

# Unit #4: Women of Africa

Content Area: **History**  
Course(s):  
Time Period:  
Length: **9 weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

## Women of Africa

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### Learning Objectives

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- 1. Evaluate factors that led to women from different cultures to become involved in the society, government and/or world around them.
- 2. Evaluate the contributions of women to the society in which they belong.
- 3. Determine the role women had in different aspects of the advancement of women's rights, human rights and/or equal rights.
- 4. Evaluate the contributions of women to the support and creation of universal human rights.
- 5. Assess the different viewpoints presented of historical events.
- 6. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

### Essential Skills

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- 1. Identify key factors (such as race, religion, socioeconomic standing, etc.) leading to an increase in women's involvement in society.
- 2. Evaluate the differences women in different countries and continents face in contributing to society.
- 3. Compare and contrast women's roles in society in different time periods and countries.
- 4. Publish and defend a thesis in an academic research paper.
- 5. Examine primary source documents and evaluate their main arguments.
- 6. Analyze the diversity of the women studied impacted their contributions to society.

- 7. Compare and contrast the obstacles facing women in other parts of the world with women in Africa.

## Standards

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- 6.3.12.CivisHR.1
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|--------------------------|--|
| LA.W.11-12.2.A           | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.W.11-12.2.B           | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.   |
| LA.W.11-12.2.C           | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.   |
| LA.W.11-12.2.D           | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  |
| LA.W.11-12.2.E           | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  |
| LA.W.11-12.2.F           | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).   |
| SOC.6.2.12.HistoryCC.1.f | Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).           |
| SOC.6.2.12.HistoryCC.5.g | Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.  |
| SOC.6.2.12.EconGE.6.a    | Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.   |
| SOC.6.2.12.EconGE.6.c    | Relate the rise of the Internet and social media to global economy.  |
| SOC.6.3.12.HistoryCA.12  | Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.  |

## Instructional Tasks/Activities

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- 1. Guided Reading / Outlining / Notes
- 2. Identify key figures (for example those that follow): Esraa Abdel Fattah, Wangari Maathai, Buchi Emecheta, Mariama Ba, Labotsibeni Mdluli, Huda Sha'arawi
- 3. Complete multiple graphic organizers, including, but not limited to: KWL charts, Venn diagrams, page dumps, compare and contrast charts
- 4. Read and analyze primary and secondary sources
- 5. Complete a research project on a woman of choice from the Americas and create a presentation to be presented. Included in the project will be the following requirements:
- 6. If applicable, view documentaries or videos that reinforce the importance of these women. Complete study guides and reflections on their impacts on society.
- 7. Add a final woman from this unit of study to the comparison. Draw conclusions from those comparisons to be used in a research based paper.

- a. discuss how the historical time period is affected by these women
- a. research paper with properly cited research from academic sources
- b. discuss how their backgrounds impact their struggle
- b. poster of important contributions of the woman
- c. discuss the contributions these women made to society
- c. oral presentation given to the class
- Note - The final activity will be used to complete the Final Exam project after all 4 units are completed.

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Notes
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Quizzes
- Research project
- Rubric
- Teacher Collected Data
- Teacher created test
- Teacher observation
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here

- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Google Slides for presentation.
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Other technology such as multimedia resources will be utilized throughout the unit as appropriate.
- Quiziz
- Readings from online textbook.
- Screencastify
- Teacher generated notes either typed or shown.
- Use of ChromeBooks for research and online textbook.

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving

- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## Resources

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- ABC-CLIO online textbook
- Google Docs
- Google Slides
- Primary source documents from the online textbook
- The Internet