14 Africa

Content Area: **Social Studies**
Course(s): **World History**
Time Period: **Semester 2**
Length: **2-3 weeks**
Status: **Published**

Standards

6.2.12.HistoryCC.1.a	Determine the extent to which various technologies (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
6.2.12.HistoryCC.1.b	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
6.2.12.HistoryCC.1.c	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
6.2.12.HistoryCC.1.d	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
6.2.12.HistoryCC.1.g	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
6.2.12.EconGE.3.c	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
6.2.12.HistoryCC.4.d	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
6.2.12.GeoPP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
6.2.12.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
6.2.12.GeoPP.6.a	Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

Enduring Understanding

- 1. Although civilizations share common elements, differences develop.
- 2. The movement of people and ideas through trade results in cultural diffusion.

- 3. Power, authority and governance evolve through the rise and fall of empires and nations.
- 4. Institutions and civilizations of the past continue to impact our world.
- 5. Individuals impact human history.
- 6. The factors that transformed African society from kingdoms to modern examples.
- 7. The realization of societal hierarchy in African society.
- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. What is justice?

2. How do societies balance tradition and change?

3. How does geography affect Africa?

4. How did economic factors and imperialism lead to an increase in slavery and the slave trade?

5. How are the governmental and societal responses to ongoing issues such as militarism, human rights and global security impacting the world?

6. How has internal conflict been developed and then influenced world affairs?

Knowledge and skills

Geography, climate and topography of Africa.

Diseases, poverty and famine in Africa

Kingdoms Of Africa: Gold/Salt trade- Ghana, Mali, Timbuktu- The great Zimbabwe (Economic Prosperity & Scientific Progress/ Golden Ages)

Religions of Africa: Tribal/ Christianity/ Islam

Patterns of Life- women's role, age-grade system, rites of passage, consensus, animism, oral traditions

Slave trade- diaspora; economic, social & political implications as compared to the Middle Passage and slavery in the United States

Scramble for Africa-- Imperialism- Berlin conference

African Resistance, Nationalism and Independence

Colonial Legacy- pros and cons & establishment of new governments; Cold War impact on Africa

South Africa- Apartheid, Roles of leaders: Nelson Mandela, FW DeKlerk, Desmond Tutu, International pressure compared to the Civil Rights Movement of the 1950s-60s in the United States

Internal conflicts/ civil war, genocide and tribal politics- Rwanda, Darfur, Somalia, Kenya, Child soldiers (non-European/Holocaust)

Use simulations (i.e. Model United Nations, Sheg, Brown's Choices) to look at current economic decisions, foreign policy, and national security.

Transfer Goals

Students will be able to independently adapt and explain how individual and group identities coalesce and change over time and how values and power are motivating forces in decision making.

Students will be able to independently apply the lessons of the past issues of militarism, human rights, and global security to the current terrorists threats and actions seen in the modern era.

Resources

Textbook: Global Mosaic

Supplemental Readings and Sources:

New Visions

Newsela

UpFront Scholastic

Supplemental Videos:

PBS Video - Kingdoms of Africa

Guns, Germs and Steele (Into the Tropics - Jared Diamond)

30 for 30 - The 16th Man (Nelson Mandela)

Cry Freedom

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Databases:

South African History Archive: http://www.saha.org.za/

Library of Congress: Islamic Manuscripts of Mali - http://memory.loc.gov/intldl/malihtml/malihome.htm

Genocide Archive of
Rwanda: http://www.genocidearchiverwanda.org.rw/index.php/Welcome_to_Genocide_Archive_Rwanda

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

Global Mosaic Textbook

Stanford History Education Group

Upfront Magazine

I Think History

PSB Videos/articles

Facing History

BBC

New Visions for Social Studies

Smithsonian

History.com articles

National Geographic video clips

Aspects of Western Civilization: (primary source) : Royers

CSPAN Educational Resources

NPR

60 Minutes

American Experience

Textbook Primary Source Readings

Brown University Choices

Not in Our Town

CBS

National Geographic

Frontline PBS

News publications, including but not limited to NYTimes, Washington Post.

AI (i.e. Gemini, Magicschool)

Diffit

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1Ww024LQIovOsDb84DAFuB3xhbTUxqLQTaVy65PIJJ4g/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0