

Unit I: Origins of the African Diaspora

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Summary

Origins of the African Diaspora: Students will explore various cultures of the pre-colonization African continent, analyzing first the meaning and tradition of what is considered "African American Studies". A focus on African geography, learning & religious traditions, empires, trade, and global role will be emphasized.

Standards

EK 1.1.A.3 African American Studies examines the development of ideas about Africa's history and the continent's ongoing relationship to communities of the African diaspora.

EK 1.1.B.1 Toward the end of the Civil Rights movement and during the Black Power movement in the 1960s and 1970s, Black college students entered predominantly white institutions in large numbers for the first time in American history.

EK 1.1.C.2 Interdisciplinary analysis in African American Studies dispels misconceptions of early Africa as a place with an undocumented or unknowable history. Research in this field documents early Africa as a diverse continent with complex societies that made enduring contributions to humanity. These societies were globally connected well before the onset of the transatlantic slave trade.

LO 1.2.A Describe the geographic features of the African continent.

EK 1.3.A.1 Technological innovations (e.g., the development of tools*) and agricultural innovations (e.g., the cultivation of bananas, yams, and grains) contributed to the population growth of West and Central African peoples.

LO 1.4.A Describe the features of, and goods produced by, complex societies that emerged in ancient East and West Africa.

LO 1.4.B Explain why Africa's ancient societies are culturally and historically significant to Black communities.

LO 1.5.A Explain how the influence of gold and trade shaped the political, economic, and religious development of the ancient West African empires of Ghana, Mali, and Songhai.

EK 1.7.A.2 Africans who blended local spiritual practices with Christianity and Islam brought their syncretic religious and cultural practices from Africa to the Americas. About one-quarter of the enslaved Africans who arrived in North America came from Christian societies in Africa, and about one-quarter came from Muslim societies in Africa.

EK 1.10.A.1 Many early West and Central African societies were composed of family groups held together by extended kinship ties, and kinship often formed the basis for political alliances. EK 1.10.A.2 Women played many roles in West and Central African societies, including as spiritual leaders, political advisors, market

traders, educators, and agriculturalists.

LO 1.11.A Explain the reasons why Africans went to Europe and Europeans went to Africa before the onset of the transatlantic slave trade.

Supplemental Content Standards

Priority Content Standards

Interdisciplinary Connections (Standards)

Please select relevant "Standards for Mathematical Practice (2023)", science and engineering practice standards "Grades 9-12/6-8 (2023)", ELA anchor statements, Social Studies practice standards. (3-6 total are suggested)

Planning and Carrying Out Investigations
Obtaining, Evaluating, and Communicating Information
Using Mathematics and Computational Thinking
Developing and Using Models
Constructing Explanations and Designing Solutions
Analyzing and Interpreting Data
Engaging in Argument from Evidence
Asking Questions and Defining Problems

Career Readiness, Life Literacies, and Key Skills PRACTICES

These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Standards

Select the Performance Expectations.

ClimateChange Education

Stage I: Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
<p>Identify and explain course concepts, developments, and processes.</p> <p>Identify and explain a source’s claim(s), evidence, and reasoning.</p> <p>Describe and draw conclusions from patterns, trends, and limitations in data, making connections to relevant course content.</p> <p>Explain how course concepts, developments, and processes relate to the discipline of African American Studies.</p> <p>Strategically select sources—evaluating the credibility of the evidence they present—to effectively support a claim.</p>	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <p>African American Studies combines an interdisciplinary approach with the rigor of scholarly inquiry to analyze the history, culture, and contributions of people of African descent in the United States and throughout the African diaspora.</p> <p>Technological innovations and agricultural innovations contributed to the population growth of West and Central African peoples.</p> <p>Several of the world’s earliest complex, large-scale societies arose in Africa during the ancient era, including Egypt and Nubia.</p>	<p><u>Essential Questions</u></p> <p>How did African American studies emerge from Black artistic, intellectual, and political endeavors that predate its formalization as a field of study?</p> <p>How has Africa's varied landscape affected patterns of settlement and trade between diverse cultural regions?</p> <p>Why are Africa’s ancient societies culturally and historically significant to Black communities?</p> <p>How did gender play an important role in the institutional and community-based models of education present in early West African societies?</p> <p>How did the adoption of Christianity affect</p>

The influence of gold and trade shaped the political, economic, and religious development of the ancient West African empires of Ghana, Mali, and Songhai.

Early forms of enslaved labor by the Portuguese shaped slave-based economies in the Americas.

economic and religious aspects of African kingdoms?

Acquisition

Students will know . . .

