



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English

Course: Honors Humanities 12

Grade Level: 12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Leslie Septor, Program Supervisor of Literacy/Social Studies

Stephanie Holobinko, Program Supervisor of Assessment/ESL/Bilingual

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Dr. Tiffany Lynch-Beer, Director of Curriculum and Instruction

Subject/Course Title:
Humanities 12 Honors

Date of Board Adoptions:
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PACING GUIDE

Unit	Title	Pacing
Grade 12/ Unit 1	College and Career Readiness	4 weeks (overlaps)
Grade 12/Unit 2	Ancient Civilizations (Europe, Africa, Middle East)	5 weeks
Grade 12/Unit 3	Africans in World Religions	5 weeks
Grade 12/Unit 4	Oceanic Exploration and the Emergence of Modernity	5 weeks
Grade 12/Unit 5	Africans in Latin America	5 weeks
Grade 12/Unit 6	Africans in the Caribbean	5 weeks
Grade 12/Unit 7	Emancipation and Upheaval in the 19th Century	5 weeks
Grade 12/Unit 8	The Diasporic Imagination from the 20th Century to Present Day	5 weeks
Grade 12/Unit 9	The Art of Research	4 weeks (overlaps)

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher Lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.

<ul style="list-style-type: none"> ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<ul style="list-style-type: none"> ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors.
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UNIT OVERVIEW

Content Area: Social Studies/English Language Arts

Unit Title: College and Career Readiness

Target Course/Grade Level: Humanities Grade 12 Honors

Unit Summary: Students will successfully plan and create a college essay, resume, and cover letter, as well as a digital career networking profile and interview in order to become better prepared for postsecondary plans.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

Career Readiness, Life Literacies, and Key Skills:

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. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Interdisciplinary Connections and Standards: Social Studies

6.3.12.EconGE.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action. Evaluate the evidence for the role of group behavior on individual and species’ chances to survive and reproduce.

8.2.12. EC.3 Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

Unit Understandings:

Students will understand that...

- there are the benefits of having a postsecondary plan
- resumes should be tailored and varied in order to obtain the kind of job I desired
- there are various potential impacts of having an online presence -- positive or negative.
- national and international economic trends and labor practices must be explored during individual career planning.

Unit Essential Questions:

- What are the benefits of having a postsecondary plan?
- What kind of resume is needed in order to obtain the kind of job I desired?
- What is the potential impact of an online presence -- positively or negatively?
- How do national and international economic trends and labor practices affect individual career options?

Knowledge and Skills:

Students will know....

- the skills and dispositions necessary to be successful in charting their postsecondary path, such as education, job searches, resumes, applications, and the interview process
- that good employability and career development skills improve career and setting goals
- the types of post-secondary education (2 year, 4 year colleges)
- vocational training options (apprenticeships, schools)
- specific steps in the job search process
- college majors options, interview etiquette and appropriate language
- resumes: references and how to create them

Students will be able to ...

- show complete understanding of key vocabulary such as: apprentice, aptitude, benefits, career, cooperation, employee, enterprise, entry-level job, foresight, incentive, income, labor, manager, market, productivity, reliability, responsibility, service worker, skill, specialization, standard of living, wage, workplace
- construct college essay, resume, cover letter, and digital career networking profile

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Create a digital career networking profile using Monster, Indeed, and LinkedIn
- Plan, write, revise, and publish a 250-word college application essay using current prompts from institutes of higher learning
- Create a resume, cover letter, and thank you letter using a standard business format

End of Unit Performance Tasks:

- Students will conduct mock interviews and reflect on it afterward
- Students will be grouped in pairs based on similar career interests and conduct the interview specific for that field; they will be provided with example interview questions to ask as well as creating some original questions
- Think-pair-share about the interview etiquette video
- Class discussions after presentations

Other Evidence:

- Students will answer short response questions (via exit slip) about employment, post-secondary education, and vocational training

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions, both whole group and smaller “break-out” groups

- Use visual media to explore concepts in conducting research, and academic and business writing
- Use visual media to show job interview techniques
- Show complete understanding of key vocabulary, including but not limited to *apprentice, aptitude, benefits, career, cooperation, employee, enterprise, entry-level job, foresight, incentive, income, labor, manager, market, productivity, reliability, responsibility, service worker, skill, specialization, standard of living, wage, workplace*
- Students will conduct mock interviews and reflect on it afterward. Students will be grouped in pairs based on similar career interests and conduct the interview specific for that field
- They will be provided with example interview questions to ask

RESOURCES

Teacher Resources:

- Resume, cover letter and thank you letter examples and templates
- Exit slips
- College websites
- Graphic organizer about essential questions
- Rubrics for resume, cover letter, thank you letter, and mock interview
- Job application example
- Examples of profiles and job postings on LinkedIn, Indeed, and Monster
- Compare and contrast maps
- Articles on vocational schools vs. college
- Videos of interview etiquette
- News articles on job trends and labor practices

Equipment Needed:

- Projector/screen
- Computers
- Internet Access
- “Elmo” document reader

UNIT OVERVIEW

Content Area: Social Studies/English Language Arts

Unit Title: Ancient Civilizations (Europe, Africa, Middle East)

Target Course/Grade Level: Humanities Grade 12 Honors

Unit Summary: Students will define the term civilization, consider its multiple meanings, and develop an understanding of the African continent as the birthplace of civilization, exploring its rich heritage and early intellectual, cultural, economic, and social achievements. Students will investigate the development of the idea of race and the concept of *othering* by exploring early interactions between different civilizations and people. Analysis of the actual encounters between Africans and others will lead to an understanding of the role and importance of differing perspectives. Students will define the term diaspora, in its various practical, historical, and theoretical iterations, within both the continent of Africa itself and beyond.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Interdisciplinary Connections and Standards: World History: Global Studies

6.2.8. CivicsPI.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8. CivicsDP.3.a Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

6.2.8. CivicsDP.3.b Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

6.2.8. CivicsHR.3.a Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8. GeoPP.3.a Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8. GeoPP.3.b Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

6.2.8. EconEM.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8. EconGE.3.a Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8. HistoryCC.3.a Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8. HistoryUP.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8. HistoryUP.3.b Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

Career Readiness, Life Literacies, and Key Skills:

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. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Unit Understandings:

Students will understand that...

- authors use written language to explore universal ideas and messages that reflect the ways in which people lived.
- literature is a direct reflection of history, its people, and the experiences of a specific time.
- Shakespeare's tragedy *Othello* provides clear perspectives on race relations in 16th century societies.
- civilization is defined as "any complex state society characterized by urban development, social stratification, symbolic communication forms and a separation from/domination over the natural elements."
- human trafficking became a large market throughout the African continent due to tribal wars and limited commerce.
- enslavement on the African continent is not comparable to the later forms of enslavement practiced in the Americas and elsewhere.
- many regions on the continent remained isolated from one another until modern times.
- Africa is a continent with a rich heritage and is also rich in natural resources.
- there were a variety of ancient African civilizations, including West and West Central civilizations, Egypt, Nubia, Ethiopia, and others.
- there was a significant African presence in the Graeco-Roman world due to contact between ancient European civilizations and Africa through trade and travel in the Mediterranean.
- both racial attitudes and the forms of slavery that developed in the ancient world differed significantly from modern forms.
- Africans made important cultural contributions to the societies of the ancient European world.

