| ***Unit 1: African Kingdoms/Slavery/Civil War and Reconstruction***  ***Timeline: 4-6 Weeks*** | | | | | |
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| **Targeted Standards**  6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.  6.2.8.GeoPP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).  6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.  6.2.8.GeoGI.4.a: Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.  6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.  • 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.  • 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).  6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).  6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.  6.1.12.HistoryUP.3.b Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.  6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).  • 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.  6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.  6.1.12.CivicsDP.4.a: Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans ability to participate in influencing governmental policies.  • 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).  6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.  6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.  6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.  • 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.  6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.  6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.  6.1.12.HistoryCA.4.a: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.  6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. | | | | | |
| **Rationale and Transfer Goals** :  Critically analyze and evaluate reliability of primary and secondary documents, artifacts, and sources in order to develop and/or defend a claim using evidence from those sources.  Interpret historical knowledge to create informed understandings about current events.  Demonstrate an appreciation or awareness of historical and geographical patterns and changes over time to better understand the present and to prepare for the future.  Using a variety of digital tools and communication skills, apply knowledge of political, economic and social systems to solve complex problems and take informed action as a global citizen. | | | | | |
| **Enduring Understandings:**  African kingdoms had patriarchal structure and a variety of religious traditions including Islam.  African slave labor provided a method to maxmize agricultural profits in North America ad the Carribean. Agricultural production focused on sugar and tobacco.  African culture remained a distinct part of slave culture through the use of language, music, and stories to transmit African history from one generation to the next in the New World.  Slaves resisted in a variety of ways ranging from working slowly to running away, to breaking tools, to violent rebellion.  Slave culture relied on special relationships formed through extended familial networks, church groups and oppostion to their captors.  The United States was unable to resolve the division caused by economic and political disputes between the north and the south through diplomatic measures. After the failure of compromises, the southern states seceded as a response to the election of Lincoln.  African AMericans were used as troops by the north, eventually slaves were conscripted as soldiers.  Reconstruction is a paradox because while African AMericans were able to obtain rights through Constitutional Amendments, they were excluded from exercising them due to the creation of Jim Crow laws in the South and inaction by the federal government. | | | | | |
| **Essential Questions**:  How did culture develop in Africa prior to the slave trade?  Why was there such a demand for slave labor in the New World  How was African culture transmitted to the New World?  How were slaves able to resist their mastera and find support in their efforts?  How were slaves able to create a dstinct culture seperate from their white oppressors?  Why did slavery continue to exist throughout the 1800s?  Why did the United States resort to Civil War to solve its disputes?  How were African Americans able to play a role in the War?  Why would the era of Reconstruction be considered a success and a failure?  What Social,political,and economic challenges has the U.S. faced?  Was the use of violence to combat slavery justified?  How has slavery influenced racial issues that exist today?  How were slaves successful in infusing African culture throughout American society?  How were slaves effective in preserving African culture in their own lives?  Does the wellbeing of the total nation outweigh the wellbeing of individuals or minorities?  How would the course of American history, regarding race relations, have been different if Reconstruction lasted longer?  What is the impact of legislation on the accepted norms of a society? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| The history of West African Kingdoms  Contact with European traders  Atlantic Slave Trade  Situations African slaves faced upon arrival in the New World  The economics of slavery  Conditions slaves faced  The abolitionist movements  Culture of slaves  Slave resistance  Events leading to the Civil War  Role of African Americans in the war effort  The successes and failures of Reconstruction | Journal as they view Roots  Use primary sources to describe African kingdoms  Work collaboratively with peers to publish digital media  Develop cultural understanding and global awareness by engaging with other learners  Describe the major patterns in regards to population distribution  Analyze sources to recognize bias  Explain how different people perceive the same place in varied ways  Utilize maps and digital tools to accomplish tasks  Explain the relevance of Constitutional issues  Predict the consequences that may occur when individuals and groups fail to meet goals  Determine the causes and possible resolutions of cultural conflicts  Distinguish between fact and opinion  Analyze primary and secondary sources  Describe the social institutions and characteristics of family  Demonstrate critical thinking  Apply existing knowledge to generate new ideas | | Using the first episode of the miniseries Roots, describe 20 impactful moments.  