MOVEMENT

THEMES IN BLACK AND AFRICAN AMERICAN STUDIES

Second Edition

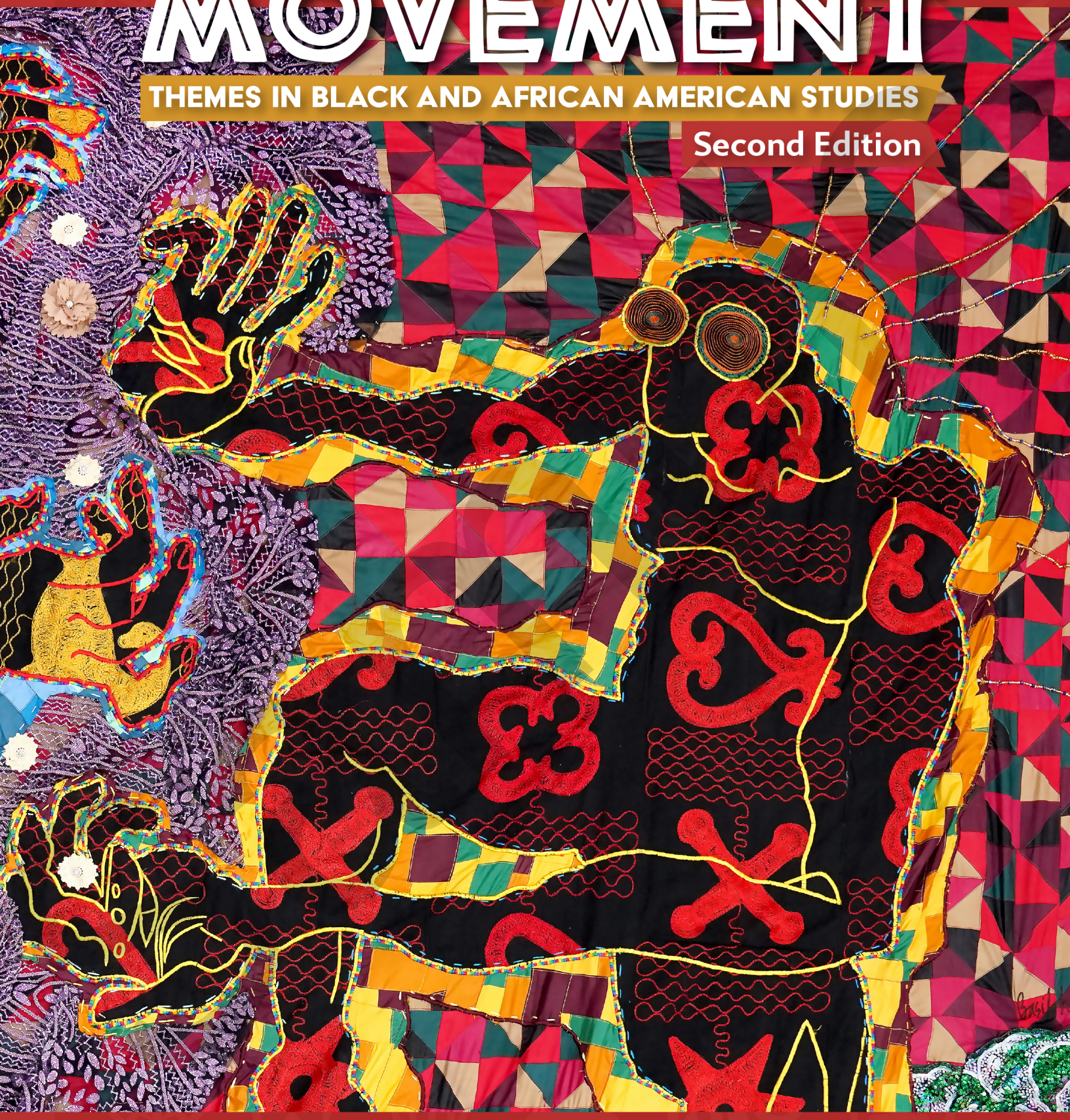

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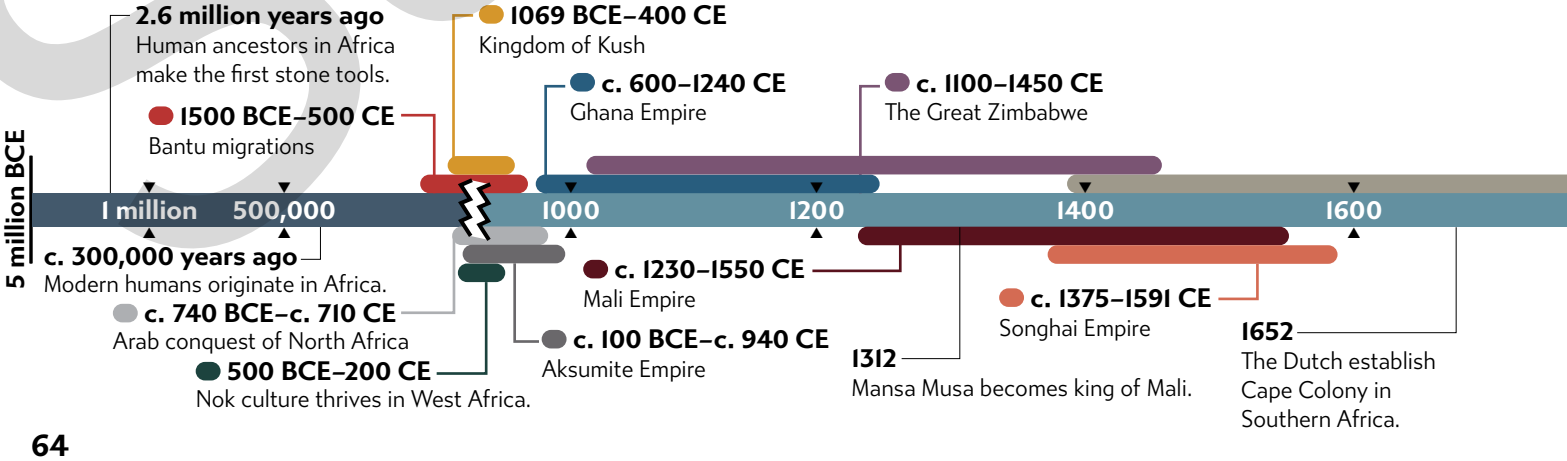
Photo: *Demonstrators participate in the Selma to Montgomery marches in Alabama in 1965. Marchers highlighted systemic racism and demanded voting rights for Black Americans.*

Sample

UNIT

2 Heritage Cultures and Regions



The Essential Question?

What histories, ancestral knowledge, and cultural practices have shaped African American identity?

Lesson 1
African Origins

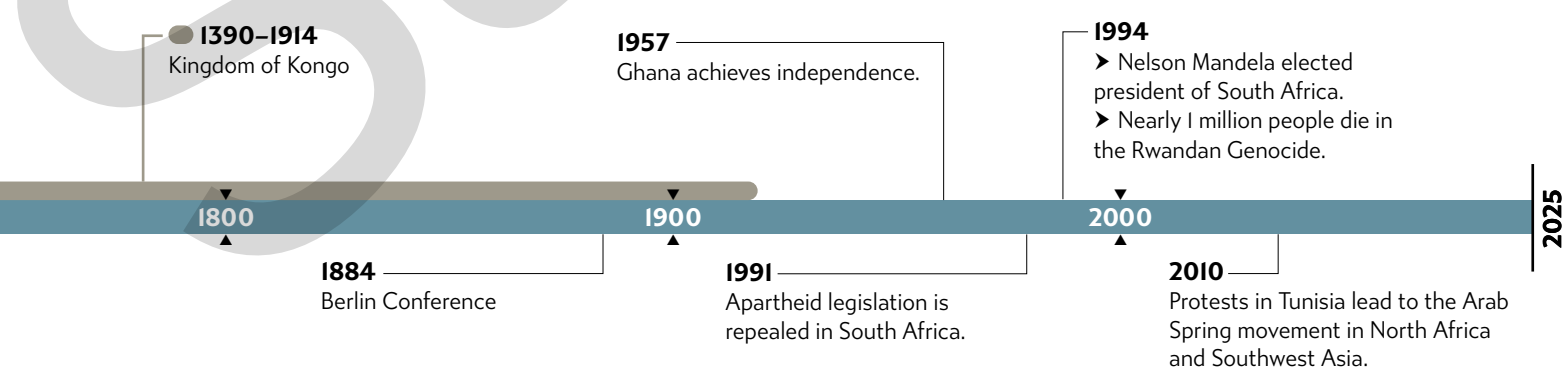
Lesson 2
East African Kingdoms

Lesson 3
West African Kingdoms

Lesson 4
Invasion and Exploitation

Lesson 5
Post-Colonialism and Contemporary Africa

A griot named Basimana sits with his guitar in Mali in 1970. Griots are esteemed musicians and storytellers who maintain a community's history and traditions. Basimana, who was born blind, was known for his rebellious songs.