Unit Essential Questions:

- How can an analysis of literature offer insight into the ways in which people lived during specific time periods.
- How is written language a vehicle to deliver themes and morals?
- How do elements of plot, setting and character affect an author's intentions in telling a story?
- How does literature serve in historical contexts?
- What was the nature of contact between various civilizations in the ancient world?
- What were some of the broad, general features of ancient Greece and Rome as they relate to their eventual interactions with various African civilizations?
- What did it mean to talk about "racial" attitudes in the ancient world?
- What were the major features and characteristics of systems of enslavement in the ancient world in the various societies under investigation?
- What roles did African people play in both their own societies and cultures and those they came in contact with in Europe?
- In what ways, if any, did the initial contact between various groups set the stage for later relationships, histories of conquest, and the development of power struggles between groups with competing interests?

Knowledge and Skills:

Students will know....

- written language provides an understanding of how people live throughout history.

- there is danger in stories being told from only one perspective.
- literature is analyzed by readers based on the author's use of language and the reader's experiences.
- how to analyze literary narrative texts.
- key terms ELA: literary analysis, rhetorical strategies, figurative language, and poetic devices.
- key terms history: civilization, diaspora, Egyptology
- key people: Cheikh Anta Diop, Hebrews, Nehesi, Ahmose I, Nefertari, Hatshepsut, Amenhotep III, Nefertiti, the Ptolemies, the Phoenicians, Flavius Philostratus, Diodorus, Xenophanes, Herodotus, Amasis, Olympius, Lusius Quietus
- key events: developments in the Old, Middle, and New Kingdoms, ascendancy of Nubia, initial contact between Greece and Rome and African civilizations, Egyptian occupation of Cyprus, Battle of Marathon, Persian Wars, the three Punic Wars,
- key places: Rome, Greece, Nubia, Egypt, Kerma, Napata, Meroe, Ethiopia, the Nile, Sumer, Mesopotamia, Arabia, Asia Minor, Libya, Palestine, Syria, Babylon, Assyria

Students will be able to ...

- read and interpret literary and non-fiction texts.
- analyze the meaning behind the language of written texts.
- use appropriate grammar and style in discussion of literature and in writing literary analysis.
- learn and use a variety of literary devices including characterization, irony, satire and parallelism.
- analyze and interpret historical texts and sources--both primary and secondary--in order to acquire knowledge, develop understanding, and draw conclusions about historical people, events, and time periods.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Daily participation in class discussion – whole group and small group
- Text annotations
- Tests/Quizzes in the form of multiple choice, fill-ins and short answer responses.
 - Quiz on literary terms such as theme, moral, conflict, foreshadowing, etc.
 - Quiz on literary devices such as symbolism, figurative language, repetition, diction, syntax, etc.
 - Edpuzzle quizzes on informational videos
 - Quiz on major ancient civilizations under discussion
- Short-answer written responses to analysis questions.
- Use the two-step process to literary analysis. Two-step process – step one: locate something, anything: figurative language (metaphor, simile, personification, images/imagery, motif, diction, syntax, punctuation (or lack thereof), repetition, or something you found to be weird, interesting, bizarre, etc. step two: connect it to something literary, such as theme, characterization, foreshadowing, symbolism, tone, comment from the writer about society, gender, race, social class, etc.
- Use the five-step introduction paragraph guidelines to respond to essay prompts. Five-step paragraph guidelines: a: write two sentences on the broad topic; b: introduce writer and his/her work and write a one sentence simple summary of the story; c and d: write one sentence where you connect your main topic to the material you're writing about (a + b); e: write a thesis statement – one or two sentences where you write your opinion on how the author uses literary devices to deliver the message of the work.
- Use the eight-sentence body paragraph model to write essays of literary analysis with the appropriate embedding of quotations to support assertions.

END OF UNIT ASSESSMENT

- Prompt 1: Write a five-paragraph essay that explains how the authors of slave narratives use literary devices to establish a comment on society or theme to illustrate the ways in which Africa serves as the birthplace of civilization.
- Prompt 2: Explain how the author uses literary devices to characterize the tragic hero Othello.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis of material related initial contact between various ancient groups and civilizations.
- Maps related to territorial expansion, trade, commerce, exploration, and contact, especially in the Mediterranean and between southern Europe and North Africa.
- Charts/Graphic organizers outlining the major issues and events related to wars of conquest.
- Review writing processes and good practices and continuous writing of short-answer responses to daily themes and concepts
- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- One-on-one instruction
- Flipgrid scene analysis of *Othello*
- Think-Pair-Share
- Peer editing
- Guided reading
- Socratic Seminar
- Post-it Note reading annotation
- Stations/centers

RESOURCES

Teacher Resources:

- Video/DVDs
- Various online resources including activities and primary source documents
- NJ Amistad Curriculum
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- Patrick Manning, *The African Diaspora: A History through Culture*
- Michael Conniff and Thomas J. Davis, *Africans in the Americas: A History of the Black Diaspora*
- *Othello* by William Shakespeare
- New Jersey Amistad Curriculum:
 - Ancient Africa Introduction -- 3000 B.C. to 1492 (Amistad)
 - A Brief History of North Africa to 1500 (powerpoint from Amistad)

Equipment Needed:

- Projector/screen
- Computers
- Document Camera

UNIT OVERVIEW

Content Area: Social Studies/English Language Arts

Unit Title: Africans in World Religions

Target Course/Grade Level: Humanities Grade 12 Honors

Unit Summary: Students will investigate various major world religions including Judaism, Christianity, Islam, and others, analyzing how religious beliefs, ideologies, practices and interactions fostered the development of communities, shaped and cultivated relationships within and amongst groups, and instigated various conflicts throughout history. They will explore religious written texts as sources of wisdom and analyze the information those texts provide about a particular society. An examination of the Judeo-Christian tradition, in particular, will focus on both the ways in which Africans are perceived and discussed in ancient scriptural texts, on the one hand, and, on the other, the effects of this tradition on the actual lived experiences of Africans and their descendants. A consideration of the history of Islam, as well, offers particular lessons and points of view, including the effects of Islam as it spread to traditional African civilizations, especially Egypt and North Africa, along with the role of Africans moving into lands where the religion of Islam was already established. Special attention will be given to geographical shifts and cultural exchange, with the movement of Islam into previously Christian Spain and Portugal as an exemplary case study.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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 claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Career Readiness, Life Literacies, and Key Skills:

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. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Interdisciplinary Connections and Standards:

6.2 World History: Global Studies

6.2.8. CivicsPI.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8. CivicsDP3.a Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

6.2.8. CivicsDP.3.b Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

6.2.8. CivicsHR.3.a Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8. GeoPP.3.a Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8. GeoPP.3.b Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

6.2.8. EconEM.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8. EconGE.3.a Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8. HistoryCC.3.a Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8. HistoryUP.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8. HistoryUP.3.b Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

6.2.8. HistoryUP.3.c Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8. HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8. HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8. GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8. GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8. GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6.2.8. HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8. HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8. HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8. HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Unit Understandings:

Students will understand that...

- Religious texts serve as sources of wisdom that reveal how a society lived.
- Religious texts can be read for their literary and historical value.
- Various major world religions including Judaism, Christianity, Islam, and others developed over time.
- Religious beliefs, ideologies, practices, and interactions fostered the development of communities, shaped and cultivated relationships within and amongst groups, and instigated various conflicts throughout history.
- The Judeo-Christian tradition, in particular, will focus on both the ways in which Africans are perceived and discussed in ancient scriptural texts, on the one hand, and, on the other, the effects of this tradition on the actual lived experiences of Africans and their descendants.
- Egypt, Nubia, and a number of other African civilizations and peoples figure prominently in Biblical accounts.
- North Africa was the center of an important Christian civilization, headed at one time by the North African Saint Augustine of Hippo, one of the most important early figures in the history of the Catholic Church
- Islam has a long history and a significant effect on traditional African civilizations, especially Egypt and North Africa.
- Africans moving into lands where the religion of Islam was already established played an important role in history.
- Geographical shifts and cultural exchange, with the movement of Islam into previously Christian Spain and Portugal played an important role in history.
- Travel, commerce, and enslavement brought Islam in contact with people of African descent throughout the Middle East and Asia.

