

Unit Template for African American/Black and Puerto Rican/Latino Course of Studies

Semester 1 - Focus on African American/Black History			
Title of Unit	Unit 1: Where we come from: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora	Timeframe	Early-Mid September (2.5 weeks)
Developed By, Date	Dr. Benjamin Foster, Jr. 7/20/20	Reviewed By, Date	P. Jarman-Smith 7/24/20, L. Lawrence 7/30/20, M. Calvi-Rivers 8/8/20, A. Roy 8/8/20, A. Sacco 8/9/20 T. Carroll 8/10/20, J. Jordan 8/12/20, L. Lawrence 8/20/20; PJS 9/14, 23/20; PJS 10/16/20; M. LeBrun-Griffin 10/16/20; PJS 12/7/20
Summary of Unit			
<p>Introduction of the basis of course, overview of scope and sequence of content, and orientation of students to expected dialogue and community for learning will be the opening for this unit.</p> <p>The content of this unit will focus on African Origins of humanity and contributions made by peoples of our greatest civilizations on the continent such as Kemet, Ghana, Songhai. The legacy of African Empires Kings and Queens will provide students information which will accurately paint a picture of the vast contributions to world civilizations.</p> <p>It is through the history of African Origins, the exploration of African Civilizations and religions that we engage students in knowledge construction about the majestic breadth of greatness in government, academic and technological innovation, the arts, from whom African American's and peoples from the Diaspora descended from. This exploration will allow students to evaluate, and analyze false narratives of inferiority, in-humanity of African's and Black people which are deeply ingrained in modern society world-wide. As students begin the semester on African American history, they will have opportunities to embark on an exploration of a people who were made captives and brought to distant shores- this long history of affirmation, resistance, reform and radicalism.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> · Examine the impact of various aspects of African culture on world civilizations in the past and present. · Analyze the factors that have contributed to racialized global conflict and change in the modern world; and · Develop a positive and accurate identity, including an awareness of and comfort with one's membership in multiple groups in society. <p>Compelling Questions: How does social organization, politics, religion, public works, and wealth (national and individual) contribute to notions of civilization? With slavery in mind, how might civilizations invite internal and external growth, conflict and demise?</p>			
Desired Results			

<p>Relevant Content Standards</p>	<p>Related Supporting Standards</p>
<p>From Connecticut Elementary and Secondary Social Studies Framework</p> <p>Dimension 2 - Applying disciplinary concepts and tools HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past. GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p>	<p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)</p> <p>CCSS.ELA-LITERACY.WHST.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</p> <p>CELP.9-12.1. RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> <p>From Social Justice Standards from “Teaching Tolerance” <i>Identity</i> 1. Students will develop positive social identities based on their membership in multiple groups in society.</p> <p>From Teaching Hard History A 6–12 FRAMEWORK FOR TEACHING AMERICAN SLAVERY from “Teaching Tolerance” <i>Key Concept 1: Slavery, which Europeans practiced before they invaded the Americas, was important to all colonial powers and existed in all North American colonies</i> <u>Summary Objective 1: Students will recognize that slavery existed around the world prior to the European invasion of North America, changing forms depending on time and place. The enslaved often were perceived as outsiders: captives in war, the vanquished or colonized, or ethnic or religious others</u> 1.C In many African societies, people became enslaved when they were captured during war. The status of enslaved people changed as they learned the customs and integrated into their captors’ community. Slavery was not always intergenerational; the children of enslaved parents were not necessarily enslaved.</p> <p><i>Key Concept 2: Slavery and the slave trade were central to the development and growth of the colonial economies and what is now the United States.</i> <u>SUMMARY OBJECTIVE 2: Students will describe the nature and extent of colonial enslavement of Indigenous people.</u></p>