Lesson 1

African Origins

Comprehension Strategy

Context refers to the events, conditions, attitudes, relationships, and other factors that help historians understand a subject. Often, when something is taken "out of context" it is misrepresented. Being able to recall the location, time period, and events that contextualize actions, events, artifacts, or primary documents is an important historical thinking skill that allows you to interpret a subject and use it as evidence. Select a subject from this lesson and create a context map by gathering quotes, art, maps, statistics, diagrams, images of primary documents or artifacts, and other evidence related to your subject's context.

Africa is central to the human story. Above, early human remains are on display at the Cradle of Humankind World Heritage Site in South Africa. How does our understanding of early human life and activity support the research of African American studies scholars, and vice versa?

The continent of Africa is the birthplace of humans and their early ancestors. As the place of origin for our species, Africa plays a unique and profound role in human history. Despite the continent's ancestral legacy, the importance and accomplishments of African civilizations have often been intentionally downplayed or ignored. In the 19th and 20th centuries, scholars of Black and African American studies reshaped narratives around Africa's contributions to humanity. In recent decades, the discovery of bones, artifacts, and genetic evidence all affirm the origin of humanity in Africa and the complexity of African civilizations.

Learning Goals

- I can explain Africa's central role in early human history.
- I can describe the geography of the African continent.
- I can analyze the impact of the Bantu migrations.

Key Terms

desertification
Eurocentric
hominin
mitochondrial DNA
paleoanthropologist
rift valley
Sahel
savannah

Origins of Humanity

Africa is the sometimes referred to as the "cradle of humanity" because of its central role in the origins of modern humans. A rich body of fossil records and other scientific findings support this conclusion. Some of the earliest ***hominins*** have been discovered in several regions throughout Africa.

Early Human Ancestors

Discoveries made in the 20th and 21st centuries have revealed Africa's key role in early human history.

One of the earliest human ancestors to walk upright was *Australopithecus afarensis*. Fossils of these early humans have been found in areas of Africa that are now the countries of Ethiopia, Chad, Kenya, and Tanzania. *Australopithecus afarensis* were similar in some ways to both humans and apes. They had flat noses, extended jaws, and small brains. Their long arms and curved fingers allowed them to climb trees easily. Like humans, they walked on two feet. This enabled them to survive in different habitats for more than 900,000 years.

In 1978, ***paleoanthropologist*** Mary Leakey discovered an 88-foot path of about 70 well-preserved footprints that scholars believe belonged to these early humans. The footprints, which are estimated to be 3.6 million years old, helped prove that *Australopithecus afarensis* walked upright. This is one of the defining characteristics that makes humans different from other primates.

Several other species of early humans have been found in Africa as well. *Homo habilis*, for instance, is believed to be the first species in the genus *Homo*, which means "man" in Latin. Fossils of *Homo habilis* have been discovered in East Africa. Another early human ancestor, *Homo erectus*, originated in Africa and migrated into Asia and Europe between 1.9 million and 143,000 years ago. Remains of *Homo erectus* were first discovered in Africa in 1960. *Homo erectus* is often considered the first human species to leave Africa and populate other parts of the world.

Modern Humans

Modern humans, called *Homo sapiens sapiens*, originated in Africa about 300,000 years ago. Discoveries in places like Jebel Irhoud (Morocco) and Omo Kibish (Ethiopia) show early *Homo sapiens* in Africa. Genetic evidence from ***mitochondrial DNA*** studies also point to a common African ancestor for today's humans.

Compared to earlier human ancestors, modern humans have larger brains and lighter skeletons. They walk upright, which allows them to hunt and gather food more efficiently.

Discovered in Ethiopia by paleoanthropologist Donald Johnson in 1974, "Lucy" is perhaps the most well-known example of Australopithecus afarensis, *a close human relative. Lucy lived around 3.2 million years ago. Her remains provide crucial evidence of early bipedalism, the condition of walking on two feet.*

The Word

"Mother Africa" is a term of solidarity that reclaims African cultural identities and histories, which enslavers worked to eradicate. It also points to Africa's role as the motherland from which all humans originated. Genetic research on mitochondrial DNA, which is passed from mother to offspring, shows that all humans alive today have a common maternal ancestor.

While Africa is the ancestral homeland of people of African descent, in a way, it is a homeland for us all, as the birthplace of all people and the place from which all the world's diverse cultures have arisen.

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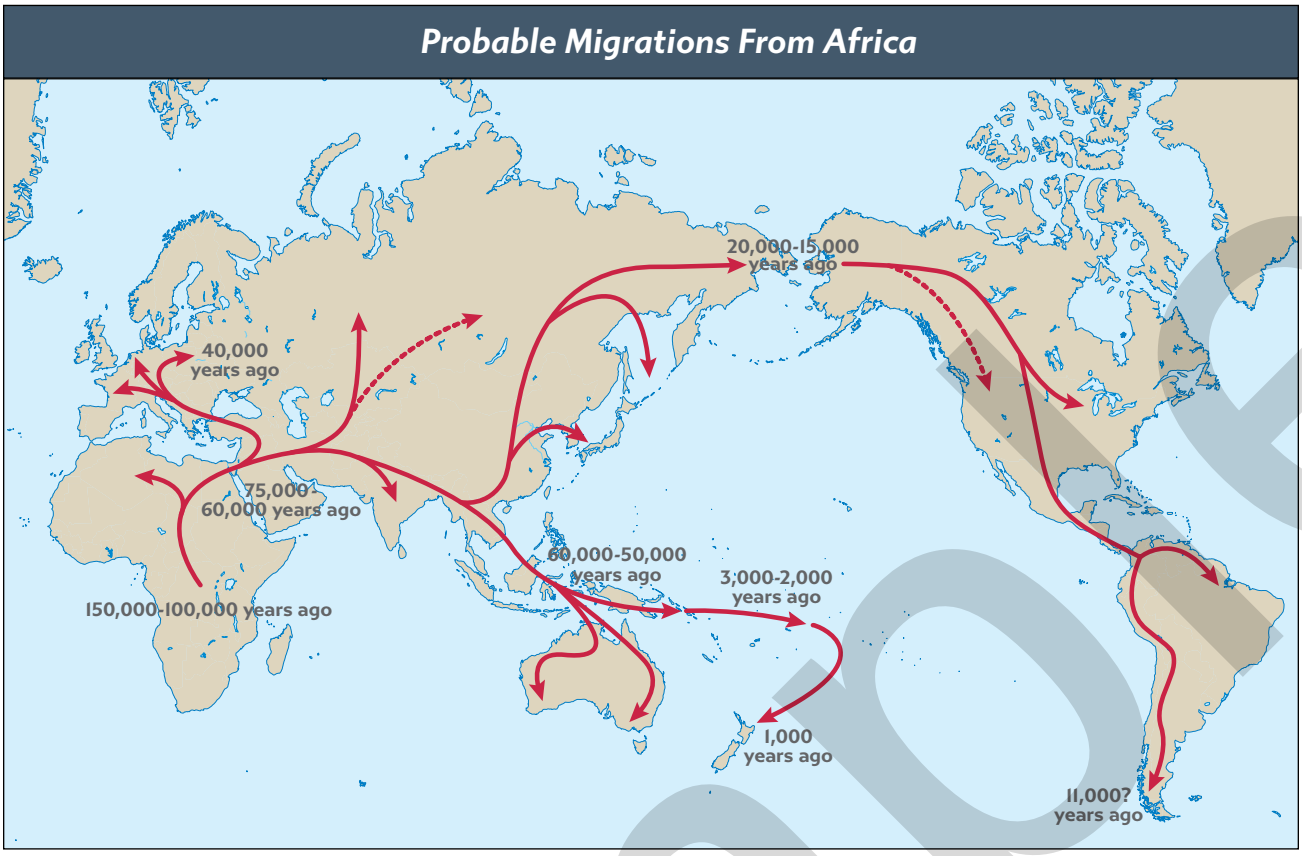

Early Homo sapiens *are believed to have migrated from Africa through the Middle East and beyond.*

Out of Africa Theory

As with other early humans, prehistoric *Homo sapiens sapiens* relied on hunting and gathering for survival. Many scientists believe that prehistoric humans migrated out of Africa as they searched for food and new hunting grounds.

The migration of humans around the world likely happened in waves. The first wave occurred about 60,000 years ago and brought humans to Europe and Asia. Later migrations then led to the settlement of Australia, the Americas, and other regions. As modern humans spread across the globe, they replaced earlier human species, such as Neanderthals. The "Out of Africa" theory is supported by both DNA and fossil records.

An Ideal Location

There is no one answer as to why Africa became the birthplace of humanity, but Africa's climate and landscape both likely played key roles. Africa is the most tropical of all the continents, and its warmer climate lacks the harsh winters that make survival difficult. Areas like the Great Rift Valley in East Africa, with its life-sustaining lakes and fertile grasslands, provided a rich environment for human survival and evolution.

