

Winslow Township School District
Honors African American History
Unit 1: Becoming African American

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Overview: The history of the African people journeys from the homeland of Africa, beginning in 6000 BCE. This unit identifies the origin of African people, traces the journey of African people to African culture, the Middle Passage, and the arrival to the Americas. From ship to slavery, African people endured various struggles to build the identity of African Americans. As Africans arrived in the New World, cultivated the land, and lost their identity, they reemerged as an essential group of people with the United States of America.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p>Unit 1</p> <p>Becoming African American</p>	<ul style="list-style-type: none"> ● 6.1.12.CivicsPI.1.a ● 6.1.12.HistoryCC.1.a ● 6.1.12.GeoPP.2.a ● 6.1.12.GeoPP.2.b ● 6.1.12.GeoGI.1.a ● 6.2.12.HistoryCC.1.e ● 6.1.12.HistoryUP.2.b ● 6.1.12.HistoryUP.2.c ● 6.1.12.HistoryCA.2.a ● 6.1.12.EconET.3.a ● 6.1.12.HistoryUP.3.a ● 6.1.12.HistoryUP.3.b 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● recognize the geographical characteristics of Africa ● be aware of current theories about where and how humans originated ● understand why ancient African civilizations are important ● appreciate West Africa’s significance in regard to African American history ● analyze what Kongo and Angola had in common with West Africa ● understand how legacies of West African society and culture influenced the way African Americans lived ● discuss how the arrival of the Europeans affected Africa ● compare and contrast the slave trade in Africa with the Atlantic slave trade 	<ul style="list-style-type: none"> ● What impact did the variety of climatic zones have on the development of civilization in Africa? ● How did the western Sudanese empires’ geographical location make them susceptible to slave trading? ● What was the significance of the trans-Saharan trade in West African history? ● What was the role of Africa in the evolution of modern humanity? ● What was the African religious heritage of black Americans? ● What is the significance of the controversy for the history of African Americans? ● How did the Atlantic slave trade reflect the times during which it existed? ● What human and natural variables could prolong the Middle Passage

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		<ul style="list-style-type: none"> ● evaluate the relationship between the Atlantic slave trade and the Industrial Revolution ● trace the experiences of enslaved Africans from capture to arrival in the West Indies ● analyze how Africans adapted to conditions in the Americas ● describe “seasoning” ● describe the treatment of slaves in the Americas ● discuss the factors involved in ending the Atlantic slave trade ● Identify the various peoples of colonial North America ● analyze the development of black servitude in the Chesapeake ● describe the characteristics of plantation slavery as it existed between 1700 and 1750 ● discuss the factors that affected the way slaves lived in early America ● discuss how miscegenation and creolization interacted in early African American history ● explain how African American culture originated ● compare and contrast slavery in the northern colonies with those in the 	<p>across the Atlantic?</p> <ul style="list-style-type: none"> ● How could delay make the voyage more dangerous for slaves and crew? ● How could Africans resist the dehumanizing forces of the Middle Passage and seasoning and use their African cultures to build black cultures in the New World? ● Why did vestiges of African culture survive in British North America? ● Did these vestiges help or hinder African Americans in dealing with enslavement? ● What were the regional differences of America and how did that impact the system of slavery? ● What were the strengths and weaknesses of the black family in the 18th century? ● How did enslaved Africans and African Americans preserve a sense of their own humanity? ● How did Enlightenment affect African Americans during the revolutionary era? ● What was the relationship between the American Revolution and black freedom? ● What was the role of African Americans in the war for
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		<p>southern colonies</p> <ul style="list-style-type: none"> ● compare and contrast the African American experience under French and Spanish rule in North America with the African American experience under British rule ● describe African American life in New Spain’s northern borderlands ● discuss how slavery affected black women in colonial America ● describe the ways in which African Americans resisted slavery ● analyze the factors involved in the crisis of the British empire ● describe what the Declaration of Independence meant to African Americans ● discuss the African Americans who contributed to the Enlightenment ● evaluate the African American role in the War for Independence ● explain how the American Revolution weakened slavery ● describe the forces that, following the American Revolution, worked for black freedom ● describe the forces that, following the American Revolution, worked to maintain slavery 	<p>Independence? How did their choices in this conflict affect how the war was fought?</p> <ul style="list-style-type: none"> ● How did the American Revolution encourage assimilation among African Americans? How did it discourage assimilation? ● Why did a substantial class of free blacks emerge from the revolution? ● Which were stronger in the early American republic, the forces in favor of black freedom or those in favor of continued enslavement? ● How did African Americans achieve emancipation in the North? ● How was the US Constitution, as it was drafted in 1787, a proslavery document? How was it an antislavery document? ● Why were separate institutions important in shaping the lives of free black people during the late 18th and early 19 centuries? ● Why did Gabriel believe he and his followers could abolish slavery in Virginia through an armed uprising?
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		<ul style="list-style-type: none"> ● discuss the characteristics of early free black communities ● identify the early black leaders in the United States, and indicate their varying ideas, tactics, and solutions for the problems African Americans faced ● evaluate the African American role in the War of 1812 ● Evaluate the Missouri Compromise’s impact on African Americans 	
<i>Unit 1: Enduring Understandings</i>	<ul style="list-style-type: none"> ● Africa is a large continent with several climatic zones. It is also home to several early civilizations ● The western Sudanese empires of Ghana and Mali helped shape West African culture ● Ghana existed from as early as the 4th century CE to 1076 ● Mali dominated western Sudan from 1230 to 1468 ● The great mosque in the West African city of Jenne was first built during the 14th century. It demonstrates the importance of Islam in the region’s trading centers ● ancient trade routes connected sub-Saharan West Africa to the Mediterranean coast ● among the commodities carried southward were silk, cotton, horses, and salt ● among those carried northward were gold, ivory, pepper, and slaves ● Over more than 3 centuries, the Atlantic slave trade brought about 11 million Africans to the Americas ● Most came between 1701 and 1810, when more Africans than Europeans reached the New World ● Most Africans went to the sugar plantations of the Caribbean and Brazil 		