Unit Essential Questions:

- What do religious texts reveal about how a society lived?
- How can religious texts be read as literary and historical texts?
- What are the major world religions that developed over time?
- How do religious beliefs, ideologies, practices, and interactions foster the development of communities, shape and cultivate relationships within and amongst groups, and instigate various conflicts throughout history?
- How did the Judeo-Christian tradition impact the ways in which Africans are perceived and discussed in ancient scriptural texts, on the one hand, and, on the other, the effects of this tradition on the actual lived experiences of Africans and their descendants.
- What is the history and effect of Islam on traditional African civilizations, especially Egypt and North Africa.
- What was the impact of Africans moving into lands where the religion of Islam was already established?
- What was the impact of geographical shifts and cultural exchange, with the movement of Islam into previously Christian Spain and Portugal played an important role in history?

Knowledge and Skills:

Students will know . . .

- The value of analyzing religious texts as historical and literary works.
- What the major world religions that developed over time were and what the significance of those religions is today.
- Religious beliefs, ideologies, practices, and interactions are central to the development of communities, the relationships within and amongst groups, and the various resulting conflicts throughout history.
- The ways in which the Judeo-Christian tradition impacted the perception and discussion of Africans in ancient scriptural texts and the effects of this tradition on the actual lived experiences of Africans and their descendants.
- Islam had a profound effect on traditional African civilizations, especially Egypt and North Africa.
- The movement of Africans into lands where the religion of Islam was already established had major historical impact and significance.
- Geographical shifts and cultural exchanges shape history.
- Written language provides an understanding of how people lived throughout history.
- Key places: Egypt, Nubia, Palestin, Canaan, Alexandria, Algeria, Ethiopia, Iberian Peninsula, Ghana, Songhay, Mali, Morocco, Arabian Peninsula, Niger, India, Pakistan, Turkey, Iran, Mecca, Ottoman Empire
- Key terms: various religious and theological terms and concepts particular to Judeo-Christianity and Islam, “curse of Ham”, hijra, trans-Saharan, Qur’an, pilgrim, hajj, Old and New Testaments, prophesy, messiah, salvation, eunuch
- Key figures: host of Biblical and Islamic figures, Saint Augustine, Berbers, Moors, Abraham, Moses, Jesus, Muhammad, Noah, Ham, Queen of Sheba, Solomon, Ahmad Baba, Ahmad Tulun, Avicenna, Averroes

Students will be able to ...

- How to read and analyze religious texts as literary and historical texts.
- Learn and use a variety of literary devices including diction, syntax, tone, irony, and foreshadowing.
- Read and interpret literary and non-fiction texts.
- Analyze the meaning behind the language of written texts.
- Use appropriate grammar and style in discussion of literature and in writing literary analysis.
- Analyze and interpret historical texts and sources--both primary and secondary--in order to acquire knowledge, develop understanding, and draw conclusions about historical people, events, and time periods.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Class discussion
- Tests/Quizzes/Vocabulary drills
- Short-answer written responses to analysis questions
- Use the two-step process to literary analysis
- Chart changes over time in the various kingdoms and civilizations as various leaders, religious ideas, and other ideologies spread and take over.
- A comparative treatment of ancient institutions of servitude with contemporary forms of chattel slavery.
- Primary source analysis, examining various religious texts with an eye toward how people of African descent are depicted, described, and treated.
- Use the two-step process to literary analysis.
- Use the five-step introduction paragraph guidelines to respond to essay prompts.
- Use the eight-sentence body paragraph model to write essays of literary analysis with the appropriate embedding of quotations to support assertions.
- Use two step conclusion process to conclude essays.
- Prompt 1: Write a five-paragraph essay that explains the major features of and reasons for the Moors successful conquest of the Iberian Peninsula.
- Prompt 2: Analyze how a character in *Things Fall Apart* is caught between colliding cultures – national, regional, ethnic, religious, institutional and how that collision calls that character’s sense of identity into question.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis of religious texts
- Maps related to territorial expansion, slavery, and the issue of cross-cultural transmission
- Charts/Graphic organizers outlining the major issues and events as kingdoms and civilizations rise and fall.
- Review writing processes and good practices and continuous writing of short-answer responses to daily themes and concepts
- Class discussions, both whole group and smaller “break-out” groups, including “4 Corners” and “Silent Conversations”
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- One-on-one instruction
- Flipgrid
- Edpuzzle
- Think-Pair-Share
- Peer editing
- Guided reading
- Socratic Seminar
- Post-it Note reading annotation
- Stations/centers

Resources

Teacher Resources:

- Video/DVD
- Various online resources including activities and primary source documents
- NJ Amistad Curriculum
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- Patrick Manning, *The African Diaspora: A History through Culture*
- Michael Conniff and Thomas J. Davis, *Africans in the Americas: A History of the Black Diaspora*
- Michael Gomez, *Reversing Sail: A History of the African Diaspora*
- *Things Fall Apart* by Chinua Achebe
- *Perpetua's Journey* by Jennifer A. Rea and Liz Clarke

Equipment Needed:

- Projector/screen
- Computers
- Internet Access
- “Elmo” document reader

UNIT OVERVIEW

Content Area: Social Studies/English Language Arts

Unit Title: Oceanic Exploration and the Emergence of Modernity

Target Course/Grade Level: Humanities Grade 12 Honors

Unit Summary: Students will investigate the era commonly called the Age of Exploration, the period roughly corresponding to the 15th through 18th centuries, and examine how a variety of European interactions with Africa led to settlement, colonization, and the establishment of systems of enslavement globally. This unit seeks to challenge traditional accounts of the slave trade as principally, or simply, Atlantic and America-centered. While the European Slave Trade's initial encounters with West Africa, along with the related establishment of chattel slavery in the Americas, is amply explored, students will additionally consider the unconventional historiography of slavery in the Indian Ocean and the Middle East, as promoted as a major feature of British imperialism in the period. Literary texts will include slave narratives, personal letters and essays.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Career Readiness, Life Literacies, and Key Skills:

9.4.12. CL.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. CL.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Interdisciplinary Connections and Standards:

6.2 World History: Global Studies

6.2.12. GeoSV.1.a Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12. GeoPP.1.a Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12. GeoGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.

6.2.12. GeoGE.1.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.

6.2.12. GeoGE.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

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.

6.2.12. HistoryCC.1.a Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

6.2.12. HistoryCC.1.b Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12. HistoryCC.1.c Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

6.2.12. HistoryCC.1.d Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

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.

6.2.12.HistoryCC.1.f Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

6.2.12. HistoryCC.1.g Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

Unit Understandings:

Students will understand that...