Geographically, Africa's central location among the other continents likely fostered the spread of humankind. The rivers winding through the continent offer reliable water, transportation, and food sources. Dense forests provide shelter and fuel, while extensive grasslands full of diverse wildlife made for favorable hunting grounds. The fertile landscape supported the development and expansion of agriculture and the domestication of animals.

These environments are among the factors that made Africa an ideal spot for humanity to flourish. There are also likely other factors that have yet to be discovered.

Sample

Significance of Findings

Western narratives have often portrayed Africa as a "backward" continent, but recognizing Africa as the birthplace of humanity challenges these false narratives. Despite efforts to dismiss the truth, as can be found in many unscientific online discussions, the evidence that Africa is the cradle of humanity is substantial and persistent. There is strong scientific consensus that Africa is indeed the origin of modern humans.

Africa's centrality is the fundamental starting point of the shared story of humanity on Earth. Failing to acknowledge this starting point gives a distorted view of world history. At best, it marginalizes Africa from the timeline that defines and explains who we all are. At worst, it is an intentional erasure that has real-world consequences. Failing to acknowledge Africa's centrality allows for the false narrative that meaningful human history has its first beginnings elsewhere. To be sure, scientific discoveries and new archaeological evidence come to light each year.

Every person on Earth—past, present, or future, regardless of their current location or background—has roots in the African continent. This profound fact connects us all to a single, deep history. It teaches us that Africa is not peripheral to us, but is instead the source of our existence.

To study the human story properly, we must start at the beginning—with Africa.

What Do YOU Think?

Why does it matter where humanity began? How do our understandings of the past impact our views of the people and cultures of the present?

Counternarratives on Africa

Throughout much of Western history, Africa has been portrayed through a ***Eurocentric*** lens that labels it "isolated" and "primitive," lacking the accomplishments of Eurasian societies. A close look at the accomplishments of African peoples and societies, however, proves the contrary.

Anti-African bias is evident in both the narratives that have been created and the research tools themselves. Western scholarship has traditionally emphasized the importance of written records. Scientists have long discredited oral history, which is common in many Indigenous societies, including those of Africa. African forms of storytelling and history keeping, which often are preserved and passed down through song and poetry, have been rejected as legitimate sources of history.

Oral tradition continues to provide an important counternarrative to Western stories that fail to recognize the contributions of African societies. Just like ancient African storytellers, modern hip-hop artists incorporate stories of Africa into their works. Hip-hop legend KRS-One has told stories of Africa, such as in his song, "You Must Learn" (1989). African American studies scholars past and present help to counter misconceptions of Africa by centering these stories.

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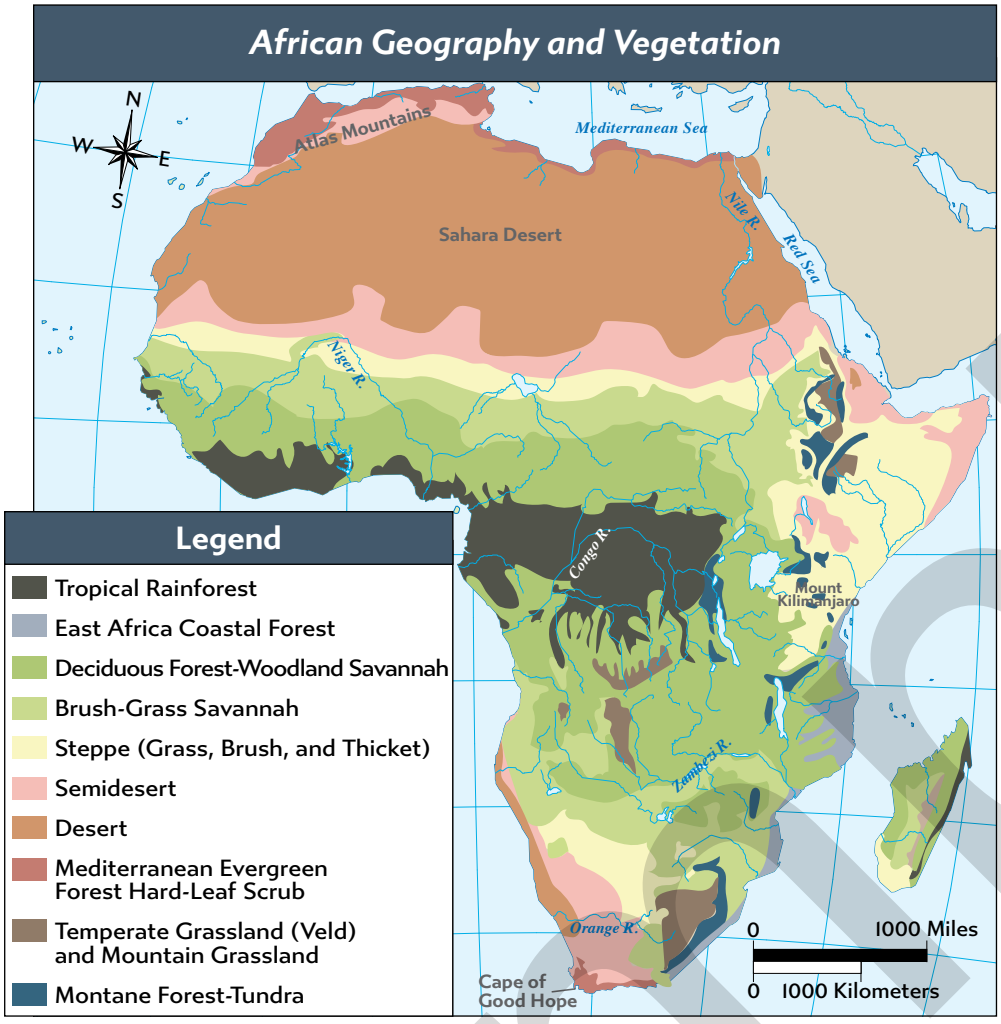


Africa is divided into five main climate zones, ranging from lush tropical rainforests to dry deserts. It is also home to major bodies of water, such as the Nile River in eastern North Africa and the Great Lakes Region of East Africa.

The Geography of Africa

Africa is the second-largest continent in the world, covering around 30.3 million square kilometers (11.7 million square miles). It is also the second-most populous, with a population of roughly 1.5 billion, according to a 2024 report by the United Nations Economic Commission for Africa.

Physical Geography

Africa has a diverse geography, covering a variety of climate zones and landscapes. There are five primary climate zones, including desert, semiarid, ***savannah*** grasslands, tropical rainforests, and the Mediterranean zone. The continent is bordered by the Mediterranean Sea to the north, the Atlantic Ocean to the west, and the Indian Ocean to the east.

Africa is divided in half by the equator. Much of the continent is high and level. In some places, the continent's coastline drops to the sea, forming cliffs.

Geographers most commonly divide Africa into five regions: North Africa, West Africa, Central Africa, East Africa, and Southern Africa. Some of these regions loosely correspond to geographic features, such as North Africa's connections to the Mediterranean Sea, but they are not based on strict geographic distinctions.

Geography of North Africa

North Africa contains the present-day nations of Algeria, Egypt, Libya, Morocco, Sudan, and Tunisia. The region contains the world's largest hot desert, the Sahara Desert, which occupies about one-quarter of Africa's land mass. The desert contains a number of unique features, including ergs (large areas of wind-blown sand), regs (stone-covered plains), and hammadas (rocky plateaus). All areas in Africa that are south of the Sahara are in what is called sub-Saharan Africa.

In the northwest, the Atlas Mountains include peaks over 13,000 feet high. In the northeast is the Nile River. Where it feeds into the Mediterranean Sea, the Nile has created a fertile delta in a very arid environment.

Sample

Geography of West Africa

Semi-arid land called the ***Sahel*** forms a transition between the Sahara Desert and sub-Saharan regions to the south. Its flat, dry semi-desert plains stretch along the desert from east to west. Factors including overgrazing and climate change are causing the Sahara to expand into the Sahel in a process called ***desertification***. The Sahel includes the Niger River, which flows through much of West Africa for more than 2,600 miles.

South of the Sahel are grasslands, or savannah, that stretch for thousands of miles. The savannah comprises nearly half of the continent, with grasslands starting close to the Sahara, filling much of the Central Africa.

Modern nations in West Africa include Benin, Burkina Faso, Cameroon, Cabo Verde, Côte d'Ivoire, The Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Nigeria, Sao Tome and Principe, Senegal, Sierra Leone, and Togo.

Geography of East Africa

The nations of East Africa—which include Djibouti, Eritrea, Ethiopia, Kenya, Somalia, South Sudan, Tanzania, and Uganda—are located along the Red Sea and Indian Ocean. The coastal areas of this region include deserts, grassy plains, and tropical forests. Much of East Africa is covered with high plateaus that gradually decrease in elevation closer to the coastline.

For centuries, people in cities along the coast of East Africa have benefited from trade connections with other civilizations. From these cities, sea routes to the Red Sea and across the Indian Ocean connect Africa with the Arabian Peninsula and India.

Two rift valleys, which form the East African Rift System, are located along the eastern side of Africa. A ***rift valley*** is a steep valley that develops when parallel cracks form in Earth's surface and the land between them sinks. One of the most famous landforms in the Great Rift Valley is Mount Kilimanjaro, a volcanic mountain located in what is now Tanzania.

