

Unit 1 Origins of the African Diaspora

Content Area: **Social Studies**
Course(s): **African American History**
Time Period: **September**
Length: **5-6 weeks**
Status: **Published**

Unit Overview:

Unit 1 introduces students to a core feature of African American Studies: the rich array of early African societies that created diversity in contemporary African diaspora communities, within and beyond the United States. By examining the ways that language, geography, politics, religion, and art vary across early African societies, students can articulate their own conclusions about the impact of ancient Africa's history on the field of African American Studies and African diaspora communities more broadly.

Essential Questions:

1. What is Black Studies? How, when, why, and by whom was this field created?
2. How does the study of early African history, culture, and politics deepen our understanding of the complexity of Black communities that take shape in the Americas?
3. How did early African societies' global connections influence societies beyond the continent? How were African societies in turn shaped by their global connections?
4. How did everyday life differ for early Africans, depending on factors such as their gender, region, and occupation?

Enduring Understandings:

1. Ancient Africa was home to some of the world's earliest societies and empires.
2. For more than 500 years, people of African descent have developed various methods to innovate, survive, and thrive producing cultures, languages, identities, and worldviews shaped by their ancestor's experiences in Africa and diverse experiences in America.

Standards/Indicators/Student Learning Objectives (SLOs):

SOC.6.2.12

World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the

environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

SOC.6.2.12.A.1.a

Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

SOC.6.2.12.B.1.a

Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

SOC.6.2.12.D.1.b

Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

Lesson Titles:

What is African American Studies

Ancient Africa - First Look

African Kingdoms and City States

West African Empires

Gender Community & Knowledge

Materials:

Core Instructional Materials

From Slavery to Freedom, 10th Ed by Franklin & Higginbotham

The African American Odyssey, Hine, Hine & Harrold

Freedom on My Mind by White et al

Supplemental Materials

Before the Mayflower: History of Black America, Bennett Jr

Great African Kingdoms,

Map Showing the Major Climate Regions of Africa

Map Showing the Movement of Bantu Peoples, Languages, and Technologies

Image of Aksumite Coin Showing King Ezana, Circa 340–400 Image of Nok Sculpture, Circa 900 BCE–200 CE

Map of Africa's Kingdoms and Empires Catalan Atlas by Abraham Cresques,

1375 Image of Mali Equestrian Figure, Thirteenth to Fifteenth Century 3A 3C 2 1.6

“The Sunjata Story—Glimpse of a Mande Epic,” Griot Performance of the Epic of Sundiata (video)

Image of Griot Basimana with Guitar, Mali

Excerpt of Letter from Nzinga Mbemba to Portuguese King João III, 1526

Illustration of Queen Njinga, Seventeenth Century Image of Queen Mother Pendant Mask: Iyoba, Sixteenth Century

Texts at Various Levels

[How to Write about Africa \(satirical essay\)](#)

Miriam Makeba - African wedding song

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Recommended strategies and activities include:

- Lecture
- Collaborative group work
- Jigsaw
- Graphic organizers
- Effective questioning
- Cooperative learning
- Conferencing
- Close reading
- Inquiry-based learning
- Individual practice
- Guided practice
- Group work

- Class discussion
- Chunking
- Socratic seminars
- Compare/contrast
- Modeling
- Workshop

Blooms/DOK:

Remember

Understand

Analyze

Assessments

Summative Assessment:

End of unit multiple choice assessment

DBQ Essay

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Benchmark Assessments

Writing Prompt

Skills Based Assessment

Reading Response

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment:

Warm-up:

- Check for Knowledge- Mini Survey
- Turn To Your Partner: Bring peers up to speed by sharing prior knowledge
- Questions of Day - Thought-provoking questions connecting current events to content
- Terminology Implementation Games - speaking using terms and concepts in small talk
- Famous Quotes - connecting statements from notable people to content
- JamBoard-

Anticipatory Set:

- De-briefing - Students "Spill" all their prior knowledge on a topic to assess the starting point for instruction
- Point of Views
- What Would You Do? - Problem solving / Moral compass
- Song connections

Closure:

- Ticket Out the Door:
- Self-Assessments
- Post Surveys

- Anticipatory Set
- Closure
- Warm-Up

Career Education Connection

Career Readiness, Life Literacies, & Key Skills:

WRK.9.2.12.CAP.13

Analyze how the economic, social, and political conditions of a time period can affect the labor market.

Computer Science and Design Thinking Standards

CS.K-2.8.2.2.ITH.3

Identify how technology impacts or improves life.

CS.K-2.8.2.2.ITH.4

Identify how various tools reduce work and improve daily tasks.

Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.

Diversity, Equity, and Inclusion

Amistad Mandate

Topic: African Slave Trade _ in ancient times and thriving kingdoms/empires

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias

- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Inter-Disciplinary Connections:

LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Modifications

MLL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Vary test formats

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Tiered assignments

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Assistance in maintaining uncluttered space
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information

- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Technology Materials and Standards

Pear Deck

Canva

Worditout.com

Youtube videos

Jamboard

Kami annotating

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.