- The Age of Exploration was the period roughly corresponding to the 15th through 18th centuries.
- A variety of European interactions with Africa led to settlement, colonization. and the establishment of systems of enslavement globally.
- Traditional accounts of the slave trade as principally, or simply, Atlantic and America-centered should be challenged.
- The European Slave Trade's initial encounters with West Africa led to the establishment of chattel slavery in the Americas.
- The unconventional historiography of slavery in the Indian Ocean and the Middle East was a major feature of British imperialism in the period.
- Literary texts reflect the history of the times as well as the hearts and minds of the society of a given time period.
- Analyzing letters and personal essays as both historical and literary texts is crucial to understanding how societal policies develop.
- Early governmental policies impacted the lives of Native Americans, as well as those enslaved Africans brought to the New World
- Enslaved Africans came from a land rich with culture, artistry, science, medicine, and other accomplishments, bringing many talents and a tradition of rhetoric with them which greatly contributed to the building of the new nation.
- The very idea of "modernity" is a complex notion with multiple meanings but is often tied to this idea of a large-scale, global trafficking in human beings.
- Despite the common perception that a majority of enslaved people were brought to what is today the United States, the vast majority of slaves were brought to other New World colonies, as well as areas of the Middle East.

Unit Essential Questions:

- What was the Age of Exploration and what was its significance?
- How did trade routes and technology help expand the New World? How did it affect the economy of each empire?
- How did religion, economy, social aspects, and ethnicity affect early government?
- How are contemporary government systems based on early colonial government models?
- What role did European colonizers play in the dispossession of the Native Americans?
- What was the impact of European interactions with Africa?
- How accurate are traditional accounts of the slave trade as principally, or simply, Atlantic and America-centered?
- What was the impact of the European Slave Trade's initial encounters with West Africa?
- What were the conditions for enslaved Africans during the voyage from Africa to the Americas?
- What skills, culture, and contributions did enslaved Africans bring to the new nation?
- What is rhetoric and how was the rhetoric of African peoples, including spirituals, folktales, myths, religious songs and sermons, sustained during enslavement and incorporated in the literature of Africans in America?
- What is the historiography of slavery in the Indian Ocean and the Middle East?
- What do literary texts reflect about the history of the times and the society of a time period?
- What understandings are drawn from analysis of letters and personal essays as both historical and literary texts?
- How did early governmental policies impact the lives of Native Americans?

- How did enslaved Africans contribute to the building of the new nation?
- How is written language a vehicle to deliver themes and morals?
- How do elements of plot, setting, and character affect an author's intentions in telling a story?
- What is globalization?
- What is modernity?

Knowledge and Skills:

Students will know....

- The major causes and features of the rise of the slave trade.
- The principal characteristics of the Age of Exploration, its causes and effects, and the intellectual, cultural, political, and economic factors motivating it.
- The various locations, colonies, and nations--both East and West--where enslaved people were taken and the particular features of these societies.
- How the economic and financial needs and objectives in different places determined the contours of the slave system in those particular regions.
- Some of the ways in which enslaved Africans fought back, resisted, and revolted against enslavement.
- Key terms: imperialism, exploration, globalization, modernity, Middle Passage, revolution, resistance, mercantilism, capitalism, Reconquista, African Provenance, mutiny, maroon communities, dehumanization
- Key places: various colonies to which slaves were sent and the countries responsible for their initial capture and enslavement, West African nations, East African nations involved in the trade, Gold Coast, al-Andalus
- Key figures: host of European explorers, Columbus, Pedro Cabral, Ponce de Leon, Bartolomeu Bezerra, African ethnic groups (Yoruba, Fon, Ewe, Igbo).

Students will be able to ...

- Identify European explorers and describe their accomplishments.
- List the three main passages of the European Slave Trade.
- Explain the rise and impact of globalization and modernity
- Recognize the legal sanctions that allowed for the transition from servitude to the enslavement of Africans in North America.
- Investigate the Middle Passage as one of the largest forced migrations in human history.
- Analyze the justifications (social, legal, religious) for the enslavement of Africans.
- Identify the first European colonies in North America and analyze the unique conditions that each American colony faced.
- Describe the main characteristics of 15th-18th century slavery.
- Describe the role of the British and other Europeans in encouraging a slave trade in the Middle East
- Compare the lives of free and enslaved African Americans in various colonies and locations.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Tests/Quizzes/Vocabulary drills in the form of multiple choice, fill-ins and short-answer responses..
- Short-answer written responses to analysis questions.
- Use the two-step process to literary analysis.
- Use the five-step introduction paragraph guidelines to respond to essay prompts.
- Use the eight-sentence body paragraph model to write essays of literary analysis with the appropriate embedding of quotations to support assertions.

END OF UNIT ASSESSMENT

- Use two-step conclusion process to conclude essays.
 - Prompt 1: Use primary and secondary sources to write a five-paragraph essay that explains one’s own definition of either globalization or modernity or both, explaining how these phenomena relate to the rise of slavery, racial ideology, and the modern world.
 - Prompt 2: Write a five-paragraph essay that analyzes the factors involved in both the start of the slave trade and its cultivation and growth throughout the 17th and 18th centuries.
 - Prompt 3: Write an essay that analyzes the use of the word “darkness” in the novella’s title.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis of material related to European contact with West Africa, the slave trade, and the Middle Passage.
- Maps related to the Age of exploration, trade routes, and slave trading in both the Western and Eastern Hemisphere.
- Charts/Graphic organizers explaining the main European nations involved in the slave trade and the colonies they established throughout the world.
- Review writing processes and good practices and continuous writing of short-answer responses to daily themes and concepts
- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- One-on-one instruction
- Think-Pair-Share
- Socratic Seminar
- Post-it Note reading annotation
- Stations/centers

RESOURCES

Teacher Resources:

- Video/DVD
- Various online resources including activities and primary source documents
- NJ Amistad Curriculum
- Textbook: *African American History: A Journey of Liberation*
- Textbook: *United States History and Geography*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- Patrick Manning, *The African Diaspora: A History through Culture*
- Michael Conniff and Thomas J. Davis, *Africans in the Americas: A History of the Black Diaspora*
- Michael Gomez, *Reversing Sail: A History of the African Diaspora*
- Matthew S. Hopper, *Slaves of One Master: Globalization and Slavery in Arabia in the Age of Empire*
- *The Heart of Darkness* by Joseph Conrad
- Excerpts from *High on the Hog: a Culinary Journey from Africa to America* by Jessica B. Harris

Equipment Needed:

- Projector/screen
- Computers
- “Elmo” document reader

UNIT OVERVIEW

Content Area: Social Studies/English Language Arts

Unit Title: Africans in Latin America

Target Course/Grade Level: Humanities Grade 12 Honors

Unit Summary: This unit explores the early history and development of various Latin American countries through exploration, colonization, imperialism, and the European Slave Trade. Students will trace the origins of African presence, identity, and involvement in these various colonies and societies, as well as the political and socio-economic implications of becoming Afro-Latin. Special attention will be given to the ways in which racial ideology operates both similarly and differently across varying cultures, political systems, and social structures over time. Some countries under consideration will include those controlled by the Spanish and the Portuguese, including Brazil, Chile, Colombia, Ecuador, Mexico, Peru, Puerto Rico, and Venezuela, among others.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Career Readiness, Life Literacies, and Key Skills:

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. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Interdisciplinary Connections and Standards:

6.1 U.S History: America in the World

6.1.8. HistoryCC.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

6.1.12. CivicsPI.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12. CivicsPD.1.a Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

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).

6.1.12. EconGE.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.2 World History: Global Studies

6.2.12. GeoSV.1.a Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12. GeoPP.1.a Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12. GeoGE.1.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.

6.2.12. GeoGE.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12. HistoryCC.1.b Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12. HistoryCC.1.c Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

6.2.12. HistoryCC.1.d Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

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.

