the question, 'What were the effects of the salt and gold trade?' Following a model, students will look back in the text to find evidence and present in a tableaux (included in student materials).</p>
<p><b>22</b></p>	<p><b>CO:</b> Identify and restate a group's claim and their evidence.</p> <p><b>LO:</b> Explain using 'The group's claim is _____. Evidence to support this claim is _____ and _____.'</p>	<p><b>Groups Present</b>                      Groups will use the warm up to practice and then each group will present. The teacher will use the presentations to summarize the different effects in an LEA chart.</p>
<p><b>23</b></p>	<p><b>CO:</b> Identify effects of the salt and gold trade.</p> <p><b>LO:</b> Say and write key words in a cause-effect graphic organizer.</p>	<p><b>Writing: Graphic Organizer with Key Words</b>                      Students will map the effects of the salt and gold trade using the cause and effect organizer. Students will use the same organizer that they used for causes. The teacher will review writing <i>key words only</i> in the organizer for each story element, and groups will do the same.</p>
<p><b>24</b></p>	<p><b>CO:</b> Identify effects of the salt and gold trade.</p> <p><b>LO:</b> Orally summarize the story using key words and signal words.</p>	<p><b>Writing: Signal Words &amp; Oral Summary</b>                      The teacher will review how to summarize (not retell every detail) the effects using signal words such as 'so, as a result.' Groups will do the same using keywords from the text on effects. Each group member will orally summarize the effects.</p>

<p><b>25</b></p>	<p><b>CO:</b> Create written summary about the effects using a graphic organizer.</p> <p><b>LO:</b> Write a cause summary paragraph using key vocabulary and sequence words.</p>	<p><b>Collaborative Writing</b></p> <p>Following a teacher review of how to now write the summary, groups will do the same for effects on chart paper. They must include all key words and signal words. Each student reads the summary in the group when complete. Choose a strong model to show on Monday and type to use as an LEA text.</p>
<p><i>Week 3 Assessments</i></p>		
<p><i>Group presentations</i></p>		
<p><i>Collaborative summary paragraph</i></p>		
<p><i>Observation Checklist</i></p>		

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## Week 6: CREATIVE PROJECTS & PRESENTATIONS

### FOCUS QUESTION

***(EQs) How did people long ago get what they wanted and needed?  
What happens when people make contact?***

### OVERVIEW

*During Weeks 1 through 5, students have analyzed images and video, read about, made claims about, presented on and summarized the causes and effects of the salt and gold trade. Each week, learned new vocabulary, both everyday and academic words, to understand and express the content. Now in Week 6, after reviewing their assessments and outcomes from Week 5, students will work on their creative projects.*

*For the creative projects for Unit 2, students will work in pairs to write and present 'Trade Route Dialogues' that will illustrate an example of contact and cultural diffusion during the salt and gold trade. Each pair of students will be given a card with information to guide their dialogues. (included in student materials) The cards will include information about the traders and context that students will use to create their dialogues.*

*You will need to create and model a dialogue, to support student writing and presenting. Students should be encouraged to bring props and the teacher model should include props. The last two days of the week students will present their dialogues, by speaking not reading. You may choose to have students video-record their dialogues in advance, or to have 'live' presentations. Student dialogues will be evaluated using the presentation rubric, and the written dialogues will be evaluated using the writing rubric.*

## Week 6: CREATIVE PROJECTS & PRESENTATIONS

TEXT		
Non-Print	Print: Central	Print Supplementary
There is no new print this week, as students work on projects. They will return to atlases and previously read text and images for information to inform their dialogues.		
VOCABULARY		
Central Concepts Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words Tier 1
<i>Each concept gets full notebook page in the 'Word Study' book.</i>	<i>Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.</i>	<i>Each word is in Weekly glossary to be put into subject section of vocabulary binder.</i>
Students will be required to use learned tier 3 words in their dialogues.	<b>Noun:</b> dialogue	Students will not receive a tier 1 glossary, but partners are required to create a new glossary based on the words they had to 'fish for' and find in order to write their dialogues. This will be submitted with their written project.

## Week 6: CREATIVE PROJECTS & PRESENTATIONS

Lesson	Objectives	Lesson Summary
26	<p><b>CO:</b> Create a dialogue that shows historically accurate information about gold and salt trade.</p> <p><b>LO:</b> Select evidence to prepare the dialogue, write the dialogue using target vocabulary, and orally present.</p>	<p><b>Week 5 Assessment Feedback, Model a Dialogue &amp; Partners Plan</b> The teacher will model an example of a dialogue using another student as her/ his partner. (This needed to have been rehearsed or recorded in advance.) Partners will receive their dialogue information cards (from student materials) and begin to plan.</p>
27		<p><b>Prepare: Dialogue Writing or Audio Recording</b> Partners will write their lines, or use audio recording to say a 'draft' of their lines. Partners will create their tier 1 glossary as they write and plan what props they will include in their presentation.</p>
28		<p><b>Prepare: Rehearse</b> Partners will finish their dialogues and rehearse several times. They need to be able to say their dialogues without reading. Students will not be allowed to read during the presentations.</p>
29		<p><b>Present</b> There will be approximately ten presentations for the class. After a few minutes of practice, five pairs will present today. After each presentation, the audience will identify the place of contact, where each is from, goods each is carrying, ideas and culture each is carrying, what happens when they meet, and what each is 'carrying' back home.</p>
30		<p><b>Present</b> Partners will finish presenting. All partners will be graded using the Presentation rubric.</p>
<b>Week 6 Assessments</b>		
<i>Project presentations</i>		
<i>Written dialogue</i>		
<i>Observation checklist</i>		