- *African geography*
- *Bantu Expansion*
- *Egypt*
- *Nubia*
- *The Aksumite Empire*
- *The Nok society*
- *Ghana Empire*
- *Mali Empire*
- *Songhai Empire*
- *Mansa Musa*
- *Catalan Atlas*
- *Griots*
- *The Kingdom of Zimbabwe*
- *Stone Enclosures*
- *The Swahili Coast*
- *Portuguese Trade*
- *The Kingdom of Kongo*
- *King Nzinga a Nkuwu*
- *Queen Idia of Benin*
- *Queen Njinga of Ndongo-Matamba.*
- *Transatlantic Slave Trade*

Students will be skilled at . . .

- Reading closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determining central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Writing arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Assessing how point of view or purpose shapes the content and style of a text.
- Conducting short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gathering relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the

	<p>information while avoiding plagiarism.</p> <ul style="list-style-type: none"> • Drawing evidence from literary or informational texts to support analysis, reflection, and research. • Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Developing and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Using technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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Stage II: Assessment Evidence

STAGE II Assessment Evidence	
Practices	Assessments
Development of AP AFAM African Art Jigsaw Analysis Mysteries of Zimbabwe- Jigsaw Gallery Journey to Aksum S.P.Y. Analysis Adventures in Mali- Board Game Modern Day Griots- Music & Story Queen Njinga Close Reading/ SAQ Paired Essay Designing Maps Outcast Close Reading	Unit I Test African Kingdoms Project Socratic circle FRQ DBQ

Modifications

Extra time on assessments

Study guides

Preferential seating

Audio/video examples

Acceleration

Additional FRQ and DBQ practices

Supplemental readings

Additional multiple choice practice questions

Stage III: Learning Plan

I. Week 1: Introduction to Course

A. 1.1- What Is African American Studies?

II. Week 2: The African Continent

A. 1.2/3- The African Continent: A Varied Landscape/ Population

B. 1.4/ 5- Ancient Societies

III. Week 3: Traditions & Cosmologies

A. [1.6 Learning Traditions](#)

B. [1.7 Indigenous Cosmologies](#)

IV. Week 4: African Kingdoms & Empires

A. [1.5/1.8 / 1.9/ 1.10](#) African Empires

V. Week 5- Africa & Global Politics

A. [1.11- Global Africans](#)

VI. Week 3: Traditions & Cosmologies Early West African Empires

A. [1.5- Sudanic Empires](#)

B. [1.6- Learning Traditions](#)

C. [1.7- Indigenous Cosmologies](#)

VII. Week 4: Early African Kingdoms & Empires City-States

A. [1.7- Indigenous Cosmologies](#)

B. [1.8 Culture & Trade](#)

C. [1.5/1.8/ 1.9/ 1.10 African Empires/ Leadership](#)

VIII. Week 5: Early Africa & Global Politics

A. [1.9- Kingdom of the Kongo](#)

B. [1.10- Kinship & Political Leadership](#)

C. [1.11- Global Africans](#)

- Lesson 1.1: What is African American Studies?
- Lesson 1.2: The African Continent: A Varied Landscape
- Lesson 1.3: Population Growth and Ethnolinguistic Diversity
- Lesson 2.1: Africa's Ancient Societies
- Lesson 2.2: The Sudanic Empires: Ghana, Mali, and Songhai
- Lesson 2.3: Learning Traditions
- Lesson 3.1: Indigenous Cosmologies and Religious Syncretism
- Lesson 3.2: Culture and Trade in Southern and East Africa
- Lesson 3.3: West Central Africa: The Kingdom of Kongo
- Lesson 4.1: Kinship and Political Leadership
- Lesson 4.2: Global Africans
- Lesson 4.3: Unit Test

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Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

This unit explores the rich history of the African Continent and lays the foundation of the study of African America studies. It includes perspectives of various ethnic groups, religions and linguistic regions.

