Course Title – World Cultures	

Implement start year – 2014-2015

Revision Committee Members, email, extension – Michelle Kaighn [mkaighn@lrhsd.org x8553], Erich Wiltsee [ewiltsee@lrhsd.org x8921], Eric O'Neill [eoneill@lrhsd.org x8005], Shannon Bretz [sbretz@lrhsd.org x8293]

Unit #4, topic – Sub-Saharan Africa
Students will be able to independently use their learning to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues in Sub-Saharan Africa. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(http://www.nj.gov/education/cccs/2009/final.htm)
Common Core Curriculum Standards for Math and English
(http://www.corestandards.org/)

6.2.12.B.1.b
Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.C.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.D.1.b
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.D.1.c
Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
6.2.12.D.1.d
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.D.1.e

21st Century Themes
(www.21stcenturyskills.org)

☒ Global Awareness
☐ Financial, Economic, Business and
   Entrepreneurial Literacy
☐ Civic Literacy
☒ Health Literacy
☒ Environmental Literacy

21st Century Skills

Learning and Innovation Skills:
☒ Creativity and Innovation
☒ Critical Thinking and Problem Solving
☐ Communication and Collaboration

Information, Media and Technology Skills:
☒ Information Literacy
☐ Media Literacy
☐ ICT (Information, Communications and
   Technology) Literacy

Life and Career Skills:
☒ Flexibility and Adaptability
☒ Initiative and Self-Direction
☐ Social and Cross-Cultural Skills
☒ Productivity and Accountability

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.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions 6.2.12.A.3.c Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. 6.2.12.A.3.g Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations. 6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914. 6.2.12.C.3.e Assess the impact of imperialism on economic development in Africa and Asia. 6.2.12.D.3.d 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.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule. 6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide. 6.2.12.D.4.f Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars. 6.2.12.D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia. 6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. 6.2.12.A.5.d	☐ Leadership and Responsibility

Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.
6.2.12.B.5.e
Assess the role of boundary disputes and limited natural resources as sources of conflict.
6.2.12.C.5.d
Determine the challenges faced by developing nations in their efforts to compete in a global economy.
6.2.12.D.5.a
Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
6.2.12.A.6.b
Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
6.2.12.C.6.d
Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
•   CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
•   CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
•   CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
•   CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
•   CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
•   CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question

or solve a problem.
- CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Enduring Understandings:	Essential Questions:
Students will understand that . . .	
EU 1	*EU 1*
Mass movements of people occur due to internal and/or external societal pressure.	• What causes mass movement of people? • What is the impact of slavery on a culture? • What forces drive societies to enslave?
EU 2	
Access to resources impacts political, economic, and social development.	*EU 2*
	• How does the control of resources determine a society's success? • Why are diseases more devastating in some parts of the world than in others?
EU 3	
Conflict is the result of the perceived need for political, economic, or social change by a population.	
	EU 3
	• How do cultural, ethnic, and national identities create conflict?
EU 4	
Colonization had long term political, economic, and cultural consequences throughout the world.	*EU 4*
	• How has imperialism positively and/or negatively affected the development of former colonies?

Knowledge:	Skills:
Students will know . . .	*Students will be able to . . .*
EU 1	• Read and analyze primary source documents to determine different points of view (EU 1, EU 2, EU 3, EU 4)
• The patterns of the African slave trade	• Illustrate the locations of the major slave ports (EU 1).
• The causes and effects of the African slave trade	• Demonstrate the impact of slavery on African society (EU 1)
• The impact of the arrival of European settlers in Africa	

EU 2
- The location, value, access to and amount of natural resources found in Africa
- The importance of resource control
- The prevalence of and rates of spread of diseases in Africa

EU 3
- The causes and effects of war in Africa
- The major genocides in Africa

EU 4
- Motivations and effects of European colonization in Africa
- Locations of European empires in Africa
- The redefinition of African culture post-colonization

- Reflect on the long term social changes caused by the slave trade and colonization (EU 1, EU 4)
- Evaluate the reasons for European settlement and colonization of Africa (EU 1, EU 4)
- Recognize the locations and the ownership of natural resources in Africa (EU 2)
- Evaluate the causes of and spread of disease in Africa (EU 2)
- Predict the future consequences of diseases (EU 2)
- Propose solutions to ethnic tensions in Africa (EU 3)
- Describe the causes of conflict in Africa (EU 3)
- Analyze the causes and effects of colonization in Africa (EU 4)
- Critique the locations of European empires in Africa (EU 4)
- Make sense of self-evolving African identity (EU 4)

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Essays
- Quizzes
- Tests
- Presentations
- Research Projects

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements.*
Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Read and analyze various primary source documents from the region. (M)
- Teacher notes and PowerPoint presentations defining key terms and timeline. (A)
- Develop a graphic organizer for the causes and effects of imperialism in Africa. (M)
- Complete a DBQ on the causes and effects of colonization in Africa. (M)
- Map the physical and political features of Africa. (A)
- Map the colonial empires of Africa post Berlin Conference. (A)
- View and discuss segments of "Hotel Rwanda", "Do Scars Ever Fade", and "Blood Diamond". (M)
- Discuss potential solutions to the AIDS epidemic and create a policy proposal. (T)
- Make a Venn diagram comparing and contrasting the African and European motivations for slavery. (M)
- Create a journal of an African slave from capture through transport to the New World after reading appropriate primary sources. (M)
- Write an essay from the point of view of an African expressing his/her opinions at the Berlin Conference in 1884. (M)
- Read and discuss the primary source document "Our Kingdom Is Being Lost" by Afonso I of Kongo. (M)
- Devise a proposal to equitably distribute land in South Africa between indigenous African and descendants of European. (A)
- Write an essay comparing the treatment of indigenous people in the nation building of South Africa to the treatment of indigenous life if the United States was to colonize another planet (one supporting human like life forms). Students will evaluate whether or not the United States would treat these life forms better or worse based on experiences of colonization from the past. (T)