A peninsula, known as the Horn of Africa, juts into the Indian Ocean near Saudi Arabia. Unlike the mountains surrounding the rift valley, the Horn of Africa is covered by low coastal plains. This region receives less annual rainfall than the rift valleys.

Geography of South and Central Africa

Tropical rainforests in both Central and West Africa play a critical role in maintaining the global climate. They also contain the highest density of Africa's diverse plant and animal species, and are among the world's most ecologically important and biodiverse regions.

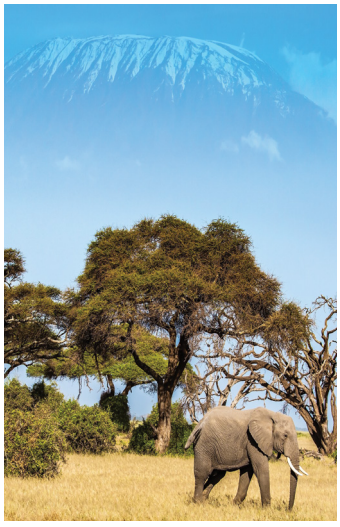
The Congo River curves nearly 3,000 miles before feeding into the Atlantic. The Congo River Basin is home to animal species such as gorillas, chimpanzees, and okapi. Southern Africa sits atop an ancient sheet of bedrock, lending the region features such as the Drakensberg Mountains and the Highveld plateau.

This geological foundation gives the region striking physical features such as high plateaus like the Highveld. Botanically rich, Southern Africa has a high concentration of plant species, and it also includes the vast Kalahari Desert.

The Zambezi River's route includes Victoria Falls. It flows 1,600 miles before entering the Indian Ocean. To the south, the Orange River is the longest river in South Africa. Part of it forms the border between Namibia and South Africa.

The Word

The origin of the name "Africa" is disputed by scholars. Many think the term is derived from the Latin "aprica" (which means "sunny") or the Greek "aphrike" (which means "without cold").



A view from Amboseli National Park in Kenya shows an African bush elephant grazing with Mount Kilimanjaro in the background. Mount Kilimanjaro, a dormant volcano in Tanzania, is the world's highest free-standing mountain.

Sample

Other nations in these regions include Angola, Botswana, Burundi, Central African Republic, Chad, Comoros, Congo, Democratic Republic of Congo, Equatorial Guinea, Eswatini, Gabon, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Rwanda, Seychelles, Zambia, and Zimbabwe.

Human Geography

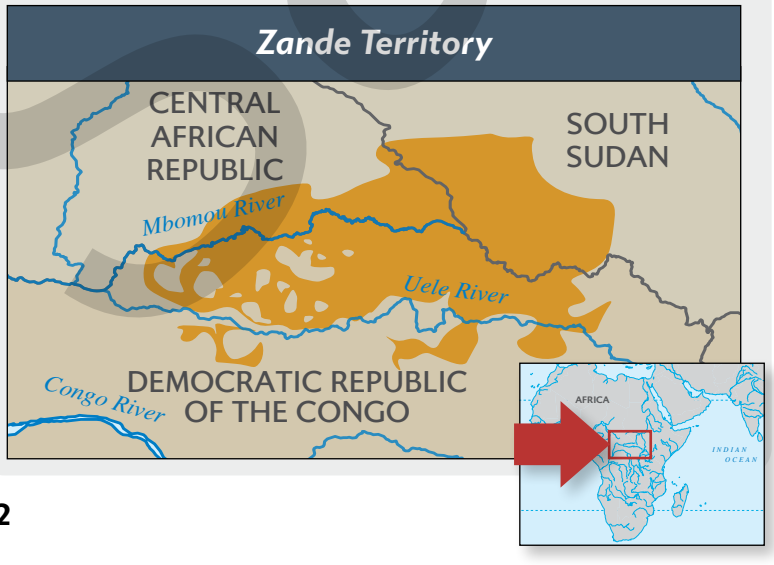
The population of Africa has been molded by the continent's rich history and varied landscape. Modern Africa is home to 54 countries and roughly 3,000 different ethnic groups, whose people speak over 2,000 different languages.

CONNECT IT: Geography

Beyond Borders

Modern political borders can give the appearance of neat divisions between nations and their people. However, traditional lands of cultural groups often predate and transcend these boundaries. Many of the current borders of African countries were drawn by Europeans during the colonial era.

About 300 years ago, the Ambomu people in Central Africa expanded, conquering territories to the east and south. Their new kingdom consolidated different ethnic groups. Their descendants are the Zande, or Azande, people. Today, nearly 4 million Zande people live in parts of the Central African Republic, the Democratic Republic of the Congo, and South Sudan. What are the possible outcomes of diverse ethnic groups living in regions that overlap political borders?



Family and Trade

Over time, Africa has been home to thousands of different cultures. Many of these cultures shared a belief that every person belonged to a larger, older group of people. The line of relationships that could be traced through a person's ancestors was their lineage. Today, ancestors still hold a special place in African culture and are recalled in stories and songs that explain how people are related to one another through the years.

African cultural traditions often put a family's needs before those of one person. People depended on their relatives for help. As long as someone had food, shelter, or money, they were expected to share with their family members.

The variation in climates throughout Africa encouraged trade. In dry climates, people often lived as nomadic herders, following strategic routes in search of food and water. Farming was a primary way for Africans to make a living. In less arid grassland regions, people cultivated grains and root crops such as yams. Domesticated animals and herding gave people a way to raise goats and camels and sell meat, milk, and cheese. In markets, cotton cloth, dyed wool, and brass, gold, silver, and copper jewelry were sold.

The landscape also shaped trade. For example, Africa has few large bays, and so many Africans historically traveled inside the continent, as opposed to sailing over sea routes.

The Modern Era

Traditional activities were disrupted by the European colonization of Africa, which dramatically changed Africa. During the late 1800s, European nations raced to colonize and exploit the continent for natural resources.

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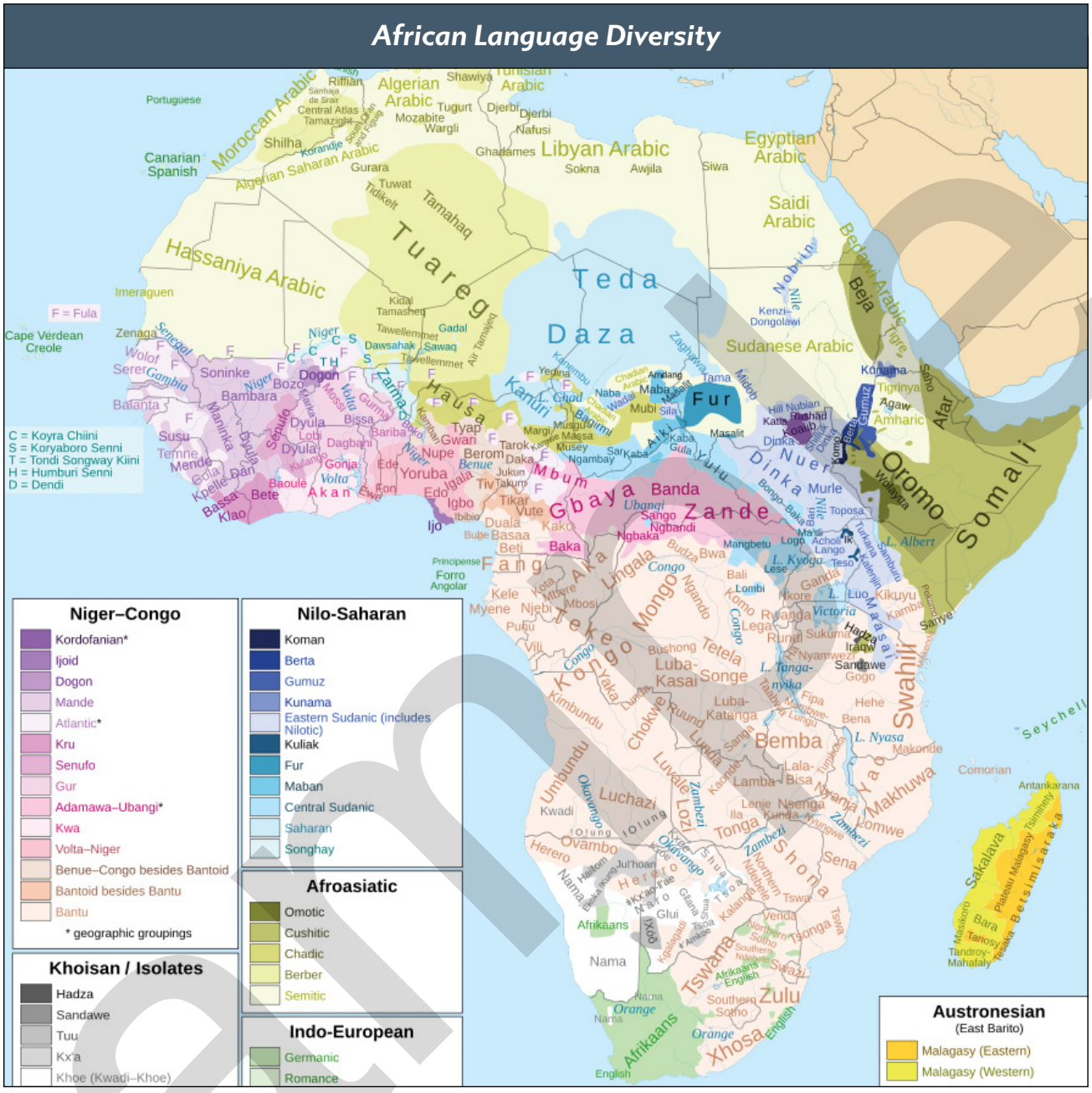


According to UNESCO, Africa is home to an estimated 1,500 to 3,000 languages. This map portrays a fraction of its linguistic diversity. Less than 20 percent of languages are shown here due to space.