6.2.12.HistoryCC.1.f Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

6.2.12. HistoryCC.1.g Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

6.2.12. CivicsPD.3.a Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).

6.2.12. HistoryCC.3.a Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.

6.2.12. EconGI.3.c Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

6.2.12. HistoryUP.3.a Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.

6.2.12. HistoryCC.3.c Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

Unit Understandings:

Students will understand that...

- Latin American countries were developed through exploration, colonization, imperialism and the European Slave Trade.
- Africans have a defined presence, identity and involvement in various Latin American societies.
- There are political and socio-economic implications of becoming Afro-Latin and cultivating this identity.
- Many of the customs, beliefs, and cultural practices of Latin America are either indistinguishable or very similar from those practiced on the continent of Africa. This is called African retentions.
- Racial ideology operates in similar and different ways in various cultures, political systems, and social structures over time.
- Exploring a culture through its foods, music, art, folklore, etc. leads to a better understanding of the people represented and studied.
- Drawing from our own individual cultural traditions and backgrounds allows for a deeper connection to and understanding of others.

Unit Essential Questions:

- What area of the world makes up Latin America and how were Latin American countries founded and developed?
- What was the role of Africans in the establishment and development of various Latin societies?
- What are the political and socio-economic implications of becoming Afro-Latin?
- How does racial ideology operate in various cultures, political systems, and social structures over time?
- Why is it important to explore a culture through its foods, music, art, folklore, etc.?
- What are the benefits of drawing from our own individual cultural traditions and backgrounds in trying to understand and examine other groups, people, and individuals?

Knowledge and Skills:

Students will know....

- How to chart the development of Latin American countries
- That Africans have a defined presence, identity, and involvement in various Latin societies.
- That there are political and socio-economic implications of becoming Afro-Latin.

- That racial ideology operates in similar and different ways in various cultures, political systems, and social structures over time.
- That a culture is characterized by how a group of people live, worship, what they believe, what the value, and how they express themselves.
- Despite many differences, there are great many similarities between various Latin American cultures, as well.
- Key Terms: mulatto, asiento, encomienda, mestizo, miscegenation, Laws of the Indies, genocide, castas, Treaty of Tordesillas, repartimiento, limpieza de sangre, the “freedom of wombs”, bandeiras, confrarias, quilombo
- Key Figures: Pedro Alonso Nino, Mustafa Azemmouri (Estevanico), Bartolome de las Casas, Queen Isabella, Charles V, Alonso de Montufar, Tomas de Mercado, Francisco Menendez, Pedro Alvarez Cabral

Students will be able to ...

- Explain the intersection of Africans, Latin American people descended from Europeans, and Native Americans.
- Describe various cultural practices of Latin American people of all backgrounds.
- Analyze various texts to develop an understanding of different religions, cultural practices, people, beliefs, and regions of the world.
- Summarize the history of Africans in Latin America.
- Identify key events that impacted the political and socio-economics of Africans in Latin America.
- Identify important historical figures amongst both the colonizers and the colonized, enslavers and the enslaved
- Describe the principal systems of slavery that developed in various Latin American cultures and societies-- Brazil, Chile, Colombia, Ecuador, Mexico, Peru, Puerto Rico, and Venezuela, among others--over time, understanding the role that the plantation economy played in their development.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Tests/Quizzes/Vocabulary drills in the form of multiple choice, fill-ins and short-answer responses.
- Short-answer written responses to analysis questions.
- Use the two-step process to literary analysis.
- Use the five-step introduction paragraph guidelines to respond to essay prompts.
- Use the eight-sentence body paragraph model to write essays of literary analysis with the appropriate embedding of quotations to support assertions.
- Use-two step conclusion process to conclude essays.
 - Prompt 1: Explain how racial ideology and the related slave and racial caste system as it developed in Brazil was both similar to and different from those ideologies and systems as they developed in the United States. What accounts for these similarities and differences?
 - Prompt 2: Write a five-paragraph essay that analyzes one of the Latin American colonies under discussion. Describe the African presence in this colony and make an argument for the impact of the African Diaspora in this location.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis including maps of material related to geographical and demographic changes resulting from the slave trade in and colonization of Latin America
- Charts/Graphic organizers outlining the major features, similarities, and differences of the range of systems of servitude that developed in Latin American colonies from the 15th-18th centuries.

- Review writing processes and good practices and continuous writing of short-answer responses to daily themes and concepts
- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- One-on-one instruction
- Think-Pair-Share
- Peer editing
- Guided reading
- Socratic Seminar
- Post-it Note reading annotation
- Stations/centers

RESOURCES

Teacher Resources:

- Video/DVD
- Various online resources including activities and primary source documents
- NJ Amistad Curriculum
- Textbook: *United States History and Geography*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- Patrick Manning, *The African Diaspora: A History through Culture*
- Michael Conniff and Thomas J. Davis, *Africans in the Americas: A History of the Black Diaspora*
- Michael Gomez, *Reversing Sail: A History of the African Diaspora*
- Henry Louis Gates Jr., *Black in Latin America*
- *If I Could Write This in Fire: An Anthology of Literature from the Caribbean* edited by Pamela Maria Smorkaloff
- Excerpts from *Women Warriors of the Afro-Latina Diaspora* — Dr. Marta Moreno Vega, Marinieves Alba and Yvette Modestin
- Excerpts from *Negras: Stories of Puerto Rican Slave Women* — Yolanda Arroyo Pizarro

Equipment Needed:

- Projector/screen
- Computers
- Internet Access
- “Elmo” document reader

UNIT OVERVIEW

Content Area: Social Studies/English Language Arts

Unit Title: Africans in the Caribbean

Target Course/Grade Level: Humanities Grade 12 Honors

Unit Summary: This unit explores the early history and development of various Caribbean countries through exploration, colonization, imperialism, and the European Slave Trade. Students will trace the origins of African presence, identity, and involvement in these various colonies and societies, as well as the political and socio-economic implications of becoming Afro-Caribbean. Special attention will be given to the ways in which racial ideology operates both similarly and differently across varying cultures, political systems, and social structures over time. Some countries under consideration will include those controlled by the British, Dutch, and French, including the Bahamas, Barbados, Haiti, Jamaica, Martinique, Suriname, and Trinidad, among others.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Career Readiness, Life Literacies, and Key Skills:

9.4.12. CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

9.4.12. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Interdisciplinary Connections and Standards:

6.1 U.S History: America in the World

6.1.8. HistoryCC.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

6.1.12. CivicsPI.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12. CivicsPD.1.a Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

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).

6.1.12. EconGE.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.2 World History: Global Studies

6.2.12. GeoSV.1.a Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12. GeoPP.1.a Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12. GeoGE.1.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.

6.2.12. GeoGE.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12. HistoryCC.1.b Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12. HistoryCC.1.c Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

6.2.12. HistoryCC.1.d Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

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.

6.2.12. HistoryCC.1.f Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

6.2.12. HistoryCC.1.g Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

6.2.12. CivicsPD.3.a Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).

6.2.12. HistoryCC.3.a Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.

6.2.12. EconGI.3.c Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

6.2.12. HistoryUP.3.a Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.

6.2.12. HistoryCC.3.c Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

Unit Understandings:

Students will understand that...

- The Caribbean is a region of distinct countries developed through exploration, colonization, imperialism, and the European Slave Trade.
- Africans have a defined presence, identity, and involvement in various Caribbean countries.
- Many of the customs, beliefs, and cultural practices of the Caribbean are either indistinguishable or very similar from those practiced on the continent of Africa. This is called African retentions.
- There are political and socio-economic implications of becoming Afro-Caribbean and cultivating this identity.
- Racial ideology operates in both similar and different ways in various cultures, political systems, and social structures over time.
- Various countries in the Caribbean, including the Bahamas, Barbados, Haiti, Jamaica, Martinique, Suriname, and Trinidad, among others, were controlled by the British, Dutch, and French at various times.
- Exploring a culture through its foods, music, art, folklore, etc. leads to a better understanding of the people represented and studied.
- Drawing from our own individual cultural traditions and backgrounds allows for a deeper connection to and understanding of others.