	2.A , Throughout the Americas, Europeans enslaved between 2.5 million and 5 million Indigenous people. In much of what is now North America, Indigenous people were bought and sold until the late 19th century.	
Learning Outcomes	Critical Consciousness*	
Overarching Course Learning Objectives	Overarching Course Essential/Guiding Questions	
<p>LO1 UNDERSTAND the construct of race, why, and how it was developed.</p> <p>LO2 INVESTIGATE the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.</p> <p>LO3 ANALYZE how race, power, and privilege influence group access to citizenship, civil rights, and economic power.</p>	<p>EQ1 RACIAL FORMATION How and why was the concept of race constructed? What is its impact on African American, Puerto Rican, Latino, and Indigenous people?</p> <p>EQ3 POWER What do African American, Puerto Rican and Latino histories reveal about the United States, its foundation, and how power is structured today?</p> <p>EQ4 FREEDOM, JUSTICE, RESISTANCE How have African American, Puerto Rican and Latino people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?</p> <p>EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African Americans, Puerto Rican and Latino people shaped American society, economy, and culture?</p>	
Theme/Content Specific Enduring Understandings	Theme/Content Specific Inquiry	
<p>For this Unit of Study (Students will know and be able to...)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Gain knowledge of the development of various African civilizations. Gain knowledge of Africa’s contradiction to the false narrative of African inferiority and racial stereotypes. Gain knowledge of West Africa’s wealth, geographical and ethnic diversity. Gain knowledge of the characteristics and achievements of the African people discussed. <p>Skills:</p> <ul style="list-style-type: none"> Trace the development of early African civilizations to the establishment of the empires of Ghana, Mali, Songhai and Egypt Develop a historical frame-of-reference of Ancient Africa’s contributions to world culture. Analyze the construct of race and its impact on world civilization. 	<p>For this Unit of Study (To support student self-discovery, identity development, and civic preparedness/actions, students will...)</p> <ul style="list-style-type: none"> Describe and analyze the role of Africa in the evolutionary development of humanity. Analyze the construct of Race and its evolution in world conflict. 	
Learning Evidenced By		
Pre-Assessment/Common Misconceptions	Formative Assessments/Checks for Understanding	Performance Tasks and Criteria/Project-Based Applications (Aligned to Compelling Question)

<p>Pre-Assessment: Students complete a course self-assessment of: interest in taking course, comfort level in talking about race, comfort level participating in challenging and difficult conversations, comfort level in learning about other cultures, what know and want to learn more about. (Will do post at end of semester.)</p> <p>Common Misconceptions: Blacks, Africans, African-Americans and African descendants are primitive, sub-human, and racial inferiority to whites.</p>	<p>Group discussions Self reflections Short journal entries Whiteboard "splash" Text rendering Metacognitive exit slips (can also be used throughout lesson) Entry/Exit slips Turn and talks Objective summaries (group, individual) Use of interactive polls (PollEv.com, Kahoot, Socrative etc). Critical reflections of various media (pictures, music, letters, journal entries, book excerpts, videos etc.)</p>	<p>Students will create a visual and or written representation of Unit themes with a focus on the theme of resistance and share with the class (can be a small group or class project).</p> <p><u>OR</u></p> <p>Demonstrate understanding the people of Ancient Africa and their strengths and contributions to society through medium of choice (e.g., powerpoint presentation, artistic expression, and/or literary work using print or virtual resources) of African Empire.</p>
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Learning Plan/Lesson Sequence

<p>Lesson 1.0 Course Introduction</p>	<p>Duration: 2 days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Safe Spaces for learning • Race and racism are words that have been socially constructed • Africa is the birthplace of all humanity and civilization. • Discovery of Lucy in Hader, Ethiopia affirms that mankind originated in Africa and therefore we are all Africans • Africa’s ancient civilization have documented many firsts in technology, literature, and structural developments (i.e. pyramids, books, numerical systems). • Anthropology- The study of human, cultures and their evolution • Archeology- the study of human history and pre-history through excavations, artifact analysis, and physical remains. 	<p>Materials/Resources/Speakers</p> <ul style="list-style-type: none"> • Lesson: Preparing Students for Difficult Conversations Facing History • Davidson, Basi "Africa in History" • Andrews, Evan "Famed "Lucy" fossils discovered in Ethiopia, 40 ears ago • https://humanorigins.si.edu/ • Shreeve, Jaime Oldest Skeleton of Human Ancestor Found • Hogenboom, Melissa The 'Lucy' fossil rewrote the story of humanity • Nast, Phill Africa's great civilizations • PBS.org Map of Africa's great civilizations
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1 Initiation Introductions of students and teacher(s) - who are we? Share what students know about Africa, and want to learn in the course/semester. Agree on discussion, dialogue norms, making the classroom a community for respectful, thoughtful interactions where all students learn and grow, take risks. Post the list of Norms.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Check in with family members on how this course environment is a safe space for having thoughtful and challenging conversations. Ask for family input on what students should also consider.</p>