These colonies were upended by World War II and the independence movements that followed. Today, nearly all African nations are independent states. Their citizens face issues such as poverty, health-care challenges, land and resource use sustainability, climate change, ethnic conflicts, and refugee crises.

Religious Diversity

Many traditional religious beliefs in Africa tell of a Supreme Being who created the world, with other less powerful spirits also present.

Christianity spread to Africa in the early centuries CE and was adopted by some leaders. It became widely practiced during European colonization in the 19th and 20th centuries. According to Pew Research, nearly two-thirds of sub-Saharan Africans are Christian.

Muslims brought Islam to Africa in the 7th century CE. Many Africans, particularly those in the north, converted to Islam. Other people kept their traditional beliefs, or followed a mix of Islam and their Indigenous belief systems.

Sample

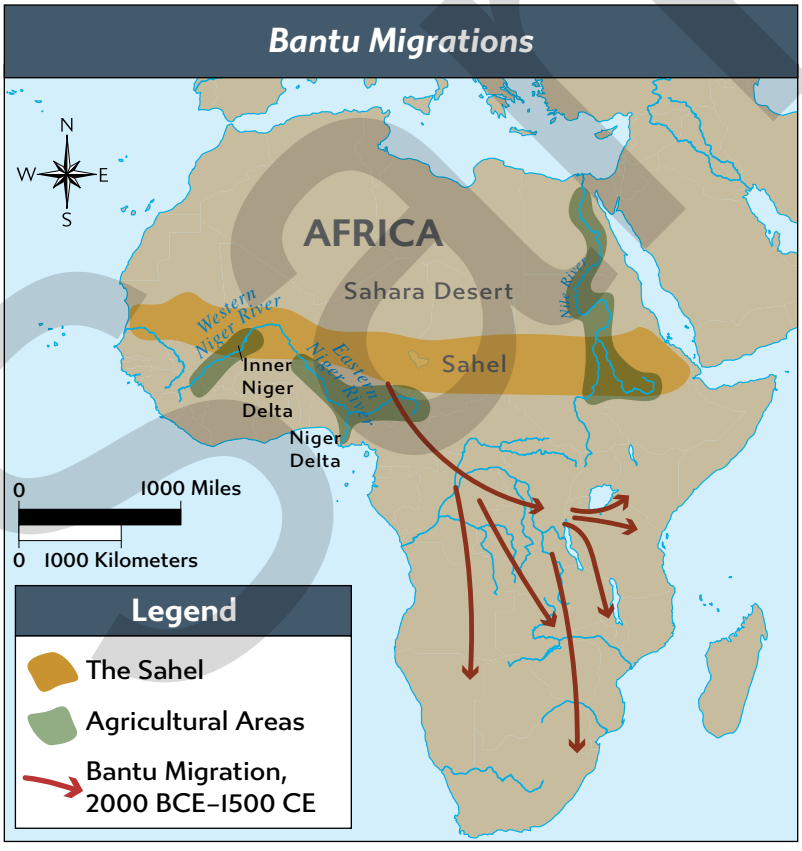
Early Migrations

Modern humans first migrated throughout Africa and then made their way across the world. Continued change and adaptation influenced later migrations within the continent as well.

Technological developments such as the invention of tools supported population growth in West and Central Africa. From around 10,000 BCE to 3,000 BCE, many societies around the world started to develop agricultural practices. African peoples began cultivating bananas, yams, and grains like sorghum and millet.

The first agriculturalists in West Africa were Bantu-speaking people who lived along the Niger River in the Sahel. Grassy savannahs covered the Sahel, and the soil along the rivers created fertile fields. The people in this region depended on the Niger River to both water their crops and to support their trade with other civilizations.

The Sahel is a semiarid region south of the Sahara Desert. While it is dry, the Sahel gets more rain than a desert. In the 1900s, parts of the Sahel began turning to desert. This was due to people overfarming, overgrazing, and clearing out trees and shrubs.



Bantu Societies Grow

Around 4000 BCE, people in sub-Saharan Africa began growing grain, yams, and fruit, such as bananas. They also raised animals such as cattle, sheep, goats, and chickens for food. To increase crop production, farmers built irrigation systems to water their fields. They also began forging iron tools, which helped them plow more land and plant more crops. As the food supply increased, the population grew. More people began working in specialized jobs as metalworkers, potters, or weavers. Others were salt miners, fishers, or merchants.

The Bantu Expansion

With a surplus of food and other items, Bantu-speaking merchants began trading with other African societies. Over time, their communities grew wealthy from trade. As their population increased, Bantu-speaking people began migrating into Eastern, Central, and Southern Africa.

Their gradual movement, called the Bantu expansion, occurred in stages over three thousand years, between 2000 BCE and 1500 CE. As they moved to new regions, they brought their language and culture with them, in addition to their knowledge and skills in agriculture and metalworking.

Influence on Identity and Culture

Early human migrations have had a significant impact on West, Central, and Southern Africa and the genetic heritage of the African diaspora, including African Americans. Today, around 500 known languages are in the Bantu language family, including major languages such as Shona, Swahili, Xhosa, and Zulu. They are spoken by hundreds of millions of people.

Scholastic

The Bantu migrations brought tools and agricultural practices throughout much of Africa, transforming sub-Saharan communities. As Bantu-speaking people mixed with local Indigenous groups, they created diverse societies.

Although the Bantu migrations took place thousands of years before the Transatlantic Slave Trade, its impact can be seen in African American ancestry and cultural practices today. A large portion of enslaved Africans brought to the Americas were taken from Bantu-speaking societies, especially those in Central Africa like Kongo and Angola.

In addition to genetic ancestry, Bantu cultural practices have been preserved and adapted in African American culture. For instance, the ring shout, a traditional African American religious and cultural practice linked to enslaved African communities in the southern coastal United States, is connected to spiritual traditions of the Kongo people. Though African American culture has connections to diverse cultures throughout Africa, the heritage from Bantu-speaking groups remains an important element in the history of the African diaspora.

Aunt Pearlie Sue and the Gullah Kinfolk perform at the 2015 Annual Seafood Festival, which celebrates Gullah Geechee culture, in Savannah, Georgia. The Gullah Geechee, who formed independent, physically isolated communities in the United States, are known for creating a unique culture that blended and preserved many African traditions. They are descended from West and Central African peoples, including Bantu-speaking cultures.

A Powerful Legacy

Africa's role in human evolution and migration is essential to the human story. African peoples shaped not only African history and culture but that of the whole world. The milestones achieved by early peoples in Africa would lay the foundation for some of the world's first great empires. These empires would shape the global economy and provide knowledge that we are still building on today.

Lesson 1 Content Connections

1. Why is Africa central to early human history?
2. What were the causes and consequences of the Bantu expansion?

Writing Workshop

Successful quote integration in writing is done by introducing, presenting, and analyzing the quote.

Think of a sandwich in which the top slice of bread is the introductory statement, the filling is the quote, and the bottom slice of bread is the explanation. Like a sandwich, you want these elements (or ingredients) to work seamlessly together.

Choose a topic from this lesson and find a quotation from a relevant source and practice integrating your evidence in a way that flows naturally.

Sample

Map View | African Kingdoms

Sample

The earliest modern humans emerged in Africa over 100,000 years ago. Over time, they developed sophisticated toolmaking skills and created diverse ways of living that responded to the continent's varied environments. Originally hunter-gatherers, some African peoples gradually began domesticating livestock and established herding societies. Many early African communities were located in the Sahara region, which was once a fertile savannah filled with wildlife.

Over many years, climate change led to the desertification of the Sahara, forcing Saharan populations to disperse. Some went east to the Nile River Valley, while others migrated west and south, toward the Niger River. As they developed agricultural practices over millennia, African peoples established food surpluses that supported the growth of larger populations, which allowed humans to become more stationary and build larger settlements that required stronger organization and specialization. The leaders of early settlements used technological innovations, like writing and advanced weaponry, to consolidate power. They eventually developed professional armies and systems of administration that allowed them to build complex states and empires.