Unit Essential Questions:

- What area of the world makes up the Caribbean and how were those countries formed and established?
- How did Africans come to have a presence, identity, and involvement in the Caribbean?
- What customs, beliefs and cultural practices did Africans bring to the Caribbean?
- What are the political and socio-economic implications of becoming Afro-Caribbean?
- How does racial ideology operate in various cultures, political systems, and social structures overtime?
- What are the countries that make up the Caribbean and under which countries were they or, in some cases, are they still controlled?
- How does the study of a range of cultural products and expressions allow for a deeper understanding of a people's way of life and history?
- What parallels can be drawn between an individual's culture and the culture and experiences of others?

Knowledge and Skills:

Students will know.....

- Key terms: West Indies, Saint-Domingue, enslavement, Treaty of Ryswick of 1697, buccaneer, Treaty of Basel, Seven Years' War, vodun, vodou, placage, *gens de couleur*, Leeward Islands Act, Dutch West India Company, Treaty of the Hague
- Key people: Thomas Thistewood, King Louis XIV, Bertrand D'Ogeron, Jean-Baptiste Colbert, Mackandal, Sir William Stapleton, Woodes Rogers, Thomas Warner, Peter Stuyvesant, Johan Maurits, Abraham Crijnsen
- The histories of various Caribbean countries.
- The contributions of Africans to various Caribbean cultures, societies, and economies.
- How various racial ideologies are critical to examining the ways in which Caribbean cultures developed, constructed systems of slavery and caste, and even their political systems today.

Students will be able to ...

- Explain the exploration and colonization of various Caribbean countries.
- Summarize the history of Africans in the Caribbean.
- Identify key events that impacted the political and socio-economics of Africans in the Caribbean.
- Describe both the similarities and the differences between various Caribbean cultures and societies
- Identify important historical figures amongst both the colonizers and the colonized, enslavers and the enslaved
- Describe the principal systems of slavery that developed in various Caribbean cultures and societies--the Bahamas, Barbados, Haiti, Jamaica, Martinique, Suriname, and Trinidad, etc.--over time, understanding the role that the plantation economy played in their development
- Analyze the distinct features of the system of slavery that emerged in Haiti under French rule, anticipating the Haitian Revolution that will be examined in the next unit

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Tests/Quizzes/Vocabulary drills in the form of multiple choice, fill-ins and short-answer responses..
- Short-answer written responses to analysis questions.
- Use the two-step process to literary analysis.
- Use the five-step introduction paragraph guidelines to respond to essay prompts.
- Use the eight-sentence body paragraph model to write essays of literary analysis with the appropriate embedding of quotations to support assertions.
- Use two step conclusion process to conclude essays.
 - Prompt 1: Use primary and secondary sources to write a five-paragraph essay explaining some feature (cultural, political, economic, intellectual) of one Caribbean society, of the student’s choosing.
 - Prompt 2: Write a five-paragraph essay that analyzes the symbolism used in *Tar Baby* to establish the themes of gender expectations and the complications of identity.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis concerning various forms of enslavement as they developed throughout the Caribbean
- Charts/Graphic organizers outlining the particular racial ideologies that colonizers perpetuated in each colony and the reasons that specific forms of racism emerged as they did
- Review writing processes and good practices and continuous writing of short-answer responses to daily themes and concepts
- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- One-on-one instruction
- Think-Pair-Share
- Socratic Seminar
- Peer editing
- Guided reading
- Post-it Note reading annotation
- Stations/centers

RESOURCES

Teacher Resources:

- Video/DVD
- Various online resources including activities and primary source documents
- NJ Amistad Curriculum
- Textbook: *United States History and Geography*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- Patrick Manning, *The African Diaspora: A History through Culture*
- Michael Conniff and Thomas J. Davis, *Africans in the Americas: A History of the Black Diaspora*
- Michael Gomez, *Reversing Sail: A History of the African Diaspora*
- *Tar Baby* by Toni Morrison
- *If I Could Write This in Fire: An Anthology of Literature from the Caribbean* edited by Pamela Maria Smorkaloff
- Selections from Jamaica Kincaid, Afua Cooper, Claude McKay and Sylvia Winter

Equipment Needed:

- Projector/screen
- Computers
- “Elmo” document reader
- Internet Access

UNIT OVERVIEW

Content Area: Social Studies/English Language Arts

Unit Title: Emancipation and Upheaval in the 19th Century

Target Course/Grade Level: Humanities Grade 12 Honors

Unit Summary: This unit considers major historical developments of the 19th century from a global and comparative perspective, with an emphasis on abolitionism, emancipation, revolution, and other freedom movements. Special attention is given to the regions and countries discussed in earlier units, especially Latin America and the Caribbean, and the ways in which the slave systems in these places begin to weaken and ultimately collapse. Students will explore revolts and rebellions in Brazil, Colombia, Cuba, the Dominican Republic, and Venezuela, among others, and give special attention to the Haitian Revolution. A comparative analysis of the abolitionist movements in Great Britain and the United States will also be examined.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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 claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Career Readiness, Life Literacies, and Key Skills:

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. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Interdisciplinary Connections and Standards:

6.1 U.S History: America in the World

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).

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.

6.1.12. HistoryCA.3. Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

- 6.1.12. HistoryCA.3.b** Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
- 6.1.12. CivicsDP.4.a** Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
- 6.1.12. CivicsDP.4.b** Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12. CivicsPR.4.a** Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- 6.1.12. GeoPP.4.** Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12. EconET.4.a** Assess the role that economics played in enabling the North and South to wage war.
- 6.1.12. EconNE.4.a** Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- 6.1.12. HistoryCC.4.a** Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- 6.1.12. HistoryUP.4.b** Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
- 6.1.12. HistoryCC.4.b** Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
- 6.1.12. HistoryCA.4.c** Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

6.2 World History: Global Studies

- 6.2.12. CivicsPI.3.a** Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- 6.2.12. CivicsPD.3.a** Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
- 6.2.12. CivicsDP.3.a** Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
- 6.2.12. CivicsDP.3.b** Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
- 6.2.12. HistoryCC.3.a** Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
- 6.2.12. GeoGL.3.a** Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
- 6.2.12. EconGI.3.b** Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

- 6.2.12. EconGI.3.c** Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- 6.2.12. EconET.3.b** Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
- 6.2.12. HistoryUP.3.a** Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
- 6.2.12. HistoryCC.3.c** Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

Unit Understandings:

Students will understand that...

- There was considerable opposition to the slave system from the enslaved, free blacks, and white activists throughout the Americas, Caribbean, Latin America, Europe, Asia, and elsewhere.
- Resistance to the slave system existed in both active and passive forms.
- Various slave rebellions—the Stono Rebellion, those rebellions initiated in the United States by Gabriel Prosser, Denmark Vesey, and Nat Turner, the Brazilian Slave Uprising, other revolts in Honduras, Guatemala, Cuba, Jamaica, Ecuador, Peru, Mexico—took on unique characteristics and had particular histories.
- In all of these societies there were communities of African Americans who enjoyed status as free people of color.
- In the revolutionary and national periods of these colonies and nations, African Americans continued to struggle against slavery while those in power sought to put measures into place to strengthen the system.
- Racial ideologies and the systemic racism these ideologies supported and perpetuated were strengthened and codified in different ways depending upon the particular features of the society and culture in which they developed.
- The Haitian Revolution was the only successful slave revolt in history, in which slaves in Haiti defeated their French captors and forced France to relinquish its control of its colony.