<p>Unit Pre-Assessment Students will complete pre-assessment on comfort level in talking about race, participating in challenging and difficult conversations comfort level in learning about other cultures, what they know about Africa, what to learn for the semester, will do post at end of semester. <i>(This may be a survey we can create and aggregate at state level.)</i></p> <p>Activity Create a safe space for learning. Ask students what would make them feel safe and list. Prompt for Turn and Talk: What make you feel safe when engaging interracial discussions on difficult/challenging topics?</p> <p>Explore/View/Discuss: What Does Safe Space Mean to You? https://projects.seattletimes.com/2016/under-our-skin/#safe_space (5 minutes) Debrief reactions to video, ask students to look at the list of norms created earlier and revise if needed.</p> <p>Invite students to be historians this semester as they explore the curriculum and to be caring with one another.</p> <p>Closing Photos of Africa use a graphic organizer for students to think about one picture that they related to them and why.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration Arts Science</p>	<p>Extensions/Experiential Opportunities Virtual class trip- Human Origins: Luc</p>
<p>Lesson 1.1 African Origins</p> <p><i>Historical context for teachers (This will be recorded and hyperlinked with transcript).</i></p> <p>The continent of Africa, in fact, is the birthplace of all humanity and civilization. Archaeologists and paleoanthropologists have uncovered evidence documenting that the ancestors of modern man (Homo Sapien Sapien) originated in Africa, specifically in the area known as ancient Kemet and Ethiopia situated along the world’s longest river, the Nile. The Nile is the only river in the world that flows from south to north. The ancient Greeks named it Ethiopia, meaning land of “burnt-skinned” people. The ancient Romans referred to it as Egypt and Africa. Other names have been Nubia, Bilad es Sudan, and Kush. The continent is approximately 12,000,000 square miles. It is the second largest continent. There are over 1200 languages spoken on the continent, excluding dialects.</p> <p>As mankind originated in Africa, we all are Africans. In 1974, the Paleoanthropologist Donald Johnson unearthed the Hominidae fossils nick named “Lucy” in Hader, Ethiopia. The location of this discovery is very important, given that the Nile is the only river in the world that flows from south to north. The location of this find is a cogent cultural variable in that Egypt is considered a key factor in the development and spread of civilization throughout the Mediterranean region, especially ancient Greece and Rome, the fountain of European-American or Western civilization. Again, Egypt is in Africa and the people were depicted as primarily an Africoid i.e., dark-skinned, thick lips, etc. Africa is where man first did computation, contemplated time and devised the 365 days calendar, first practiced Monotheism, built the world famous Pyramids more than 4,500years ago, developed the “Egyptian Book of the Dead”which is often referenced as the world’s oldest religious book and African holy book, invented the used of papyrus as a writing surface, etc.</p> <p>Africa is where man migrated to other regions of the earth. All mankind is related. Lucy is the mother of us all. Race and racism are “man-u-factured.” Civilization is the sum total of all humans’ collective experiences.</p>	<p>Duration: 2 days</p>

