

**Winslow Township School District**  
**College Prep African American History**  
**Unit 1: Beginnings in Africa and Ancient Civilizations**

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**Overview:** Africa was home to some of the world’s earliest known humans and to several advanced civilizations. It is not possible to fully understand African American history without first gaining a basic understanding of its roots in Africa. Therefore, before we can begin our study of the contributions of African Americans have made to the United States, we must briefly study the history of the African continent. This unit will examine the growth and development of powerful, rich ancient empires in West Africa—focusing on Ghana, Mali, and Songhai

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><a href="#"><u>Unit 1</u></a></p> <p><i>Beginnings in Africa and Ancient Civilizations</i></p>	<ul style="list-style-type: none"> <li>• 6.1.12.GeoGI.1.a</li> <li>• 6.2.12.GeoGE.1.d</li> <li>• 6.2.12.HistoryCC.1.e</li> <li>• 6.2.12.EconET.3.a</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain why Africa is called the birthplace of human history</li> <li>• Identify the continent of Africa on the world map and its location to the rest of the world</li> <li>• Explain the importance of the Nile River to life in ancient Egypt</li> <li>• List features of life in Egypt</li> <li>• Identify the major achievements of the ancient Egyptians</li> <li>• Explain the relationship between Egypt and Kush and how it changed over time</li> <li>• Define commodities</li> <li>• Explain how Ghana’s rulers became rich and powerful</li> <li>• Describe the main achievements of the rulers of Mali</li> <li>• Identify the reasons for the decline of Songhai</li> <li>• Explain why modern historians study</li> </ul>	<ul style="list-style-type: none"> <li>• What do scientists know about humanity’s origins in Africa?</li> <li>• What are some accomplishments of ancient Egyptians?</li> <li>• How was the ancient kingdom of Kush influenced by Egypt?</li> <li>• How did trade contribute to the growth of Ghana?</li> <li>• What were the significant achievements of Mali?</li> <li>• How did Songhai become a powerful empire?</li> <li>• Why do modern historians study traditional African culture?</li> <li>• How did Arabs influence the culture and trade of East Africa?</li> <li>• How were the kingdoms of central and southern Africa organized?</li> </ul>

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		<p>traditional ways of life in West Africa</p> <ul style="list-style-type: none"> <li>• Define intermediaries</li> <li>• Identify the cultures combined to form Swahili</li> <li>• Explain the importance of trade to east African culture</li> <li>• Compare and contrast the southern and eastern African cultures</li> </ul>	
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• The world’s first humans developed and lived in Africa</li> <li>• Ancient Egypt, located along the Nile river in North Africa, was home to one of the most highly advance civilizations of the ancient world</li> <li>• South of Egypt, the kingdom of Kush also formed a highly advanced society</li> <li>• Ghana, the first great empire to develop in West Africa, grew extremely rich by controlling trade in salt and gold.</li> <li>• Mali, which ruled which Africa after Ghana, was also a powerful empire, largely because of its gifted rulers.</li> <li>• Songhai, the last of the great West African empires, had a powerful military and great centers of learning and culture</li> <li>• To learn about history of West Africa, historians depend on oral histories and on studies of traditional life in the region</li> <li>• In East Africa, traditional African customs blended with Arabic and other influences to form a unique culture</li> <li>• The Bantu peoples who lived in Central and South Africa formed several large and powerful kingdoms</li> <li>• Both Ghana and Mali are names of countries in Africa today, but they are not located in the same places as the ancient empires with those names</li> <li>• Powerful trading societies emerged in East, central, and South Africa</li> <li>• Just as West African kingdoms became rich through trade, so too did other civilizations to the east and south</li> </ul>		

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Curriculum Unit 1	Performance Expectations		Pacing	
			Days	Unit Days
<b>Beginnings in Africa and Ancient Civilizations</b>	6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).	2	8
	6.2.12.GeoGE.1.d	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.	1	
	6.2.12.HistoryCC.1.e	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.	3	
	6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.	1	
	Assessment, Re-teach and Extension		2	

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Unit 1	
Core Ideas	Performance Expectations
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.1.12.GeoGI.1.a Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.GeoGE.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.1.e Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
Resources of an area affect what is produced and opportunities for employment.	6.2.12.EconET.3.a Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

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**Unit 1**

**Assessment Plan**

1. Map of Africa
2. Textbook Section Summaries
3. Warm-ups/ Exit Tickets

Alternative Assessments:

1. Review questions
2. Map quiz
3. Graphic organization: Western African Civilizations

**Resources**

- Textbook, “African American History”
- Map of Africa  
<https://mnrussbaum.com/geography/africa>
- Mansa Musa  
<https://www.youtube.com/watch?v=O3YJMaL55TM>
- Ancient African empires  
<https://www.history.com/news/7-influential-african-empires>

**Majoring in African American Studies**

<https://www.bestcolleges.com/humanities/why-major-in-african-american-studies/#:~:text=An%20African%20American%20studies%20major,they%20continue%20to%20face%20today.>

**Careers in African American Studies**

<https://www.onlinecollegereport.com/what-can-you-do-with-an-african-american-studies-degree/>

<https://afam.clas.ufl.edu/the-major-and-minor/career-paths-for-african-american-studies-majors/>

**Activities**

- Definitions with examples/ sentence summary
- Map of Africa activities---outline, color, identify
- Graphic organizer: Ancient Africa
- Research activities: Mansa Musa
- Reading: Kingdom of Mali
- Youtube.com video clips of Ancient Africa
- What is traded: research on African goods today

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**Instructional Best Practices and Exemplars**

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

**9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills**

- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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**Modifications for Special Education/504**

*Students with special needs:* The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

**Presentation accommodations:**  Listen to audio recordings instead of reading text  Learn content from audiobooks, movies, videos and digital media instead of reading print versions  Use alternate texts at lower readability level  Work with fewer items per page or line and/or materials in a larger print size  Use magnification device, screen reader, or Braille / Nemeth Code  Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)  Be given a written list of instructions  Record a lesson, instead of taking notes  Have another student share class notes with him  Be given an outline of a lesson  Be given a copy of teacher's lecture notes  Be given a study guide to assist in preparing for assessments  Use visual presentations of verbal material, such as word webs and visual organizers  Use manipulatives to teach or demonstrate concepts  Have curriculum materials translated into native language

**Response accommodations:**  Use sign language, a communication device, Braille, other technology, or native language other than English  Dictate answers to a scribe  Capture responses on an audio recorder  Use a spelling dictionary or electronic spell-checker  Use a word processor to type notes or give responses in class  Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**  Work or take a test in a different setting, such as a quiet room with few distractions  Sit where he learns best (for example, near the teacher, away from distractions)  Use special lighting or acoustics  Take a test in small group setting  Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)  Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**  Take more time to complete a task or a test  Have extra time to process oral information and directions  Take frequent breaks, such as after completing a task

**Scheduling accommodations:**  Take more time to complete a project  Take a test in several timed sessions or over several days  Take sections of a test in a different order  Take a test at a specific time of day

**Organization skills accommodations:**  Use an alarm to help with time management  Mark texts with a highlighter  Have help coordinating assignments in a book or planner

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**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

**English Language Learners**

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

Grades 9-12 WIDA Can Do Descriptors:

- Listening  Speaking
- Reading  Writing
- Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

**Modifications for Gifted Students**

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extended research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)



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**Interdisciplinary Connections**

CCSS.ELA Standards

CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10-By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

**Integration of Computer Science and Design Thinking NJSL 8**

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.