Westside High School - Weekly Plan to Align Lessons (Week At a Glance) - 2025-26

Teachers: Mantlow **Subject: Social Studies** **Course: World History** **Grade: 10th** **Date(s): 11/3-11/7**

tandard: SSWH6A-B

Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None

	Pre-Teaching 🎯 Learning Target ✅ Success Criteria 1 ✅ Success Criteria 2	Activation of Learning *(5 min)*	Focused Instruction *(10 min)* *I DO*	Guided Instruction *(10 min)* *WE DO*	Collaborative Learning *(10 min)* *Y'ALL DO*	Independent Learning *(10 min)* *YOU DO*	Closing *(5 min)*
		• Do Now • Quick Write* • Think/Pair/Share • Polls • Notice/Wonder • Number Talks • Engaging Video • Open-Ended Question	• Think Aloud • Visuals • Demonstration • Analogies* • Worked Examples • Nearpod Activity • Mnemonic Devices*	• Socratic Seminar * • Call/Response • Probing Questions • Graphic Organizer • Nearpod Activity • Digital Whiteboard	• Jigsaw* • Discussions* • Expert Groups • Labs • Stations • Think/Pair/Share • Create Visuals • Gallery Walk	• Written Response* • Digital Portfolio • Presentation • Canvas Assignment • Choice Board • Independent Project • Portfolio	• Group Discussion • Exit Ticket • 3-2-1 • Parking Lot • Journaling* • Nearpod
Monday	🎯 I am learning about the development and decline of the Sudanic kingdoms (Ghana, Mali, and Songhai including the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca. ✅ I can describe the development and decline of the Sudanic	Ibn Battuta desert imagery Quote and write	Mini lecture	Discuss reading questions Flipped video	Graphic organizer together	Read and Questions Pages: Ghana, 337-338 Mali, 338-339 Songhai, 340	Test Question

	kingdoms: • Ghana • Mali • Songhai • Include roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca					
Tuesday	🎯 I am learning about the development and decline of the Sudanic kingdoms (Ghana, Mali, and Songhai including the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca. ✅ I can describe the development and decline of the Sudanic kingdoms: • Ghana • Mali • Songhai • Include roles of Sundiata, and the	Would you rather control all the world's salt or all the world's gold? Why?	Mini lecture	Chart on the board from activity	Group Activity The Sudanic Kingdoms of West Africa Activity .docx	Reflection questions from activity	Test Question

	pilgrimage of Mansa Musa to Mecca					
Wednesday	🎯 I am learning about the development and decline of the Sudanic kingdoms (Ghana, Mali, and Songhai including the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca. ✅ I can describe the development and decline of the Sudanic kingdoms: • Ghana • Mali • Songhai • Include roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca	*What makes a great ruler — wealth, religion, or power?*	Mini lecture - review	Flipped Video: Salt for Gold and Gold for Salt Then discussion	Short answer Formative assessment on SSWH6A	Test Question

Thursday	🎯 I am learning about the Trading networks and distribution of resources. • I am learning about the Trans-Saharan trade in Gold, Salt, Slaves, including the Swahili trading cities. ✅ I can describe the • Trading networks and distribution of resources I can examine Trans-Saharan trade in: • Gold • Salt • Slaves • Swahili trading cities .	*How could people living on the coast of East Africa trade with people living deep in the Sahara Desert?*	Mini lecture			Read and answer questions 336-349 Trade Grows Across the Sahara, 336-337 Analyze Maps: West African Kingdoms and Trade, 337 Gold Wealth of Ghana, 337 An Ideal Location for Trade, 344 Analyze Maps: Kingdom of Axum 300 B.C. to A.D. 600, 345 Trade in the Indian Ocean, 346-347 Trade Influences Swahili, 347 The Travels of Ibn Battuta, 347-348 Analyze Maps: Trading States of East Africa, 348 An Inland Trading Center, 348-349	Test Question

Friday	◎ I am learning about the Trading networks and distribution of resources. • I am learning about the Trans-Saharan trade in Gold, Salt, Slaves, including the Swahili trading cities. ✅ I can describe the • Trading networks and distribution of resources I can examine Trans-Saharan trade in: • Gold • Salt • Slaves • Swahili trading cities	*Why would anyone cross a dangerous desert to trade something as simple as salt?*	Mini Lecture		Ibn Battuta Travels Reading and question **Ibn Battuta Travels.docx**	Ibn Battuta Travels Reading and question	Test Question

key literacy strategies