Unit Essential Questions:

- What was the variety of forms that opposition to the slave system in various societies took?
- What were the particular contours and characteristics of the abolitionist movements that developed in various places over time and how did these singular movements contribute to an international movement dedicated to freedom for all?
- How were the slave revolts in the Caribbean and Latin America similar in nature and how were they different? What were their chief features/
- Why were almost none of these revolts successful in the short run?
- Is there an argument to be made that in assessing the success or failure of freedom movements more is at stake than simply winning or losing, freedom or slavery?
- What were the strategies and methods used by white colonizers, slave owners, and others to consolidate power and codify a system of enslavement that benefitted them?
- Why are racial ideologies distinct depending on where one looks (in other words, the United States' so called "one-drop" rule to determine racial status was not the norm in every society or nation)? What determines racial categories and who typically makes the determination?
- What was the Haitian Revolution and why was it successful? Might this success have been imitated elsewhere? Why or why not?

Knowledge and Skills:

Students will know . . .

- Key terms: emancipation, abolitionism, resistance, rebellion, revolt, codification, maroon, cimarron, palenques, quilombos
- Key figures: a host of abolitionists and freedom fighters in various countries and colonies: Garrison, John Brown, Douglass, Tubman, Gabriel Prosser, Denmark Vesey, Nat Turner, Caribs, Garifunas, Cudjoe, General Moses

Buddhoe Gottlieb, Queen Mary Thomas, Toussaint L'Ouverture, Henri Christophe, Jean Jacques Dessalines, Ganga-Zumba

- Key events: revolts, revolution, rebellion, civil wars, and other acts of resistance in the United States, Mexico, Haiti, Honduras, Guatemala, St. Vincent, Guadeloupe, Cuba, Jamaica, Virgin Islands, Ecuador, Peru, Suriname, Brazil, Mexico

Students will be able to ...

- Read and interpret literary and non-fiction texts.
- Analyze the meaning behind the language of written texts.
- Use appropriate grammar and style in discussion of literature and in writing literary analysis.
- Learn and use a variety of literary devices including characterization, irony, satire and parallelism.
- Analyze and interpret historical texts and sources--both primary and secondary--in order to acquire knowledge, develop understanding, and draw conclusions about historical people, events, and time periods.
- Describe a number of different revolts and rebellions and explain how and why these moments of resistance succeeded or failed.
- Explain why racial ideologies begin, exist, and develop differently in different places.
- Articulate generally why the 19th century is often considered a period of dynamic upheaval but also an era of emancipation and freedom for so many.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Tests/Quizzes/Vocabulary drills in the form of multiple choice, fill-ins and short-answer responses.
- Short-answer written responses to analysis questions.
- Use the two-step process to literary analysis.
- Use the five-step introduction paragraph guidelines to respond to essay prompts.
- Use the eight-sentence body paragraph model to write essays of literary analysis with the appropriate embedding of quotations to support assertions.
- Use two-step conclusion process to conclude essays.
 - Prompt 1: Use primary and secondary sources to write a five-paragraph essay that explains one important feature of the Haitian Revolution
 - Prompt 2: Write a five-paragraph essay that analyzes the development of themes in *Kindred* and their contemporary connections.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis including maps and other material to analyze and evaluate comparatively various freedom and resistance struggles throughout the 19th Century.
- Charts/Graphic organizers outlining the major issues and events playing a role in these struggles, along with the outcome in each and their long-term implications.
- Review writing processes and good practices and continuous writing of short-answer responses to daily themes and concepts
- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- One-on-one instruction
- Think-Pair-Share
- Socratic Seminar

- Peer editing
- Guided reading
- Post-it Note reading annotation
- Stations/centers

RESOURCES

Teacher Resources:

- Video/DVD
- Various online resources including activities and primary source documents
- NJ Amistad Curriculum
- Textbook: *United States History and Geography*
- Textbook: *African American History: A Journey of Liberation*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- Excerpts from *The Life of Olaudah Equiano*
- Excerpts from works of Haitian author Edwidge Danticat
- Graphic novel *Kindred*
- Patrick Manning, *The African Diaspora: A History through Culture*
- Michael Conniff and Thomas J. Davis, *Africans in the Americas: A History of the Black Diaspora*
- Michael Gomez, *Reversing Sail: A History of the African Diaspora*
- Carolyn Fick. "The Haitian Revolution and the Limit of Freedom: Defining Citizenship in the Revolutionary Era."

Equipment Needed:

- Projector/screen
- Computers
- "Elmo" document reader
- Internet Access

UNIT OVERVIEW

Content Area: Social Studies/English Language Arts

Unit Title: The Diasporic Imagination from the 20th Century to Present Day

Target Course/Grade Level: Humanities Grade 12 Honors

Unit Summary: This unit takes students into the post-slavery period of the 20th century and beyond and considers several recent developments and themes of the African Diaspora. Some of these include the dramatic and widespread migration of people of African descent throughout the Americas, a renewed interest and concern for the continent of Africa as a place both real and imagined, burgeoning civil rights movements and other forms of social activism intended to more fully secure for those of African descent the rights and privileges previously denied to them, and continuing anti-imperialist efforts and critiques culminating in the collapse of the apartheid system in South Africa. The unit will conclude with a look at some contemporary issues and debates in diaspora studies, including the current struggle against modern-day slavery.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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 claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using

portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Readiness, Life Literacies, and Key Skills:

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. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

9.4.12. CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Interdisciplinary Connections and Standards:

6.1 U.S History: America in the World

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).

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.

6.1.12. HistoryCA.3.a Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

6.1.12. HistoryCA.3.b Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

6.1.12. CivicsDP.4.a Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.

6.1.12. CivicsDP.4.b Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

6.1.12. CivicsPR.4.a Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

6.1.12. GeoPP.4.a Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12. EconET.4.a Assess the role that economics played in enabling the North and South to wage war.

6.1.12. EconNE.4.a Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

6.1.12. HistoryCC.4.a Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.

6.1.12. HistoryUP.4.b Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

6.1.12. HistoryCC.4.b Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.

6.1.12. HistoryCA.4.c Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

6.2 World History: Global Studies

6.2.12. CivicsPI.3.a Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12. CivicsPD.3.a Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).

6.2.12. CivicsDP.3.a Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.

6.2.12. CivicsDP.3.b Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.

6.2.12. HistoryCC.3.a Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.

6.2.12. GeoGI.3.a Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.

6.2.12. EconGI.3.b Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

6.2.12. EconGI.3.c Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

6.2.12. EconET.3.b Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.

6.2.12. HistoryUP.3.a Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.

6.2.12. HistoryCC.3.c Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

Unit Understandings:

Students will understand that...

- A great and widespread migration of people of African descent throughout the Americas took place during the 20th century, as well as movement and mobility in Europe, Asia, and Africa itself.
- A renewed interest in the continent of Africa has led to important conversations and inquiries, as people of African descent sought to reclaim their history, families, heritage, legacy, identities, and a sense of place and belonging.
- Civil rights movements of the 20th century around the world have attempted to fully secure rights and privileges for people of African descent.
- Continued anti-imperialist efforts and social activism led to the collapse of the apartheid system in South Africa.
- There continues to be a need for social activism against systemic racism and modern-day slavery.

