

# Unit 1: Geography - Where Africans in America Came From (Weeks 1-4)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

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Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.

Africa has a rich heritage that can be traced back to the beginning of man. Looking at the broadest definition of civilization, as any complex state-society characterized by urban development, social stratification, symbolic communication forms, such as writing and a separation from and a domination over other elements, Africans formed the earliest civilizations. An additional fundamental point that must be stressed in this unit is that the Americas were populated long before the arrival of European colonists in the 1490s.

## ESSENTIAL QUESTIONS

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- Is the effect of globalization more positive or negative when considering the natural development of societies?
- Does globalization always benefit people in societies, especially when more advanced societies interact with less developed societies?

## STANDARDS

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice

healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

## **NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA**

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### **New Jersey (NJSL) - Grades 9-12 - Social Studies (2020)**

#### **6.2.12.GeoHE.1.a:**

Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

#### **6.2.12.EconGE.1.c:**

Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

#### **6.2.12.GeoSP.4.a:**

Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.

SOC.6.2.12.GeoHE.1.a

Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

SOC.6.2.12.EconGE.1.c

Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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Highlighted Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

Highlighted Career Awareness, Exploration and Preparation:

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Social- Emotional Learning Competencies:

Self-Awareness:

- Recognize the impact of one's feelings and thoughts on one's own behavior

# NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

New Jersey Student Learning Standards: Technology

## 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

## PRE-ASSESSMENTS

- Which region of Africa was the primary source of enslaved Africans brought to the United States during the transatlantic slave trade?
- Which of the following countries was a major source of African immigrants to the United States during the 20th century?

## INSTRUCTIONAL PLAN

### MODULE 1

Instructional Plan				
Students will begin this unit with a pre-assessment of a map of the world. Once students' level of basic geography is assessed, they will begin a close examination of the countries and regions of the African continent that African-Americans originated from; this understanding is critical to provide a deeper context to the complexities and significance of geography and its impact on how humans move and interact with one another.				
Student Learning Intentions (SLI) WALT: (We are learning to/that...)	Strategies for Student Learning	Formative Assessment (drives instructional decisions)	Activities and Resources	Reflection
6.2.12.GeoSV.1.a WALT Use	<ul style="list-style-type: none"><li>• Direct Instruction</li></ul>	<ul style="list-style-type: none"><li>• Writing</li></ul>	<ul style="list-style-type: none"><li>• Amistad</li></ul>	

<p>geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century. WALT landforms, climate and weather, and resource availability affect physical and human characteristics</p>	<ul style="list-style-type: none"> <li>• Audio/Visual instruction</li> <li>• Activities that incorporate kinesthetic learning</li> </ul>	<p>Journals/Prompts</p> <ul style="list-style-type: none"> <li>• Entrance/Exit slips</li> <li>• Student conferences</li> <li>• Class discussions</li> <li>• Student Conferences</li> <li>• Observation</li> <li>• RACE responses</li> </ul>	<p>Commission Interactive Curriculum</p> <ul style="list-style-type: none"> <li>• World Atlas</li> </ul>	
<p><b>6.2.12.GeoPP.1.a</b> WALT Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. WALT use maps to identify features such as continents, oceans, rivers, lakes, mountains, etc</p>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Audio/Visual instruction</li> <li>• Activities that incorporate kinesthetic learning</li> </ul>	<p>Writing Journals/Prompts</p> <ul style="list-style-type: none"> <li>• Entrance/Exit slips</li> <li>• Student conferences</li> <li>• Class discussions</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Amistad Commission Interactive Curriculum</li> <li>• World Atlas</li> </ul>	

		<ul style="list-style-type: none"> <li>• RACE responses</li> </ul>		
<p><b>6.2.12.GeoGE.1.d</b> WALT Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Audio/Visual instruction</li> <li>• Activities that incorporate kinesthetic learning</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Journals/Prompts</li> <li>• Entrance/Exit slips</li> <li>• Student conferences</li> <li>• Class discussions</li> <li>• Observation</li> <li>• RACE responses</li> </ul>	<ul style="list-style-type: none"> <li>• Amistad Commission Interactive Curriculum</li> <li>• World Atlas</li> <li>• 1745 - The Interesting Narrative of the Life of Olaudah Equiano: Or Gustavus Vassa, The African</li> </ul>	

**Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

**English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

**Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans**

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#### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

#### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the

student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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## **REFLECTIONS**

N/A

## **FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.