<p>Big Ideas Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Africa is the birthplace of all humanity and civilization • Yoruba, Nigeria, Ga, Ghana, Wolof, Senegal • Patrilineal, Matrilineal Societies. • Discovery of Lucy in Hader, Ethiopia affirms that mankind originated in Africa and therefore we are all Africans • Africa’s ancient civilization have documented many firsts in technology, literature and structural • Developments (i.e. pyramids, books, numerical systems) • Anthropology- The study of human, cultures and their evolution • Archeology- the study of human history and pre-history through excavations, artifact analysis and physical remains. 	<p>Materials/Resources/Speakers</p> <ul style="list-style-type: none"> • DuBois, W.E.B. Suppression of the African Slave Trade, and “The World and Africa.” • Davidson, Basil Africa in History • Famed “Lucy” fossils discovered in Ethiopia, 40 ears ago • Hogenboom, Melissa The ‘Lucy’ fossil rewrote the story of humanity • Hine, Darlene, et al African America: A Concise History, Combined Volume (5th ed.) • Virtual class trip- Human Origins: Lu • PBS.org Map of Africa’s great civilizations
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1 Initiation Introduce key vocabulary from Famed Lucy Article: homonids, bipedal primates, potassium argon dating, radiometric dating.</p> <p>Activity Students to read Famed “Lucy” Fossils Discovered in Ethiopia, 40 Years Ago https://www.history.com/news/famed-lucy-fossils-discovered-in-ethiopia-40-years-ago</p> <p>Discuss the perspective and perhaps motives of the writer through their choice of title, images, words and phrases. Discuss the implications of the discovery on a social-political level. Provide graphic organizers for note-taking.</p> <p>In small groups, students will begin planning a presentation of how humanity began. They will watch a video Mitochondrial Eve and Homo Sapiens in Africa’s Great Rift Valley and discuss where were other earlier human fossil remains found?</p> <p>Using the Smithsonian National Museum of Natural History website https://humanorigins.si.edu/ as an additional resource, groups can choose a more focused topic as part of research for presentations.</p> <p>Closing Groups should be advised they will have 15 minutes at the opening of next class to prepare 5 minutes presentations.</p> <p>Day 2 Assessment Provide students with 15 minutes at the beginning of class to finalize presentations. In small groups, students will have 5 minutes to present their claim of how humanity began using evidence (maps, multiple sources) as to where humanity began.</p>	<p>Home Links/Reflections to Affirm Identity Discuss your findings about African origins with a family member. What is their viewpoint? How is this the same/different than your families’ cultural and/or religious beliefs?</p>
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Arts Science</p>	<p>Extensions/Experiential Opportunities Article: The Gold Trade in Ancient & Medieval West Africa-</p>
<p>Lesson 1.2 African Empires to the Demise of Songhai</p>	<p>Duration: 2 days</p>

Historical context for teachers (This will be recorded and hyperlinked with transcript).

Ancient Ghana - The kingdom of Ghana was established by the Soninke people. Ghana's history lists forty-four kings before the Christian Era. It was known as the "Land of Gold". Ghana's kings were known in Europe and southwest Asia as the richest of monarchs. Their wealth was based on trade, which was enhanced by the Asian camel, which was introduced to Africa in the 1st century CE. Utilizing the camels, pepper, herbs, slaves, and gold were sources of the Empire's trade and wealth. The slaves were usually war captives, and the gold came from mines in southwestern Ghana. In addition to its gold, Ghana had been mining iron and iron manufactures for over a thousand years. During the domination of the Mediterranean region by the Roman Empire, Roman merchants and the Berbers of Northwest Africa were its chief trade partners. As Roman power declined and Al-Islam spread, Arabs replaced the Romans. Some Soninke people converted to Al-Islam. Muslims dominated the ruling class and its bureaucracy leading to the introduction of Arabic writing. Its principal city Kumbi Saleh a city of 20,000 residents was known for its stone houses, tombs and mosques. Warfare between Ghana's army and the Almoravids was fueled by economic interest and religious fervor. Kumbi Saleh destroyed by the Sosso people in 1187. Ancient Ghana was Known for its gold wealth and often described as being located on the "gold coast" Foreign invasion and internecine warfare and climatic changes cause the decline of ancient Ghana.

The Empire of Mali 1230-1468 - Sundiata Keita, the Mandinka king's military conquests led to formation of the Malian Empire. Under Sundiata's and Mana Uli's leadership the former tributary of Ghana reorganized and expanded the former empire. When Mansa Musa assumed leadership in 1312, he inherited a foundation to build one of the greatest empires of the era and recognized around the world. Mali means "where the emperor lives." Mali stretches 1,500 miles from the Atlantic coast to the region east of the Niger River. The city of Timbuktu was Mali's business and academic seat of learning, the University of Sankore attracted students from the Islamic world and beyond. It was home to many mosques, traders, and several book dealers. Mali reached its apex under Mansa Musa reign from 1312-1353. A devout Muslim Mansa Musa the pilgrimage from Timbuktu to Mecca, Arabia. His entourage was comprised of sixty thousand and many elephants and camels. Along the way to Mecca, he gave gold to all who greeted him. When he reached Cairo, Egypt the world's price of gold had been devalued. One of the wealthiest men the world, his trip made him famous and pertain the interest in his wealthy kingdom as source of gold. Mali's at its zenith had an eight million population. Mali enslaved war captives and traded slaves. After Mansa Musa's death, Mali declined the Songhai people captured Timbuktu in 1468.