Unit Essential Questions:

- What are push-pull factors and how do these relate to the diasporic movement of people, especially people of African descent, over time and especially in the 20th century and beyond?
- What are the ways in which the continent of Africa and its people are viewed and what is the significance of those perspectives?
- How do civil rights and other social movements around the world impact race and the presence and identity of people of African descent?
- What is apartheid, its history, and legacy?
- What does it mean to call something anti-imperialist? What are the chief features of such a movement or organization?
- What is meant by “systemic racism” and “modern-day slavery” and what groups and actions are working to disrupt these systems?

Knowledge and Skills:

Students will know . . .

- Something called push-pull factors are often used to explain and describe mass migration patterns throughout the world.
- **The Great Migration in America had counterparts in other countries, across countries, and throughout the world as well.**
- Civil rights movements and other social movements and freedom struggles are multi-faceted and have widespread implications.
- The 50-year system of apartheid had significant and devastating effects on the country of South Africa, which are still being reckoned with today.
- Systemic racism and modern-day slavery continue to plague the world.

- Two decades into the 21st century now, the African Diaspora continues, as both a lived reality and a psychological and symbolic force, used as a source of strength and inspiration for many.

Students will be able to ...

- Interpret and analyze historical and literary texts.
- Analyze the causes and effects of various migration movements of people of African descent in the 20th century
- Interpret the impact of civil rights movements, social activism, anti-colonial activity, anti-apartheid struggles, the “new” abolitionist movement opposing modern forms of slavery, and other freedom struggles.
- Analyze the processes of urbanization, suburbanization, and post-industrialization and describe how these phenomena have affected and continue to impact minority communities and people of African descent.
- Understand how systemic racism, modern-day slavery, and other oppressive systems (debt peonage, prison industrial complex, etc.) continue to function in society.
- Explain the system of Apartheid in South Africa, its origins, principal characteristics, impact, and ultimate demise.
- Articulate a vision of what globalization and an interconnected world might look like in post-Mandela, post-Obama societies.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Tests/Quizzes/Vocabulary drills in the form of multiple choice, fill-ins and short answer responses.
- Short-answer written responses to analysis questions.
- Use the two-step process to literary analysis.
- Use the five-step introduction paragraph guidelines to respond to essay prompts.
- Use the eight-sentence body paragraph model to write essays of literary analysis with the appropriate embedding of quotations to support assertions.
- Use two-step conclusion process to conclude essays.
 - Prompt 1: Use primary and secondary sources to write a five-paragraph essay that explains one of the major migrations under discussion.
 - Prompt 2: Write a five-paragraph essay that analyzes a 20th century freedom struggle that resulted in greater equality, justice, or opportunity.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Primary source analysis including maps of material related to patterns of mass migration of people of African descent in the 20th century.
- Charts/Graphic organizers outlining some of the major economic issues facing people of African descent around the world today, including poverty, a vast divide between rich and poor, inadequate education and healthcare, uneven distribution of and unequal access to resources.
- Review writing processes and good practices and continuous writing of short-answer responses to daily themes and concepts
- Class discussions, both whole group and smaller “break-out” groups
- Use visual media to present author biographical information, literature and a glimpse of the setting of certain literary works
- One-on-one instruction
- Think-Pair-Share
- Socratic Seminar
- Peer editing

- Guided reading
- Post-it Note reading annotation
- Stations/centers

RESOURCES

Teacher Resources:

- Video/DVD
- Various online resources including activities and primary source documents
- NJ Amistad Curriculum
- Textbook: *United States History and Geography*
- Textbook: *African American History: A Journey of Liberation*
- Textbook: *Elements of Literature 5th Course (Literature of the United States)*
- Patrick Manning, *The African Diaspora: A History through Culture*
- Michael Conniff and Thomas J. Davis, *Africans in the Americas: A History of the Black Diaspora*
- Michael Gomez, *Reversing Sail: A History of the African Diaspora*
- Orly Clerge, *The New Noir: Race, Identity, and Diaspora in Black Suburbia*
- Michelle M. Wright, *Becoming Black: Creating Identity in the African Diaspora*
- *The Oxford Anthology on African-American Poetry*
- *The Norton Anthology for African-American Literature*
- *Their Eyes Were Watching God* by Zora Neale Hurston
- Excerpts from Nelson Mandela's *Conversations with Myself*
- Excerpts from *Zenzele: a Letter for my Daughter* by J. Nozipo Maraire
- Excerpts from *The Warmth of Other Suns* by Isabel Wilkerson

Equipment Needed:

- Projector/screen
- Computers
- Internet Access
- "Elmo" document reader

UNIT OVERVIEW

Content Area: Social Studies/English Language Arts

Unit Title: The Art of Research

Target Course/Grade Level: Humanities Honors Grade 12

Unit Summary: Students will begin crafting ideas for a research paper throughout the course of the school year. Students will understand the importance of choosing a topic and identifying reliable sources in order to develop a thesis statement and conduct research. The paper will be produced in stages, feature numerous rewrites and revisions, and will reinforce research and writing skills as well as citation format. The end product will be a detailed and substantiated paper that is well-conceived, well-written, and polished. Topics will be selected from various areas of the curriculum and will require students to conduct research in an in-depth, layered manner.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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 claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

Career Readiness, Life Literacies, and Key Skills:

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. CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Unit Understandings:

Students will understand that...

- A research paper analyzes a perspective or argues a point and presents original thinking backed up by the ideas of other scholars or experts.
- Literary analysis is the criticism, study, and interpretation of literature.
- A thesis statement must be supported and proven.
- All primary and secondary source information must be given appropriate credit.
- Information needs to be analyzed and synthesized.

Unit Essential Questions:

- What is research and what is text analysis?
- How is research conducted, interpreted, and presented?
- What is a thesis statement?
- What is the proper MLA format?
- How are sources appropriately cited?
- How is a point of view or opinion expressed in written form without using words and phrases such as “I,” “I think,” “I believe,” etc...?
- What is plagiarism and what are the consequences of plagiarism?

Knowledge and Skills:

Students will know.....

- How to analyze literary texts.
- How to interpret informational texts and use information to support their arguments.
- Text is analyzed by readers based on the author’s use of language and the reader’s experiences.
- How to correctly format a research paper and a Works Cited page.
- How to avoid plagiarism.

Students will be able to ...

- Read and interpret literary texts.
- Read and interpret informational texts.
- How to take a stand on an issue.
- Use appropriate grammar and academic writing guidelines in writing literary analysis research papers.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Class discussion.
- Using the two-step process of literary analysis.
- Primary source analysis

END OF UNIT ASSESSMENT

- Steps to research writing will be checked:
 - Thesis statement development
 - Source information/note cards
 - Source citation
 - Building works cited

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussions, both whole group and smaller “break-out” groups
- One-on-one instruction

RESOURCES

Teacher Resources:

- Various online pages and activities and primary source documents
- NJ Amistad Curriculum
- Textbook: *United States History and Geography*
- Textbook: *African American History: A Journey of Liberation*
- Textbook: *Elements of Literature 5th Course* (Literature of the United States)
- Patrick Manning, *The African Diaspora: A History through Culture*
- Michael Conniff and Thomas J. Davis, *Africans in the Americas: A History of the Black Diaspora*
- *The Oxford Anthology on African-American Poetry*
- *The Norton Anthology for African-American Literature*
- Ebscohost
- Handouts of sample research papers
- Plagiarism handbook

Equipment Needed:

- Projector/screen
- Computers
- Internet Access
- “Elmo” document reader