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- Only 377,000 went to the British colonies of North America, either directly or after seasoning
- slave codes regulated slaves and asserted the rights of slave owners
- the rise in the number of captive Africans shipped to British North America during the early 18th century reflects the increasing dependence of British planters on African slave labor
- the British colonies on the North American mainland were divided into 4 regions
- they were bordered on the south by Spanish Florida and to the west by regions claimed by France
- black troops fought on both sides during the American War for Independence and participated in most of the major battles
- the impact of revolutionary ideology and a changing economy led to a great increase in the free black population during the 1780s and 1790s
- like their white Loyalist counterparts, many black Loyalists left the British following the Patriot victory
- Most settled in Nova Scotia, some moved on to Great Britain or the British free colony of Sierra Leone. Some black migrated to the British Caribbean
- the period between the War for Independence and the Missouri Compromise was a time of transition for African Americans
- new opportunities opened for black education, spiritual expression, and economic growth
- Gabriel's conspiracy in Virginia and Deslondes' rebellion in Louisiana indicated that revolutionary principles persisted among black southerners

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Curriculum Unit 1	Performance Expectations		Pacing	
			Days	Unit Days
	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).	3	36
	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.	3	
	6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.	2	
	6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	3	
	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.	3	
	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	3	
	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).	3	
	6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.	2	
	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.	3	
	6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals	3	
	6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).	3	
	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	3	
	Assessment, Re-teach and Extension		2	

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Unit 4	
Core Ideas	Performance Expectations
Economic globalization affects economic growth, labor markets, human rights guarantee, 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 guarantee, 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.
To better understand the historical perspective, one must consider historical context.	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).
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
Resources impact what is produced and employment opportunities.	6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).
Complex interacting factors influence people’s perspective.	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.

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Assessment Plan

<ol style="list-style-type: none"> 1. Textbook Review Questions 2. Africa Map Outline 3. Graphic Organizer: Ancient Africa Kingdoms 4. Map of 13 colonies 5. Regional Differences Project 	<p>Alternative Assessments:</p> <ol style="list-style-type: none"> 1. Review questions 2. textbook assessments 3. map quizzes 4. Movie Review 5. Primary source reading: Olaudah Equiano and Phyllis Wheatly
Resources	Activities
<ul style="list-style-type: none"> • Textbook, “African American History” • Ancient Africa https://www.history.com/news/7-influential-african-empires • Mansa Musa https://education.nationalgeographic.org/resource/mansa-musa-musa-i-mali • Blacks in the American Revolution https://www.battlefields.org/learn/articles/10-facts-black-patriots-american-revolution#:~:text=At%20the%20onset%20of%20the,slave%2C%20served%20the%20Revolutionary%20cause. Colonial America https://education.nationalgeographic.org/resource/africans-colonial-america <p>Majoring in African American Studies</p> <p>https://www.bestcolleges.com/humanities/why-major-in-african-american-studies/#:~:text=An%20African%20American%20studies%20major,they%20continue%20to%20face%20today.</p> <p>Careers in African American Studies</p> <p>https://www.onlinecollegereport.com/what-can-you-do-with-an-african-american-studies-degree/</p> <p>https://afam.clas.ufl.edu/the-major-and-minor/career-paths-for-african-american-studies-majors/</p>	<ul style="list-style-type: none"> • Definitions with examples/ sentence summary • Timeline of American Revolution • Compare and Contrast: Black loyalists and patriots • Project: Tracing Origin • Primary Source Readings • War of 1812 activities • Missouri Compromise reading and discussion • Fugitive Slave Act reading and activities

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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	
<p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>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).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>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).</p> <p>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).</p> <p>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.</p> <p>Additional opportunities to address 9.1, 9.2 & 9.4:</p> <p>Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>	

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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 assignments. 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.