Songhai Empire 1464-1591 - Sunni Ali, the Songhai leader founded the greatest African Empire of the 15th and 16th centuries. Under his leadership the empires' territories grew immensely. It dominated the salt and gold trade previously controlled by Mali. When Sunni Ali died Askia Muhammad Toure reigned from 1492 to 1528. He extended the empire northward into the Sahara and eastward to include the trading cities of Hausaland. Under the leadership of Askia Muhammad Toure's leadership, Songhai's military became the most formidable in West Africa and a major deterrent to the European slave trade. A devout Muslim, he encouraged the growth of Al-Islam within the empire. Islamic culture gained converts in the empire's urban areas where trade centers were located. The people in the rural areas spoke a polyglot of languages and were most of the population. They continued to practice indigenous religions without interference. Songhai's greatness was also connected to its revival of learning in West Africa. Using the Malian blueprint and the learning centers in Gao, Timbuktu, and Jenne, the prestigious University of Sankore noted for its high scholarship standards and faculty promoted the acquisition of education in a geographical area larger than the European continent. One of its most distinguished scholars and Presidents was Ahmad Babo who wrote forty books and authored a comprehensive dictionary. Askia Toure's reign ended when the blind, aging, and senile ruler was dethroned by family members.

<p>Songhai reached its zenith, during the rule of Askia Daud between 1549 and 1582. However, the political dynamics in West Africa was changing due to the Portuguese establishing trading centers in 1480, along the Guinea coast seeking gold and slaves. Their activities and threatening the empire and diverted its attention from the lucrative trans-Saharan trade which threaten their traditional Arab partners in North Africa. Consequently in 1591 the king of Morocco sent a mercenary military force armed with muskets and cannon to capture the capital Gao and regain access to West African gold. The Songhai army armed with only bow and lance were no match for firearms. With its army destroyed, the Songhai empire soon disintegrated allowing European to enter the interior without hindrance to enslave Africans without African middlemen.</p> <p>The fall of the Songhai empire was key to the increase in the TransAtlantic Slave trade and its impact on African Americans.</p>	
<p>Big Ideas Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Various African civilizations developed differently overtime. • The history of Africa’s civilizations contradict the false narrative of African inferiority and racial stereotypes. • Ancient West Africa was filled with wealth, geographical and ethnic diversity. 	<p>Materials/Resources Books</p> <ul style="list-style-type: none"> • Book: Hine, Darlene, et al African American History • article: The Mali Empire: The Rise of the Richest Civilization in West Africa • Article: What’s the Real Size of Africa https://www.cnn.com/2016/08/18/africa/real-size-of-africa/index.html • Video: The Malian Empire and the richest man in history • DuBois, W.E.B. “The World and Africa Color and Democracy.” https://www.amazon.com/World-Africa-Color-Democracy-Oxford/dp/0199386749 • July, Robert A History of the African People https://www.thriftbooks.com/w/a-history-of-the-african-people_robert-w-july/347774/item/4684207/?mkwid=%7cdc&pcriid=448918240737&pkw=&pmt=&slid=&plc=&pgid=104755242616&ptaid=pla-927269736418&gclid=CjwKCAjwixX8BRBZFiwAQOxGxwyFgQldjwrWdDePa6o1izFXG5cwQm4WVc6JYdGbIRE7fLUIU_ANIBoCvwkQAvD_BwE#idiq=4684207&edition=3519353
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1 Initiation Prompt: What if I told you one of the wealthiest men to walk the earth was from and lived in Africa? Allow for several students to share their reactions. Chart student responses, use visuals like KWL Chart or note-taking frame to organize ideas for students who are ELL and smart board for virtual visit to the Smithsonian National Museum of African Art Caravans of Gold Exhibit.</p> <p>Explore/View/Discuss Caravans of Gold Scholarly Perspectives https://africa.si.edu/exhibitions/current-exhibitions/caravans-of-gold-fragments-in-time-art-culture-and-exchange-across-medieval-saharan-africa/</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Identify artifacts in your home that represent your culture and/or intersectionality of identity.</p>

