

**UbD Daily Lesson Plan**

**Teacher Candidate’s Name**: Click here to enter text.

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| **Preliminary Information** | |
| Lesson: Kingdoms of Africa (For March Madness) Click here to enter text. | Estimated Duration: 1 class |
| Grade: 10th | Course/Subject: World Geography |
| Unit/Theme: Sub-Saharan Africa | Other: Click here to enter text. |

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| **Desired Results** | |
| *Respond to each in the spaces provided.* | |
| **Established Goals**  *(ie: State Standards, Grade Level Expectations)* | |
| World Geography Goal for Mr. Brent’s Class:  Analyze and compare Sub-Saharan African States that existed prior to European colonialism in terms of cultural and political history. | |
| **What Understandings are Desired?**  *Be sure to start your sentence with, “Students will understand that…”* | |
| Students will understand the culture of a few Sub-Saharan African States that existed prior to European Colonization.  Students will understand the political situation of a few Sub-Saharan African States that existed prior to European Colonization. | |
| **What Essential Questions will be Considered?** | |
| Why might some Sub-Saharan African States be considered stronger or superior to others?  How do historians judge if cultures or states are superior to one another? Should they? | |
| **What Key Knowledge and Skills will Students Acquire as a Result of this Lesson?**  *Be sure to start your sentences with, “Students will know…” and “Students will be able to…”* | |
| **Knowledge**  Sub-Saharan African States  Cultural History  Political History | **Skills**  Analyze  Compare |

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| **Assessment Evidence**  *Please attach necessary assessment materials. For example, if you are giving a multiple choice quiz, you need to attach it.* |
| *Respond to each in the spaces provided.* |
| **What evidence will I have of student learning?** |
| A Worksheet for their respective country.  A March Madness Style Bracket with some notes on it. |
| **How will I provide my students with feedback?** |
| Through encouraging students to argue for their country or argue for other country’s positions. |

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| **The Learning Plan**  *This section should read like a step-by-step recipe from a cookbook AND lesson materials should be attached. This section should be so explicit that a guest teacher could take this lesson plan, as well as your attached materials, and teach this lesson.* |
| *Respond to each in the spaces provided.* |
| **Hook/Anticipatory Set** |
| As homework before, Mr. Brent will give out research worksheets and African States to pairs of students and have them work on it as homework before class. At the start of the lesson, I will have the students get into their groups and give out the March Madness Brackets: African Madness Bracket. |
| **Step-by-Step Learning Activities** |
| The class will start by having the first two rivals face off; I will show the territory of each state, then turn it over to the students. Each pair will show one image of cultural importance and one of political significance for that African State. Then each group will have exactly a minute and a half to explain why their state is great, culturally or politically (or both) and better than their rival.  The States given are: The Asante Kingdom; The Kingdom of Dahomey; The Kingdom of the Congo; the Kingdom of Ndongo; The Zulu Kingdom; the Merina Kingdom; The Sultanate of Zanzibar and the Kingdom of Ethiopia.  After each set of rivals go, I will have the rest class look on their bracket and write down which one is going to advance, and which one will not. With each step, they will write down why they picked one state to advance or not: be it good presentation, awesome picture or general bad\*ssness of the kingdom. Then, they will write down on a post-it note who they pick to win and give it to me. I’ll count the votes and call a winner to advance. We will do this until the eight have become four.  Then, each pair will go again, then time, showing two new images of cultural and political importance. They will also have a minute and a half to present but this time they should focus most their energy on why their state is superior to their rival. The rest of the class (including eliminated groups) will again write down who they want to advance, why, and then vote on post-it notes I will collect. Then, after the two sets of pairs go, we will be down to the final, and for this one, each group will only have one more image: their response to European encroachment.  The last two pairs should argue for why they are superior, but with a mind on Europeans. How did that nation resist European encroachment? What kind of resistance did they offer? How were Europeans finally able to defeat this kingdom? What does this say about the strength of the African Kingdoms?  For the final, the students will again write who should advance, why, and vote. The Winning kingdom will get a prize, but the person with the most accurate bracket will also win. (This will be a surprise) |
| **Closure/Wrap-Up** |
| As a closing, I will ask the students if it’s fair to judge these kingdoms in relation to one another based on their cultural or political situation. I will argue, however, that historians do this all the time, as they make decisions to focus on and write the story of some groups as more important and significant than others. |
| **Differentiation**  *What are you going to do to accommodate the range of needs in your classroom, including ELL or special education students?* |
| Students will be able to present passionately on their kingdom and have images for them to present from. |
| **Resources**  *What is needed to teach this lesson?*  *Is this lesson or materials adapted from somewhere? Cite it here.*  *What, if any technology is needed?* |

A worksheet to help them present on their topic.

A set of March Madness Brackets