# 2-3 Amistad

Content Area: **Social Studies**
Course(s):
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## NJSLS Social Studies

**SOC.6.1.2.CivicsDP.2** Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

**SOC.6.1.5.CivicsDP.1** Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

**SOC.6.1.5.CivicsDP.2** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**SOC.6.1.5.GeoGI.1** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

**SOC.6.1.5.GeoGI.3** Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

**SOC.6.1.5.HistoryCC.6** Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

## Rationale & Transfer Goals

The teacher should begin the unit with an up-to-date map of the Americas that shows the location of the indigenous peoples prior to the arrival of Christopher Columbus in 1492. These empires and nations should be identified, and their estimated population should be discussed. If convenient, a documentary film on these peoples and their cultures should be shown. The unit will emphasize the origins of these peoples, their arrival in the Americas over time, and their patterns of settlement. The early peoples, such as the Olmecs and the Toltecs, should be studied; and students should understand how these people's civilizations, nations, and empires evolved. The Maya, Inca, and Aztec peoples should be discussed in considerable depth as well as the Cherokee, Iroquois, Creeks, Choctaws, and Lenape. Students should develop an understanding of the governmental systems these peoples used, their social organization, their religions, their daily lives, and their patterns of settlement. The native cultures should be examined on their own terms and not through the lens of Europeans. It is of the utmost importance that students develop an appreciation of these cultures before students are introduced to the indigenous peoples' interactions with Europeans, and later, Africans.

## Enduring Understandings

The battle for an American identity for black people has been fraught with struggle and passive recognition. Language is a powerful tool to define a group of people or a particular event. Therefore, the language used to

define all people must be challenged in the context of racism.

## Essential Questions

• How did the slave trade help form black identity in the Americas?

• How did slaves show resistance?

• How does language play a role in racism?

## Content- What students will know

• slave trade vs. slave trafficking

• master vs. enslaver

• slave vs. enslaved

• tribes vs. nations • trade vs. kidnap

• revolt vs. resistance

• Native vs. Indians vs. Indigenous

## Skills- What students will be able to do

• Define vocabulary words and write sentence descriptors

• Look up and define key words and vocab

• Discuss definitions and descriptions with classmates

• Read and describe primary sources regarding content

## Instructional Activities - How we teach content and skills

• Q: How is identity constructed? Who is telling the story?

• Procedure: Using the terminology worksheet, display each word for the students: enslaved, nations, slavery, native, slave trade, tribes, slave, master, kidnap, slave castle, revolt, resistance, rebellion, indigenous (Have the

students write a one-sentence description of each term

• Ask several students to look up the terms or phrases in the dictionary, textbook, or on the Internet.

• Discuss the definitions and descriptions of each term • Divide the class into eight small groups to create one language poster showing the duality of a given term.

• Provide each group with three to five perceptions on their given term (using primary sources)

## Evidence/Assessment - How we know students have learned

• project rubric

• quiz on the information

• class participation

• formal test

http://www.njamistadcurriculum.net/history/unit/indigenous-civilizations-americas/content/4530/7702

## Spiraling for Mastery

| Content or Skill for this Unit<br>Instructional Activity | Spiral Focus from Previous Unit |
|---|---|
| Slave trade vs. slave trafficking<br>Map and direction activities | |

## Key Resources


• http://www.pbs.org/wgbh/aia/part1/1p265.html

• Wood, P.H. Strange New Land: Africans in Colonial America 2003. Oxford University Press Inc., Publishing

• Wood, P.H. Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion 1996. W.W. Norton Publishing. ISBN-10: 0393314820

• http://www.njamistadcurriculum.net/history/unit/indigenous-civilizationsamericas/lesson_plan/4216/291

## 21st Century Life & Careers

**WRK.9.1.2.CAP.2** Explain why employers are willing to pay individuals to work.

## Career Readiness, Life Literacies, & Key Skills

**TECH.9.4.2.CI.1** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

**TECH.9.4.2.CT.1** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

**TECH.9.4.2.GCA.1** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).