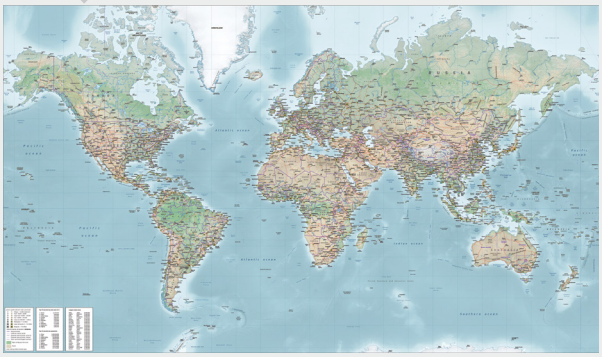
Physical geography and climate impacted settlement patterns and lifestyles across Africa, shaping whether people relied on pastoralism or agriculture. In desert and semiarid regions, for instance, people often live as herders and move regularly in search of food and water.

The map at left highlights many of the historic kingdoms and empires built by African peoples. How might physical geography and access to natural resources have impacted the developments of these African states? Choose two kingdoms on the map to research and compare how their different locations contributed to differences in their economies, cultures, or governments.

CONNECT IT: Geography

The Mercator Projection and Marginalization

Mapmakers translate Earth's curved, three-dimensional surface to a flat plane by using different map projection techniques. One of these is the Mercator projection, named for Gerardus Mercator (1512–1594), a mapmaker from what is now Belgium. This projection *(top right)* is accurate close to the equator, and its straight longitude and latitude make the Mercator useful for navigators. However, the projection grows increasingly inaccurate to the north and the south, enlarging the poles and Greenland and relatively shrinking equatorial landmasses.



The Mercator projection is still widely used, including on mapping apps. Advocacy groups maintain its distortion marginalizes Africa, making it look much smaller than it really is. In 2025, the 55 nations of the Africa Union recommended a switch to what is known as the Equal Earth projection *(right)*, which better reflects countries' true sizes.

Sample

TEACHER GUIDE

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- Annotate, highlight, mark up, and bookmark content and sync that data across their devices
- Download sections and read offline using the mobile apps
- Easily jump to specific units, lessons, pages, key words, bookmarks, notes, and highlights using the GSE Bookshelf+ advanced navigation features
- Take advantage of text-to-speech audio capability
- Translate into specified languages on-the-fly and utilize translated text-to-speech features
- Submit activities within the platform for grading and evaluation
- Use pop-up definitions and pronunciations of glossary terms
- Explore in-platform links to online content such as articles and videos

Teacher Features

In addition to the student features, teachers can:

- Access teacher-facing materials digitally or easily download PDF versions straight from the platform.
- Assign individual activities and sections of the text
- Use AI-assisted grading
- Build and customize printable assessments using the Dynamic Question Bank
- Access robust analytics for grading and standards alignment

Note: *All third-party links have been reviewed to ensure credibility and reliability. However, links should be used at the teacher's discretion in line with your school or district's standards regarding data privacy and security. These links provide content and activities that are supplemental to the material; all standards are addressed in a variety of other places within your materials.*

For help navigating GSE Bookshelf+ or to learn more about how to use its features, visit the *Gibbs Smith Education Knowledge Base*.

To gain access to GSE Bookshelf+, contact your school administrator, district technology director, or curriculum coordinator.

Apps for all your devices

Download on the App Store · Download on the Mac App Store · GET IT ON Google Play · Get it on Windows 10 · available in the chrome web store

Sample

Unit Overview & Planning Guide

The overview and planning guide is your primary tool to determine what content to teach and when. The overview will show you the standards alignment within the unit to help you determine where you need to spend the bulk of your time. The planning guide offers a snapshot of each activity, such as whether it includes a discussion/debate element, a differentiation suggestion, or if the activity requires a rubric or evaluation. It also includes the approximate time the activity should take so that you can plan shorter and longer lessons as appropriate to your classroom needs.

Note: It is not necessary to teach every activity in every lesson and unit. Each standard is covered in a variety of activities, so you may pick and choose what you and your students are most interested in and still meet each target.

A wide variety of activity types anchored in student-facing content

Fully customizable to fit the time, interests, and needs of your classroom. While each activity includes an approximate time frame, we know that each class moves at a different pace. Each activity is adaptable and generally offers a variety of options that may shorten or lengthen the time you spend. The times listed are an approximation of how long it may take an average class, with diverse learners, to complete the activity.

Thorough standards-based alignment throughout each unit and activity

Unit Features

Use any or all of the following activities to best meet the needs of your classroom.

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
In View DI.I.9-12; D2.Civ.2.9-12; D2.Civ.5.9-12; D2.Civ.8.9-12; D2.Civ.10.9-12; D2.Civ.12.9-12; D2.Civ.13.9-12; D2.Civ.14.9-12; D2.His.1.9-12; D2.His.2.9-12; D2.His.3.9-12; W.9-10.7; W.II-12.7; SL.9-10.1; SL.II-12.1	Introduce the **Essential Question** and explore the opening image.	2		15 Minutes
Literary Luminaries DI.2.9-12; D2.Civ.12.9-12; D2.Civ.14.9-12; D2.His.2.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.5.9-12; D2.His.6.9-12; D2.His.9.9-12; D2.His.12.9-12; D3.1.9-12; RI.9-10.1; RI.9-10.2; RI.II-12.1; RI.II-12.2; RI.9-10.4; RI.9-10.5; RI.9-10.6; RI.II-12.5; RI.II-12.6; RI.9-10.9; RI.9-10.10; RI.II-12.10; W.9-10.2; W.II-12.2; W.9-10.7; W.II-12.7	**Nonfiction Writers:** Explore themes of Black identity by identifying a nonfiction writer who addresses a chosen theme and creating an author profile.	16		60 Minutes
Into the Archives D2.His.2.9-12; D2.His.6.9-12; D2.His.9.9-12; D2.His.16.9-12; D3.1.9-12; RI.9-10.1; RI.9-10.2; RI.II-12.1; RI.II-12.2; RI.9-10.5; RI.9-10.10; RI.II-12.10; W.9-10.2; W.II-12.2; W.9-10.9; SL.9-10.1; SL.II-12.1	**Black Identity:** Analyze textual excerpts, cultural artifacts, and artwork to evaluate how the concept of Black identity changes or evolves as you study the artifacts.	32		30 Minutes
Art Analysis D2.His.5.9-12; D2.His.6.9-12; D2.His.9.9-12; SL.9-10.1; SL.II-12.1	**Glenn Ligon:** Consider the importance of identity of the artist, subject, and model in works of art.	44		50 Minutes
Map View D2.Geo.2.9-12; D2.His.1.9-12; D2.His.2.9-12; D2.His.3.9-12; D3.1.9-12; D4.3.9-12; W.II-12.6; W.9-10.6; W.9-10.7; W.II-12.7; SL.9-10.1; SL.II-12.1; SL.9-10.4; SL.9-10.5; SL.II-12.4; SL.II-12.5	**Historically Black Colleges and Universities:** Create a thematic timeline about the development of Historically Black Colleges and Universities in the United States.	60		60 Minutes
In Focus DI.5.9-12; D2.His.4.9-12; D2.His.5.9-12; D3.1.9-12; D3.2.9-12; W.II-12.2; W.9-10.4; W.II-12.4; W.9-10.7; W.9-10.8; W.9-10.9; W.II-12.7; W.II-12.8; W.II-12.9; W.9-10.10; W.II-12.10	**Critical Autobiography:** Create a critical autobiography of how student identities contribute to an understanding of the Black experience.	62		60 Minutes
Show What You Know W.9-10.3; W.II-12.3; W.9-10.4; W.II-12.4; W.II-12.6; W.9-10.6; W.9-10.7; W.II-12.7; W.9-10.10; W.II-12.10; SL.9-10.1; SL.9-10.2; SL.II-12.1; SL.II-12.2; SL.9-10.5; SL.II-12.5	Complete scaffolded projects to demonstrate mastery of **Skill Objectives** and **Content Objectives**.	63		60 Minutes
In Review D2.Civ.10.9-12; D2.Civ.14.9-12; D2.His.2.9-12; D2.His.3.9-12; D2.His.9.9-12; D2.His.16.9-12; D4.1.9-12; D4.2.9-12; D4.6.9-12; RI.9-10.2; RI.9-10.3; RI.II-12.1; RI.II-12.2; RI.II-12.3; RI.9-10.4; RI.9-10.5; RI.9-10.6; RI.II-12.5; RI.II-12.6; RI.9-10.7; RI.9-10.8; RI.9-10.9; RI.II-12.8; RI.II-12.9; RI.II-12.10; W.9-10.2; W.II-12.2; W.9-10.4; W.II-12.4	Check for understanding through a summative assessment, reflection, and by answering the **Essential Question**. ★**Note: In Review** is found in the **Unit Assessments**.	UA 2		45 Minutes

Symbol Key: Project-Based; Discussion/Debate; Cross-Curricular; ML Integration; Differentiation; Remote Essentials; Evaluate/Rubric

There are seven primary symbols used in the Teacher Guide:

- **Project-Based:** activities featuring learning skills that take information from the text and apply it to hands-on exercises
- **Discussion/Debate:** activities that promote speaking and listening skills, as well as forming and supporting opinions
- **Cross-Curricular:** projects or activities that promote analysis through the lens of different disciplines (e.g., art, reading, math)
- **ML Integration:** lessons include specific opportunities to support ML students
- **Differentiation:** lessons include opportunities to differentiate your instruction for both advanced and approaching-level students
- **Remote Essentials:** activities that are designed to be adaptable for blended or remote learning classrooms
- **Evaluate/Rubric:** indicates that the activity requires a rubric and/or evaluation to assess student work and evidence that the student has met the Success Criteria

Use these prompts to start discussions, continue conversations, delve deeper, or review important topics.