<p>Word-Splash Activity of African Empires sorting by African Region use Caravans of Gold Teachers' Guide for map in (lesson 1) https://africa.si.edu/wp-content/uploads/Caravans_TeachersGuide.pdf</p> <p>Activity <u>Great African Empires through the Arts</u> Read and examine the characteristics of African Empires</p> <p>Split class into small groups (no more than 3 or 4) for short readings and share out using suggested passages/excerpts below. Use Final Word Protocol and provide note taking graphic organizer. Conclude with one person from each group sharing a summary of the civilization studied. I pads or computers would be effective tools to organize articles, photographs, and artifacts ahead of time for each group.</p> <p>What's the Real Size of Africa Rise of Mali, The Richest Civilization in West Africa Mansa Musa's Journey (Teacher's Guide pages 16-17) Great Zimbabwe (Teacher's Guide Lesson 3 Activity 4) Kingdom of Songhai https://thinkafrica.net/kingdom-of-songhai/ Idia First Queen Mother of Benin https://www.metmuseum.org/toah/hd/pwmn_3/hd_pwmn_3.htm</p> <p>Closing Provide overview of culminating/end of unit project on ancient empires including Ancient Egypt where students will be asked to create a powerpoint or poster of civilization of their choice. Organizational tools will be provided by teacher throughout remaining lessons to contribute to development of research for project.</p> <p>Day 2 Initiation Introduce characteristics of Ancient Egypt by viewing video https://www.youtube.com/watch?v=hO1tzmi1V5g</p> <p>Activity Lead students in a virtual scavenger hunt of Ancient Egypt. Use virtual art exhibits or on-line resources to look for the following: two or more women who were Pharaohs, likeness of Nefertiti in sculpture form at a notable museum, at least 10 items about Egypt that intersect with identity, age, gender, social status, religion etc., and notable inventions or discoveries, including engineering.</p> <p>Closing Have students Turn and Talk for 3 minutes and discuss and compare ancient Egypt to one of the civilizations learned about in Day 1.</p> <p>Assessment Exit Slip - What examples of wealth were described in the civilizations from your research? Describe the role of Women in governing Empires. List characteristics of leadership in an individual you found similar to yourself.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration English for reading of various passages</p>	<p>Extensions/Experiential Opportunities Explore/Watch/Discuss Video: What were Africans doing in 1492?</p>

<p>Lesson 1.3 The Moors</p> <p><i>Historical context for teachers (This will be recorded and hyperlinked with transcript).</i></p> <p>The Moors are an excellent refutation of the false narrative of African racial inferiority. These adherents of Al-Islam were the battering-ramp that conquered Spain, Southern Europe, and parts of France. They ruled the inhabitants of the Iberian peninsula for 700 hundred years, 711 to 1492. The Moors (so named by the Romans) were primarily Africans from the north and west, the Almoravids of the Sahara region who were both African and biracial, and Arabs. Many of the military leaders and rulers were referred to in European literature as Black-a-Moors. General Tarik conquered Spain in 711, the trait of Gibraltar is named for him. It means Tarik's mountain. The Moors filled the vacuum in Europe during the period known as the "Dark Age," after Rome had transferred its seat of power to Constantinople in fear of the so-called "barbarian tribes." Like so much of Africans' contributions to world civilization, the Moorish gifts and enrichments have not been generally recognized. For instance, the Moors brought medical knowledge, public baths, sewage systems, architectural design, poetry using the illadic meter, and collaborated with Jewish residents to establish Universities and other centers of learning. However, the most stupendous aide and/or help was the introduction of Algebra and the Hindi numeral system at time when Europe used the Roman numeral system. Spain's music, foods and culture, in general bears the mark of Moorish influence. The old axiom that nature "knows no color line is true." Many of the men of distinction in southern Europe were describe as having "swarthy complexions."</p> <p>The Moorish presence in Europe, especially Spain and Portugal, given their long tenure in these nations, their strident advocacy of Africans being sub-humans, during the Transatlantic slave trade must be viewed in stark economic terms. It must be noted that of the approximately twelve million Africans, who made the Middle Passage the vast majority went to the Spanish and Portuguese conquered territories in the Caribbean, Central and South America. With the Spanish reconquest of Andalusia or Land of the Vandals, the last Moorish Prince was expelled from Portugal in 1492.</p>	<p>Duration: 2 days</p>
<p>Big Ideas Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Understand the characteristics and achievements of the people discussed. • Understand the different forms of conquest. 	<p>Materials/Resources/Speakers</p> <ul style="list-style-type: none"> • Poole, Stanley Lane The Moors in Spain • Video: Understanding Who The Moors Were: A History • https://www.youtube.com/watch?v=Cn961fp19EQ • Article: Who were the Moors • https://www.nationalgeographic.com/history/reference/people/who-were-moors/ • Article: The Moors Black History or Black Mythology https://africanholocaust.net/moors-black-history-or-black-mythology/