## Week 7: CLAIM-EVIDENCE RESPONSE TO THE ESSENTIAL QUESTION

### FOCUS QUESTION

***(EQs) How did people long ago get what they wanted and needed?  
What happens when people make contact?***

### OVERVIEW

*After reviewing the Week 6 assessments and outcomes feedback, students will revisit their responses to the essential question from Week 1. For each lesson in Week 7, you will need to model using I DO-WE DO and YOU DO. Students will generate claims as a class in response to the essential questions. Students will engage in two days of oral activities to select a claim and identify evidence to support their claims. Students will then write their paragraphs individually, with different levels of scaffolding (included in student materials). Following a writing mini-lesson, students will revise their paragraphs into a second draft. Students may rehearse and recite their paragraphs for audio or video recording in the final lesson.*

## Week 7: CLAIM-EVIDENCE RESPONSE TO THE ESSENTIAL QUESTION

TEXT		
Non-Print	Print: Central	Print Supplementary
Students need access to all texts used in Weeks 1-5. They will need to go back into text to find evidence to support their claims.		
VOCABULARY		
Central Concepts Tier 3/ Tier 2	General Academic Words Tier 2	Everyday Words Tier 1
<i>Each concept gets full notebook page in the 'Word Study' book.</i>	<i>Each word is logged in 'General Academic Vocabulary' section of vocabulary binder.</i>	<i>Each word is in Weekly glossary to be put into subject section of vocabulary binder.</i>
<p><b>writing process</b></p> <p>brainstorm, draft 1, revise, draft 2, edit, final draft, publish</p>	There are no new Tier 2 words this week.	There are no new tier 1 words this week.

## Week 7: CLAIM-EVIDENCE RESPONSE TO THE ESSENTIAL QUESTION

Lesson	Objectives	Lesson Summary
<b>31</b>	<p><b>LO:</b><sup>19</sup> Make claims about the salt and gold trade and select a claim.</p> <p>List claims in response to the two unit essential questions.</p>	<p><b>Week 6 Assessment Feedback &amp; Generate and Choose a Claim</b><sup>20</sup></p> <p>Students will use all classroom word walls and charts to brainstorm claims in a T chart. On the left side will be claims in response to the first EQ, and on the right will be claims in response to the second EQ. Groups/ partners will choose a claim about which they have a lot to say.</p>
<b>32</b>	<p><b>LO:</b> identify evidence to support the claim.</p> <p>Justify how evidence supports the claim using 'X supports the claim because ____.</p>	<p><b>Claim Evidence: Select Evidence</b></p> <p>Using their graphic organizers for claim evidence, students will go back in texts and find evidence to support their claim.</p>
<b>33</b>	<p><b>LO:</b> Develop evidence to support a claim.</p> <p>Introduce and explain evidence using signal words and '(text) says "____." This means _____.'</p>	<p><b>Claim Evidence: Develop Evidence</b></p> <p>Students will develop their evidence by explaining what the text says and what it means.</p>
<b>34</b>	<p><b>LO:</b> identify criteria for a strong paragraph conclusion.</p> <p>Write a conclusion to a paragraph that connects the evidence to the claim.</p>	<p><b>Develop Conclusion &amp; Write Draft 1</b></p> <p>Students will add their conclusion statement. Using the graphic organizer and all of the key words, students will 'say' their paragraphs first. Then they will write. Groups/ partners will submit draft 1 to the teacher by the end of class, for the teacher to read and comment.</p>
<b>35</b>	<p><b>LO:</b> Revise and edit writing to improve paragraph.</p>	<p><b>Revise and Write Draft 2</b></p> <p>Students will revise and edit their drafts into draft 2, which will be the final drafts for this unit.</p>
<b>Week 7 Assessments</b>		
<i>Written paragraphs</i>		
<i>Observation checklist</i>		

<sup>19</sup> All objectives for Week 7 are language objectives.

<sup>20</sup> You will need to decide if you want students to work in groups or partners. Students will need to co-construct the paragraphs because this is their first experience with this skill, although it is possible you will have some a few students who want to and can work independently. (Although students had oral practice in Weeks 3 and 5 through the group presentations, the written paragraphs are introduced in all subjects in Week 7 of Unit 2.)