TALK ABOUT IT

Teacher Tip

The **Teacher Tools** section includes an assortment of customizable and reusable activity worksheets. Use your favorites to extend or support any activity!

Suggestions on teaching strategies, ML differentiation, remote learning tips, and great educator resources are available to take the guesswork out of your practice.

Sample

Teacher Resources & Unit Features

Teacher Resources

The Teacher Resources include the **Teacher Guide**, **Unit Assessments**, and **Teacher Tools**.

- The **Teacher Guide** features standards-aligned activities and instruction wrapped around **Student Edition** pages. A range of activities promote higher level thinking for all students.
- The **Unit Assessments** contain a catalog of assessment questions for each unit and lesson, including traditional multiple-choice as well as document-based and free-response questions. Accommodated assessments are available for each unit, and all materials are organized by DOK level and pegged to standards.
- The **Teacher Tools** features an assortment of maps, graphic organizers, rubrics, extensions, and games. Some activities in the **Teacher Guide** will direct you to specific resources in **Teacher Tools**, but we encourage you to use them as you see fit to customize your curriculum to the needs of your class.

In View

In View is designed to kindle prior knowledge and ignite curiosity. Each unit utilizes backwards design, starting with an Essential Question, and the images on each unit make exceptional conversation points.

Into the Archives

This feature directs students to analyze primary sources. These range from maps and letters to artifacts. These activities prompt students to move beyond surface-level questions and think critically about what they are studying as well as the overall theme of the unit.

Art Analysis

Art Analysis features a piece of visual art for the students to study and interpret. This activity increases visual literacy skills as well as introduces students to powerful thematic imagery that correlates directly to the overall theme explored in the unit.

Literary Luminaries

Literary Luminaries introduces students to a thematically curated collection of writing with prompts and activities that are scaffolded to help students learn and improve writing techniques as they explore each unit's theme. Every prompt asks for something different so students can be creative in finding new ways to build upon writing skills and answer the Essential Question.

Map View

Map View uses a geography focus to dive deeper into the theme of each unit. These activities allow students to explore geographical primary sources within the context or lens of a particular focus. Students will encounter physical maps, political maps, population maps, and more that prompt them to explore data and draw conclusions.

In Focus

In Focus combines the concepts and content students have explored throughout the unit with skills emphasized in various activities to produce a larger project. This feature allows students to engage with thematic concepts through analysis and research, as well as forming fact-based opinions, defending a position, and interpreting different perspectives.

Show What You Know

This unit review activity combines the concepts and content students have read about throughout the Student Edition with the scaffolding and skills provided by the Method for Mastery and Content Connection features. Show What You Know allows students to use writing, literacy, and rhetorical analysis skills developed throughout the unit in real-world applications.

In Review

In Review is a multilayered summative and self-assessment to check student understanding of concepts and skills. These assessments are a tool to gauge comprehension of the unit as a whole as well as the ability to synthesize learning by answering the Essential Question. In Review also offers the opportunity to prepare for college-level exams by applying historical reasoning skills and developing answers to document-based and free-response questions.

Sample

Lesson Features

Method for Mastery

Each lesson includes Skills Objectives, Content Objectives, and Key Terms. By phrasing Learning Goals in "I can..." language, students take ownership of their learning and achievement. All objectives are anchored in the Essential Question. The Key Terms enable students to increase academic and domain-specific vocabulary.

Comprehension Strategy

Lessons include specific strategies to increase student reading aptitude. Strategies include standalone activities but are scaffolded to a unit strategy as well as into other activities throughout lessons and units.

In Context

In Context activities prompt students to annotate, respond to, and interact with the text to promote understanding and retention. These activities also allow students to improve their skills in note-taking and recognize evidence, counterclaims, main ideas, literary and rhetorical devices, fallacies, and more.

In Practice

In Practice goes into depth about important topics that are more succinct in the Student Edition by promoting kinesthetic and project-based learning. These activities allow students to not just study history but to connect to it and experience it as well.

Skills Study

Skills Study emphasizes skills historians use to understand and interpret history. These skills include making comparisons, employing periodization and chronology, exploring context, analyzing continuity and change, examining causation, and evaluating evidence.

Tech Talk

An important component of a curriculum that aims to teach students the skills they need to be successful both in school and in the world is the integration of technology. The Tech Talk activities allow students to utilize a range of resources and create a variety of products. These activities are adaptable for time and breadth, as well as availability of resources.

Connect It

Social studies is more than just teaching history. It provides students with the knowledge, intellectual processes, and dispositions required to be active and engaged participants in public life. This feature is designed to connect history to other social studies disciplines. Lessons include connections to economics, people and cultures, geography, politics, and civics.

What Do YOU Think?

This feature is anchored in content that encourages students to develop and share their opinions. The questions encourage students to delve deeper into subjects, while allowing you the flexibility to gauge student understanding and extend learning.

Consider This

Consider This features present the reader with critical-thinking questions that take them beyond the text and toward higher-order understanding and analysis. These features function as integral parts of an inquiry-based curriculum and are designed to promote the analysis of perspectives and draw conclusions.

SPOTLIGHT

Spotlights highlight and provide information about a variety of important contributors, concepts, places, and events that have played a role in shaping the nation's unique history. These activities range in type, including hands-on, discussion, writing, research, technology-based, key idea review, and community engagement.

Content Connections

Formative assessments in each lesson allow students to check their understanding of concepts and content. Each Content Connection includes a scaffolded focus to support development of rhetorical analysis and writing skills to help students answer the Essential Question.

ML Adaptations

We encourage you to accommodate your students in any way that makes sense for your classroom and their needs. Activities and resources are designed to be inclusive and adaptable to students of varying language levels. Utilize the options to offer an equally rich and engaging learning experience to all of your students. There may be ML activities that make sense for you to use in other areas of your curriculum, or even with your entire class.

Differentiation

Differentiation increases and decreases complexity to meet the needs of students. Guidance is provided to support instruction by including appropriate alternatives and supports for students who are approaching targeted expectations, and additional activity prompts that are designed to engage students with high interest or who have advanced beyond performance expectations.

Extra! Extra!

These are opportunities to extend learning, engage students through another lens, or deepen understanding through additional critical thinking.

Sample

The Gibbs Smith Education Commitment

At Gibbs Smith Education, we are driven by our mission: to create products that accurately and effectively tell the stories of our collective past in ways that engage, inspire, and motivate students and their teachers. We strive to provide authentic learning experiences in which students not only focus on events but also on building and refining the necessary skills to effectively understand the past and its consequences in our modern world. Our goal is to provide teachers with the classroom tools they need to guide students toward accurate historical understanding and how the past affects our world today.

Crafting high-quality instructional materials is a responsibility and a privilege. The following chart shows how *Movement: Themes in Black and African American Studies, Second Edition* resources align with the American Institute for Research's recommendations for selecting high-quality social studies instructional materials.

High-Quality Instructional Materials (HQIM) Criterion
Criterion 1: Standards Alignment **Materials are aligned to state social studies standards.** • Gibbs Smith Education uses social studies state standards and the C3 Framework to drive the development of all the curriculum that is created. Each activity is purposefully crafted to support student mastery of standards-based content and skills. To find which standards each activity aligns to, you can check out the Correlation Guide or the table of contents of each chapter's Teacher Guide.
Criterion 2: Social Studies Practices **Materials emphasize social studies practices and skills students apply when engaging in social studies content.** • The activities developed in this Teacher Guide give students an opportunity to learn and practically apply social studies skills. Each chapter feature and lesson activity provides student an opportunity to think like a historian by getting them to practice source analysis, periodization, continuity and change, and/or contextualization.
Criterion 3: Representation and Perspective **Materials provide content that is representative of a variety of perspectives and experiences.** • History is a collection of multiple voices coming together to create a story of our common past. The story told within this book includes background, examples, and sources from many different experiences. Gibbs Smith Education partners with diverse communities to develop and review our materials to ensure the content in the Student Edition and the Teacher Guide represent history accurately and equitably.
Criterion 4: Usability **Materials support educators' ability to effectively plan and use instructional materials and resources for instruction and develop their content and pedagogical knowledge to further student learning.** • Gibbs Smith Education's curriculum is intentionally crafted to promote best practices and current research-backed educational trends. Throughout this Teacher Guide, you will find detailed instructions and helpful tips on how to effectively implement these pedagogical strategies in your classroom.
Criterion 5: Instructional Supports **Materials provide a variety of instructional supports and strategies for scaffolding learning.** • Throughout this Teacher Guide, you will find guidance on how to differentiate activities to support Approaching Learners and enrichment opportunities for Advanced Learners. There are also suggestions on how to adapt activities to engage Multilingual Learners by connecting to cultural backgrounds, integrating English language development skills, and contextualizing essential academic vocabulary.
Criterion 6: Assessment Practices **High-quality materials provide a balance of formative and summative assessments that clearly measure students' learning progress, inform social studies instruction, and provide feedback to students to improve their own learning.** • Opportunities to formatively assess your students can be found in the Content Connections activity for each lesson. Additionally, formative questions at various depth of knowledge levels are available throughout the activities in this Teacher Guide. Summative assessments that measure student mastery of social studies state standards are available in the Unit Assessments. Common Core standards-aligned rubrics are available in the Teacher Tools and can be used to assess student writing, projects, and discussions.