<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1 Initiation Group students in groups of 4. Pass out pictures of the Moorish Chief without the title, have students Turn and Talk about what the picture “says” about him and his identity. Reimagine the label for this artifact. Wrap up with discussion of how images represent our identity both positively and negatively. Ask students if they remember the photo of African images that they related to and if their viewpoint has changed when looking at images of African, African people and why. Philadelphia Museum of Art painting “The Moorish Chief”</p> <p>What do you know, what to know about the Moors? Al-Islam? Chart responses, revisit at end of class.</p> <p>Activity</p> <p><i>Guest Speaker (Interdistrict?)</i> or Video: Understanding Who The Moors Were: A History https://www.youtube.com/watch?v=Cn961fp19EQ</p> <p>Explore/Read/Discuss: The Moors: Black History or Black Mythology Why are The Moors important to the study of African American History?</p> <p>Closing Socratic Seminar - Has religion been historically used to bring groups of people together or create division among people? What are remnants of your position across the globe today?</p> <p>Assessment Exit Slip - How were the identities of the Moors in Africa relevant to African American’s and Black people today?</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Image board. Using print and digital resources. Make a collage around a portrait of yourself. In the collage use images, words, symbols and phrases that showcase your self-pride and cultural heritage family story. Student work can be displayed around the room for a gallery walk. It can be done virtually using google documents and distance learning platforms using (5-10) presentation slides as needed. Encourage the students to leave one virtual/written comment of positive affirmation on three different peers’ portraits.</p>
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Arts Science</p>	<p>Extensions/Experiential Opportunities</p> <p>Explore music and culture Spanish-Arabic Music of Al-Andalus</p>

<p>Lesson 1.4 The Social Construction of Race and the Transatlantic Slave Trade</p>	<p>Duration: 5 days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Turtle Island, Indigenous Peoples • Goree Island-Role in Transatlantic Slave Trade • Esteban de Dorante • Forced Migration and Racial Trauma • Middle Passage • Resistance • Maps of transatlantic slave trade, Africa, Caribbean, North/South America • Social Constructs 	<p>Materials/Resources/Speakers</p> <ul style="list-style-type: none"> • Turtle Island Resources • There is no Scientific Basis for Race-It’s a Made-up Label https://www.nationalgeographic.com/magazine/2018/04/race-genetics-science-africa/ • Nathaniel W. Smith, zinnedproject Reconstructing Race

<ul style="list-style-type: none"> • Race, Racial Identity • Power, Structural and Systemic Racism 	<ul style="list-style-type: none"> • Teacher Resource: PBS Race Power of Illusion Discussion Guide https://www-tc.pbs.org/race/images/race-guide-lores.pdf • 11 Ways Race Isn't Real, Jenée Desmond-Harris, Video: The myth of Race, Debunked in 3 minutes https://www.vox.com/2014/10/10/6943461/race-social-construct-origins-census • The Smithsonian's article Digital Archive of Slave Voyages • The Smithsonian's article Digital Archive of Slave Voyages (embedded extended inquiry links) • https://slavevoyages.org/ • Patterns in the intercolonial slave trade across the Americas before the nineteenth century • Primary Sources: • The Transatlantic Slave Trade DPLA • Race and Belonging in Colonial America: The Story of Anthony Johnson • Kevin Gaines, "African" <i>Keywords for American Cultural Studies</i>, pp. 16-20
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1 Initiation Students will review class norms and expectations for participation to ensure that perspectives are thoughtful, respectful, and in the spirit of learning as strive to better understand and engage in difficult conversations about race. Class will be asked to Turn and Talk about why learning about race and racism is important for future classes about slavery.</p> <p>Prompt for Turn and Talk: Where did the concept of race come from? Fist to 5 - What is your comfort level in talking about race? (1 very uncomfortable to 5 very comfortable). Have students note where they are individually and collectively, and identify what "norms" they need for themselves and as a class.</p> <p>Activity Students will discuss the social construct of race and why understanding race is important for building our understanding of the history of slavery in America and globally. Groups will then complete What is Race? KWL Chart. Students will share the main points of discussion with the whole class.</p> <p>Explore/Read/Discuss National Geographic Article: There is no Scientific Basis for Race – It's a Made up Label. After completing Learning portion of KWL, share out in groups key understandings.</p> <p>Then, students will analyze physical markers of race using a historical timeline of Race in America using photographs from primary sources. (Ensure that all students' identities are represented in timeline.) Discuss how and why race was constructed in America and</p>	<p>Home Links/Reflections to Affirm Identity Discuss with youth in your family how you honor your ancestors' wisdom and achievement.</p>