Using a primary source document examine and describe West African Kingdoms  Create a multimedia presentation covering the Atlantic Slave trade  Create a journal that outlines the dangers of both slaves and slavers on a slave ship  Creating a map that highlights where slaves went in the New World  Create a story board that breaks down the African American experience from 1600-1750  Compare and contrast the different “types” of slavery  Use population density maps from 1790 - 1830 to highlight the growth of slavery after the advent of the cotton gin  Write a response to the film 12 Years a Slave  Pair, share, and summarize Slave Family Life and culture  Create an advertisement for an abolitionist group  After viewing Up From Savery episode regarding slave rebellions and create a list of the factors working against a successful slave rebellion  Debate the pros and cons of the abolition of slavery  Using Frederick Douglass’ 4th of July speech, annotate the speech and highlight the powerful language he uses to communicate his frustrations  Take on the role of a legislator during reconstruction and create a legislative chart  Create a list of the top ten reasons the Civil War occured  Film activity related to the film Glory  Using multiple speeches analyze how Lincoln’s views on savery changed during the war.  Discuss the purpose and effectiveness of the Freedmen's Bureau after looking at political cartoons  Group Reconstruction Amendments assignment | | Program of regular testing including objective and essay questions as well as short quizzes  Project evaluations (including Power Point Presentations)  Daily classwork/homework assignments  Writing Across the Curriculum  Math Across the Curriculum  Class participation and initiative  Summative Assessments |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Journal writing  Primary and secondary source evaluation  Multimedia presentation  Map creation  Storyboard creation  Using population density maps over time  Writing film responses  Creating an advertisement  Annotating a written document  Analyzing political cartoons  Analyzing historical speeches | | Implementing technology into the learning process  Proper note taking and outlining strategies  Proper methods of research; how to use the internet, cite sources, and develop a research paper  Acquiring various reading strategies needed to comprehend historical text  Demonstrating appropriate debating skills  Successfully implementing cooperative learning strategies  Writing a minimum of 20 minutes per week in each class  Completing one writing task per unit  Completing a variety of writing tasks, including speculative and persuasive writing  Utilizing revise and edit skills to improve writing  Completing a variety of mathematics tasks  Applying mathematics test-taking strategies to open-ended questions | | Critically analyzing or interpreting a written source to understand its meaning  Synthesizing, or combining information from multiple sources, to come to a single meaning  Creating a clearly written argument or thesis  Proving an argument or thesis using evidence to support your argument  Organizing and communicating your thoughts and ideas in writing and verbally  Establishing and understanding cause and effect  Effectively comparing and contrasting | |
| **Career Readiness, Life Literacies, and Key Skills:**  9.4.2.IML.2: Represent data in a visual format to tell a story about the data    9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems    9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process    9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov  9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect    9.4.8.TL.3: Select appropriate tools to organize and present information digitally.  9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas | | | | | |
| **Key resources:**  Roots miniseries, Al Bakri describes Kumbi Saleh and Ghana’s Royal Court, slave ship documents, blank maps of the new world, descriptions of slavery, popu;ation density maps online, 12 Years A Slave film, Slave family and life digital hisotyr, LOC Slave Narratives, Up From S;avery film, US Constitution, Frederick Douglass 4th of July speech, Civil War documents from US History text, Glory film, braham Lincoln speeches, political cartoons, | | | | | |
| **Interdisciplinary Connections:**  Language Arts  NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.  NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  Math  Modeling links classroom mathematics and statistics to everyday life, work, and decision-making.  Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods.  Art  Anchor Standard 7: Perceiving and analyzing products.  Anchor Standard 8: Applying criteria to evaluate products.  Anchor Standard 9: Interpreting intent and meaning.  Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.  Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. | | | | | |
| **Intersections of History:**  **Black:**  **Hispanic:** African diaspora in Latin America  **Women:** Female rulers in Africa, matriarchal societies in Africa, role of women on plantations, Harriet Tubman, Sojourner Truth  **LGBTQ:** ancient Egypt with two men’s bodies Niankhkhnum and Khnumhotep embracing each other as lovers; deities were portrayed androgynously, mbangala people of Angola had “men in womens apparel, with whom they kept amongst their wives”; openly gay monarch, King Mwanga II of Buganda (present day Uganda), who actively opposed Christianity and colonialism; The Igbo and Yoruba tribes, found mostly in present day Nigeria, did not have a binary of genders and typically did not assign gender to babies at birth, and instead waited until later life; Similarly the Dagaaba people (present day Ghana) assigned gender not based on ones anatomy, but rather the energy one presents; In the royal palaces of Northern Sudan, daughters were sometimes given slave girls for sex. | | | | | |
| **Important Vocabulary:**  assimilation, creoles, indentured servant, indigenous, matrilineal, patrilineal, atlantic slave trade, berbers, chattel, griots, low country, middle passage, slave codes, sub saharan, triangular trade, antebellum, manifest destiny, manumission, suffrage, three fifths clause, abolition, cotton gin, emancipation, carpetbagger, popular sovereignty, scalawags, sharecropping | | | | | |