| ***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 WorldHow 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 KingdomsContact with European tradersAtlantic Slave TradeSituations African slaves faced upon arrival in the New WorldThe economics of slaveryConditions slaves facedThe abolitionist movementsCulture of slavesSlave resistanceEvents leading to the Civil WarRole of African Americans in the war effortThe successes and failures of Reconstruction | Journal as they view RootsUse primary sources to describe African kingdomsWork collaboratively with peers to publish digital mediaDevelop cultural understanding and global awareness by engaging with other learnersDescribe the major patterns in regards to population distributionAnalyze sources to recognize biasExplain how different people perceive the same place in varied waysUtilize maps and digital tools to accomplish tasksExplain the relevance of Constitutional issuesPredict the consequences that may occur when individuals and groups fail to meet goalsDetermine the causes and possible resolutions of cultural conflictsDistinguish between fact and opinionAnalyze primary and secondary sourcesDescribe the social institutions and characteristics of familyDemonstrate critical thinkingApply 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 KingdomsCreate a multimedia presentation covering the Atlantic Slave tradeCreate a journal that outlines the dangers of both slaves and slavers on a slave shipCreating a map that highlights where slaves went in the New WorldCreate a story board that breaks down the African American experience from 1600-1750Compare and contrast the different “types” of slaveryUse population density maps from 1790 - 1830 to highlight the growth of slavery after the advent of the cotton ginWrite a response to the film 12 Years a SlavePair, share, and summarize Slave Family Life and cultureCreate an advertisement for an abolitionist groupAfter viewing Up From Savery episode regarding slave rebellions and create a list of the factors working against a successful slave rebellionDebate the pros and cons of the abolition of slaveryUsing Frederick Douglass’ 4th of July speech, annotate the speech and highlight the powerful language he uses to communicate his frustrationsTake on the role of a legislator during reconstruction and create a legislative chartCreate a list of the top ten reasons the Civil War occuredFilm activity related to the film GloryUsing 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 quizzesProject evaluations (including Power Point Presentations)Daily classwork/homework assignmentsWriting Across the CurriculumMath Across the CurriculumClass participation and initiativeSummative 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 writingPrimary and secondary source evaluationMultimedia presentationMap creationStoryboard creationUsing population density maps over timeWriting film responsesCreating an advertisementAnnotating a written documentAnalyzing political cartoonsAnalyzing historical speeches | Implementing technology into the learning processProper note taking and outlining strategies Proper methods of research; how to use the internet, cite sources, and develop a research paperAcquiring 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 classCompleting one writing task per unitCompleting a variety of writing tasks, including speculative and persuasive writingUtilizing 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 meaningSynthesizing, or combining information from multiple sources, to come to a single meaningCreating a clearly written argument or thesisProving an argument or thesis using evidence to support your argumentOrganizing and communicating your thoughts and ideas in writing and verballyEstablishing and understanding cause and effectEffectively 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 pov9.4.8.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 ArtsNJSLSA.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.MathModeling 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 |