Specific Resources for Unit

- Textbook: Freedom on My Mind
- Clips from “African Queens- Netflix Documentary” for connection to Queen Njinga lesson
- Gilder Lehrman Institute of American History: AP African American Studies Guide- <https://www.gilderlehrman.org/ap-african-american-studies>
- Photo of Black Student Union Strike for Black Studies at San Francisco State College, 1968
- Schedule of Courses for Black and Puerto Rican Studies, Hunter College, 1972 <https://learninglab.si.edu/collections/ap-african-american-studies-teaching-with-objects-updated-december-2023/oEHvNSFB2wP91Kke#r/1552790>
- Program for the First National Council for Black Studies Annual Conference, 1975 <https://learninglab.si.edu/collections/ap-african-american-studies-teaching-with-objects-updated-december-2023/oEHvNSFB2wP91Kke#r/1552752>
- [Black Power and the Birth of Black Studies\(Secondary\), 2022](https://www.youtube.com/watch?v=La3-IgfsE9E) <https://www.youtube.com/watch?v=La3-IgfsE9E>
- "Learning for Justice" Videos <https://www.youtube.com/@TeachingTolerance>
- "Black History in Two Minutes" Videos <https://www.youtube.com/@BlackHistoryinTwoMinutes>
- The Mis-Education of the Negro by Carter G. Woodson
- “The Negro Digs Up His History” by Arturo A. Schomburg in The New Negro: An Interpretation edited by Alaine Lock, 1925
- “Blk History Month,” Nikki Giovanni, 2002
- “History of Black Studies at Washington University in St. Louis,” WUSTL (video, 2:19)
- What Is Black Studies?, Excerpt from the documentary Black and Cuba, 2015 (video, 1:06)
- "How to Write About Africa" <https://granta.com/how-to-write-about-africa/>
- "42 Million Ways to be Black" <https://www.youtube.com/watch?v=MoM4WiRDPy0>
- Map Showing the Major Climate Regions of Africa
- Map “Rivers in West Africa”
- Map Showing the Movement of Bantu Peoples, Languages, and Technologies
- “The Bantu Expansion,” AE Learning (video, 4:27)
- Image of Aksumite Coin Showing King Ezana, Circa 340–400 https://www.britishmuseum.org/collection/object/C_1915-0108-81
- Image of Nok Sculpture, Circa 900 BCE–200 CE
- Image of, Ethiopian Orthodox Processional Cross, Fourteenth to Fifteenth Century (Smithsonian Institution)
- Map of Africa’s Kingdoms and Empires
- Catalan Atlas by Abraham Cresques, 1375
- Image of Mali Equestrian Figure, Thirteenth to Fifteenth Century <https://learninglab.si.edu/collections/ap-african-american-studies-teaching-with-objects-updated-december-2023/oEHvNSFB2wP91Kke#r/1552754>
- Image, Mali Archer Figure, Thirteenth to Fifteenth Century (Smithsonian Institution)
- “The Sunjata Story – Glimpse of a Mande Epic,” a Griot Performance of the Epic of Sundiata (video, 20:00) https://www.youtube.com/watch?v=yOS78ul1_rA
- Image of Griot Basimana with Guitar, Mali <https://learninglab.si.edu/collections/ap-african-american-studies-teaching-with-objects-updated-december-2023/oEHvNSFB2wP91Kke#r/1552793>
- “Osain del Monte” – by Grupo Abbilona (video, 4 minutes, 36:00–40:00) <https://www.youtube.com/watch?v=MrJQhgJyMS8>
- Yoruba Oshe Shango Ceremonial Wand, Mid-Twentieth Century <https://learninglab.si.edu/collections/ap-african-american-studies-teaching-with-objects-updated->

[december-2023/oEHvNSFB2wP91Kke#r/1552794](https://learninglab.si.edu/collections/ap-african-american-studies-teaching-with-objects-updated-december-2023/oEHvNSFB2wP91Kke#r/1552794)

- Oya's Betrayal by Harmonia Rosales, 2020 <https://learninglab.si.edu/collections/ap-african-american-studies-teaching-with-objects-updated-december-2023/oEHvNSFB2wP91Kke#r/1552808>
- Image, Candomblé in Bahía (Brazil) Ritual Dance, 1962 (Library of Congress)
- Image, Candomblé in Bahia (Brazil) Omolú Daughter, 1962 (Library of Congress)
- Image of, Statue of Black Madonna of Regla, Cuba (Smithsonian Institution)
- Photographs of Great Zimbabwe's Walls and Stone Enclosures, Twelfth to Fifteenth Century
- Map Showing Indian Ocean Trade Routes from the Swahili Coast
- Image of String of Cowrie Shells, an object of trade and currency throughout Africa (National Museum of African American History & Culture).
- Image of Nineteenth-Century Door created by a Swahili artist in Tanzania, illustrating the blend of aesthetic influences from Africa, the Arabian Peninsula, and South Asia (National Museum of African Art).
- Excerpt of Letter from Nzinga Mbemba to Portuguese King João III, 1526
https://worldhistorycommons.org/excerpt-letter-nzinga-mbemba-portuguese-king-joao-iii#doc_transcription
- Image of Triple Crucifix, Sixteenth to Nineteenth Century
<https://www.metmuseum.org/art/collection/search/318331>
- Illustration of Queen Njinga, Seventeenth Century
- Image of Queen Mother Pendant Mask: Iyoba, Sixteenth Century
<https://www.metmuseum.org/art/collection/search/318622>
- Image of Head of a Queen Mother (Iyoba), Eighteenth Century (Metropolitan Museum of Art)
- Image of Plaque: Equestrian Oba and Attendants, Sixteenth to Seventeenth Century (Metropolitan Museum of Art)
- Chafariz d'El-Rey (The King's Fountain), 1570–1580
<https://berardocollection.com/?article=32&lang=en&page=1&sid=50002>

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.