what race had to do with slavery and the study of American History. Wrap-up with PBS document [10 Things Everyone Should Know About Race](#).

Closing Review with class project template/rubric (*this will need to be developed*) for end of unit presentation.

Assessment Quick Write - How does race impact your life? Early American culture?

Day 2 Initiation Ask students to predict whom they would be most like if they were able to compare their DNA samples.

Activity Explore/View/Discuss PBS Documentary [Race the Power of Illusion: Episode 1 The Difference Between Us](#) (must be purchased). Teachers should be flexible and stop for reflection and discussion throughout the video.

Closing Anthropologist Alan Goodman says that “to understand why the idea of race is a biological myth requires a major paradigm shift.” Do you agree? Did the film present anything that shifted your thinking in a major way? If so, what? Is it difficult to make this shift? Why? (Ask students to document in journal.)

Day 3 Initiation Using the map of Turtle Island, ask students how it got its name? Ask if they know how Turtle Island is represented in history? And, what connections they have with the construction of race and to the typical histories that are taught in the United States?

Activity Using Tribal Nations Maps on computers in small groups, students will formulate questions they have about origins of the Americas from the perspective of Indigenous/Native Americans. Then they will listen to podcast [The Map Of Native American Tribes You've Never Seen Before](#) to answer questions raised.

Closing Full group discussion of what learned and assignment of pre-reading for next days lesson.

Day 4 Initiation Introduce lesson on Slave voyages with a review of norms and safe space for sensitive discussions. Define and use vocabulary: Racial Trauma and Forced Migration into opening remarks.

Activity Explore/Read/Discuss The Smithsonian’s article [Digital Archive of Slave Voyages](#) (embedded extended inquiry links in materials). Students will need Cornell Note-taking organizer (scaffold as needed) and computer.

As a class, analyze the voyages of African’s to the America’s using a variety of maps. Watch the movement of 14,00 Interactive Slave voyages [Slave Voyages](#). Ask students about African’s and how they came to America. Have them identify their status (free/enslaved) using drawings or concept mapping. Provide students time to explore their chart using on-line resources.

In small groups, engage students in unpacking what they know and have learned about who African’s at that time were beyond Free and Enslaved. Use a brainstorm map and have students list the possible identities of African people who migrated/were forced to migrate to the America’s: age, gender, vocations, family, religion, education, wealth, etc. Provide resource tools for student’s independent research on the people of the African Diaspora. Students should use research to inform culminating project.

<p>In small groups, students will choose an individual or topic and compile documentation from various lessons to report findings to the class in format of choice (presentation, descriptive powerpoint, visual depiction such as poster or concept map or matrix, etc.)</p> <ol style="list-style-type: none"> 1. Turtle Island, Indigeneous peoples 2. Goree Island 3. Juan Garrido 4. Esteban de Dorante 5. Anthony Johnson, Virginia 6. Origins of Race in global society 7. Phliss Wheatley 8. European & British Slavery in the Carribean, South America 9. The Key to Increasing the Transatlantic Slave Trade 10. Student Choice approved by teacher <p>Closing Remind students of Compelling Question they are striving to answer: How does social organization, politics, religion, public works, wealth (national and individual) contribute to notions of civilization? With slavery in mind, how might they invite internal and external growth, conflict, and demise?</p> <p>Day 5 Summative Assessment Small group presentations and peer feedback. <i>(Rubric to be developed representative of unit themes and expectations for project presentations, participation, and submission.)</i></p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration English Arts</p>	<p>Extensions/Experiential Opportunities Choose an individual in this time period and continue your learning through research.</p>