| ***Amistad Unit*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  **Civics, Government, and Human Rights**   * 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. * 6.1.8.CivicsDP.3.a:Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period. * 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.   **Geography, People and the Environment**   * 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.   **History, Culture, and Perspectives**   * 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. | | | | | |
| **Rationale and Transfer Goals** : *This section addresses how students will use what they learned for some useful accomplishment.* *Use a short narrative form to explain what students are learning and learning to do in this unit as a whole experience. Transfer of knowledge should 1) be based on mastery, not just rote knowledge; 2) be connected to real world contexts and/or study of other subjects (How will this help me in life, K-12 school, college, or career?); and 3) offer opportunities to develop 21st century skills and habits of mind. You may wish to include overarching questions or beliefs that guide the whole year’s work, such as “We are learning to read and write with thought and purpose.”*  This unit of the African American Studies course is designed to develop an understanding of the causes, character, and consequences of the African American experience and its influence on the world, beginning with a historical, geographical, social, political, economic, and cultural understanding of the African continent. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  **Content**   * Enduring presence of Africanisms. * Those patterns of life which emanated from Africa and their impact on African American life in the United States * History and nature of the African American family. * Impact of racism and colonialism, individual and institutional, on Africans and African Americans. * Origins and development of slavery and its negative impact on Africa and the United States. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.  **Content**   * Why is it important to learn about the history of early African Civilizations? * How can learning about early African civilizations counteract stereotypes and biases about Africa today? * Is race what other people think you are or what you think you are? * Where in the world did all human beings come from, and why does it matter? * What progress did Black people achieve during Reconstruction to create a more equal nation? | | | | | |
| **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*** |
| 1. Vocabulary: stereotype, census, genetic, race, social construct, adaptation, descendent, fossil, Homo sapiens, ancestor, evolution, genes/genetics, indigenous, the Dark Continent, extinct, hominin, migrate, 13th Amendment, 14th Amendment, 15th, Amendment, emancipation, enslaved, Freedmen’s Bureau, plantation, Reconstruction, Union, US Congress, US Constitution | * Vocabulary boxes: definition and draw an image to show understanding of the unit's vocabulary. | | * Note taking * Vocabulary boxes assignment | | Completed vocabulary boxes, section assessment, and unit test.  [Assessments](https://drive.google.com/drive/folders/14LxUBma3IBk-KzOIySJmOdPGNzH7V1co?usp=share_link) |
| 1. Early African Civilizations - See Unit 3 UBD - were advanced, prosperous, and successful. | * Consider how stereotypes about Africa have led to knowledge gaps about its people and history. * Analyze primary sources from an early African civilization and make inferences about its culture. * Annotate a text about an early African civilization. * Discuss the disparities between perception and reality when it comes to African people and history. | | * Amistad Background Unit activities * Unit 3 UBD - West Africa | | Completed Unit 3 UBD, discussion, and completed Amistad activities. |
| 1. Race is a social construct. 2. Africa is the geographical source of humankind. | * Discuss the definition of race and the concept of the social construction of race. * Identify evidence about the origins of humanity and the nature of human evolution. * Apply map skills and chronological reasoning to understand the migration patterns of early humans. * Explain the significance of Africa as the geographical source of humankind. * Discuss how racial and cultural perspectives about Africa and African people have influenced scientists’ beliefs about the origins of humanity. | | * Amistad Unit 1 activities | | Discussion and completed activities. |
| 1. Reconstruction led to major achievements for African American rights. | * Define Reconstruction and identify some of the major achievements of this era. * Investigate key people, places and events during Reconstruction that represent the ways in which Black people improved their lives following the Civil War. * Explore the significance of Reconstruction Era National Historical Park and design a monument for it based on their research on Reconstruction. | | * Amistad Unit 3 activities | | Discussion and completed activities. |
| **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** | |
| 1. Note taking skills 2. Map skills 3. Discussion circles 4. Reading nonfiction texts 5. Analytical constructed response | | 1. Note taking skills 2. Map skills 3. Discussion circles 4. Reading nonfiction texts 5. Analytical constructed response | | * Various note-taking strategies to help students organize information in an accessible manner, to prepare them for projects and assessments. * Map skill activities to supplement information. * Nonfiction text passages to supplement information. * Discussions.. * Analytical constructed response. | |
| **21st Century Skills:**   * CRP1. Act as a responsible and contributing citizen and employee. * CRP2. Apply appropriate academic and technical skills. * CRP3. Attend to personal health and financial well-being. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP6. Demonstrate creativity and innovation. * CRP8. Utilize critical thinking to make sense of problems and persevere in solving them * CRP11. Use technology to enhance productivity. * CRP12. Work productively in teams while using cultural global competence. | | | | | |
| **Key Resources:**   * Online textbook * Guided reading activities * Relevant nonfiction text passages * Map activities * EdPuzzle, KAMI, and similar educational technologies | | | | | |
| **Interdisciplinary Connections:**  **Technology** - Students will conduct online research and use the google platform to complete assignments.  **Arts** - Students will create visual aids and design/create posters.  **Math** - Economic advantages/disadvantages of West Africa and slavery on the United States.  **Language Arts** - Various literacy activities and strategies.  **Science -** Geographic features of the world and their effects on population; agricultural and technological advancements. | | | | | |