Gibbs Smith Education

Sample

Unit 2: Heritage Regions and Countries

Essential Question: What histories, ancestral knowledge, and cultural practices have shaped African American identity?

STUDENT OUTCOME: Students will be able to explain the connection between the history and cultures of heritage countries and African American identities by engaging in a variety of scaffolded activities.

Recommended Titles for Heritage Regions and Countries

Nonfiction	Description/Connection	Grade Level
Things Fall Apart by Chinua Achebe	This novel outlines fictional experiences based on the true events of European colonialism in Africa in the late 19th century.	9–10
Homegoing by Yaa Gyasi	Gyasi's novel tells the stories of a family split in two by the slave trade and what becomes of subsequent generations. It covers the aftermath and long-lasting effects of slavery in Africa and the United States from the 18th century to the present day.	11–12
African Myths & Legends: Tales of Heroes, Gods & Monsters edited by J. K. Jackson	This source is an anthology collection of stories, myths, and fables of African traditions.	6–12
So Long a Letter by Mariama Bâ	This is a semi-autobiographical testimony about being a Muslim woman in Senegal.	11–12
Cry, the Beloved Country by Alan Paton	This novel explores apartheid and racial injustice in South Africa.	10–12
Born a Crime: Stories From a South African Childhood by Trevor Noah	Noah's memoir is a humorous, honest reflection on his experiences in apartheid South Africa.	9–12
Children of Blood and Bone by Tomi Adeyemi	This novel is the first in a young-adult fantasy series. It is inspired by West African history and mythology and explores Yoruba *Orisha* culture, African history, and diaspora.	9–12

★Indicates that there is also a version for adults or advanced high school readers.

Sample

Symbol Key

Unit Features

Use any or all of the following activities to best meet the needs of your classroom.

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
In View DI.I.9-12; D2.Geo.2.9-12; D2.Geo.4.9-12; D2.Geo.5.9-12; D2.Geo.6.9-12; D2.Geo.10.9-12; D2.His.2.9-12; W.9-10.7; W.9-10.9; W.11-12.7; W.11-12.9; SL.9-10.1; SL.11-12.1	Introduce the **Essential Question** and explore the opening image.	64		30 Minutes
Map View D2.Geo.1.9-12; D2.Geo.2.9-12; D2.Geo.4.9-12; D2.Geo.5.9-12; D2.Geo.6.9-12; D2.Geo.7.9-12; D2.Geo.8.9-12; D2.Geo.11.9-12; SL.9-10.1; SL.11-12.1; SL.9-10.4; SL.11-12.4	**African Kingdoms:** Map trade routes and discuss the impact of cultural exchange.	76		60 Minutes
Into the Archives D4.6.9-12; D4.7.9-12; D4.8.9-12; W.9-10.4; W.11-12.4; W.9-10.7; W.11-12.7; SL.9-10.1; SL.11-12.1; SL.9-10.4; SL.9-10.6; SL.11-12.4; SL.11-12.6	**African Art and Artifacts:** Consider the debate over African artifacts and art being stored and displayed in Western museums.	106		45 Minutes
Art Analysis D2.Civ.9.9-12; D2.Civ.12.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.6.9-12; D2.His.9.9-12; D2.His.12.9-12; RI.9-10.7; RI.11-12.7; W.9-10.7; W.11-12.7; SL.9-10.1; SL.9-10.2; SL.9-10.3; SL.11-12.1; SL.11-12.2; SL.11-12.3; SL.9-10.4; SL.9-10.6; SL.11-12.4; SL.11-12.6	**Chéri Samba:** Create a self-portrait to make social commentary on a social issue in the style of Samba.	126		60 Minutes
Literary Luminaries DI.2.9-12; DI.3.9-12; DI.5.9-12; D2.His.4.9-12; D2.His.6.9-12; D4.2.9-12; D4.3.9-12; D4.8.9-12; W.9-10.7; W.9-10.8; W.9-10.9; W.11-12.7; W.11-12.8; W.11-12.9; SL.9-10.1; SL.9-10.3; SL.11-12.1; SL.11-12.3; SL.9-10.4; SL.9-10.6; SL.11-12.4; SL.11-12.6	**African Authors:** Debate statements about African American literature.	140		60 Minutes
In Focus DI.I.9-12; DI.5.9-12; D3.I.9-12; D3.2.9-12; D3.3.9-12; D4.2.9-12; RI.9-10.1; RI.11-12.1; RI.9-10.8; RI.9-10.10; RI.11-12.10; W.9-10.2; W.11-12.2; W.9-10.4; W.11-12.4; W.9-10.7; W.9-10.8; W.9-10.9; W.11-12.7; W.11-12.8; W.11-12.9; W.9-10.10; W.11-12.10	**Literature Review:** Write a formal literature review using the sources gathered throughout the unit.	144		60 Minutes
Show What You Know DI.2.9-12; DI.3.9-12; D2.His.16.9-12; D3.I.9-12; D3.4.9-12; D4.I.9-12; D4.2.9-12; RI.9-10.1; RI.9-10.3; RI.11-12.1; RI.11-12.3; RI.9-10.6; RI.11-12.6; RI.9-10.10; RI.11-12.10; W.9-10.2; W.11-12.2; W.9-10.4; W.11-12.4; W.9-10.7; W.9-10.8; W.9-10.9; W.11-12.7; W.11-12.8; W.11-12.9; W.9-10.10; W.11-12.10; SL.9-10.1; SL.11-12.1	Complete scaffolded projects to demonstrate mastery of **Skill Objectives** and **Content Objectives**.	145		60 Minutes
In Review DI.5.9-12; D2.Civ.3.9-12; D2.Civ.5.9-12; D2.Civ.6.9-12; D2.Civ.8.9-12; D2.Civ.10.9-12; D2.Civ.13.9-12; D2.Civ.14.9-12; D2.Eco.3.9-12; D2.Eco.8.9-12; D2.Eco.14.9-12; D2.Geo.2.9-12; D2.Geo.5.9-12; D2.Geo.6.9-12; D2.Geo.7.9-12; D2.His.1.9-12; D2.His.9.9-12; D2.His.16.9-12; D3.3.9-12; D4.I.9-12; D4.2.9-12; RI.9-10.1; RI.11-12.1; RI.11-12.7; RI.9-10.10; RI.11-12.10; W.9-10.4; W.11-12.4; W.9-10.9; W.11-12.9	Check for understanding through a summative assessment, reflection, and by answering the **Essential Question**. ★**Note: In Review** is found in the **Unit Assessments**.	UA 22	ML	45 Minutes

Sample

Lesson Features Lesson I: African Origins

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Method for Mastery DI.5.9-12; D2.His.9.9-12; D2.His.11.9-12; D2.His.13.9-12; D3.1.9-12; RI.9-10.1; RI.9-10.2; RI.11-12.1; RI.11-12.2; W.9-10.4; W.11-12.4; W.11-12.6; W.9-10.6; W.9-10.7; W.9-10.9; W.11-12.7; W.11-12.9	**Engage With Additional Sources:** Choose an outside source of information to consume to supplement the information in each lesson.	66		45 Minutes
Comprehension Strategy DI.5.9-12; D3.1.9-12; D4.2.9-12; RI.11-12.7; RI.9-10.10; RI.11-12.10; W.11-12.6; W.9-10.6; W.9-10.7; W.11-12.7; SL.9-10.4; SL.9-10.5; SL.11-12.4; SL.11-12.5	**Contextualization:** Gather quotes, photos, art, maps, statistics, diagrams, etc. to engage with the historical thinking skill of contextualization.	67		50 Minutes
Skills Study DI.1.9-12; DI.5.9-12; D2.Geo.1.9-12; D2.Geo.2.9-12; D2.Geo.3.9-12; D2.Geo.4.9-12; D2.His.12.9-12; D2.His.16.9-12; D3.4.9-12; D4.1.9-12; W.9-10.7; W.11-12.7	**The Cradle of Humankind:** Create an infographic using research to determine the location of the birthplace of humankind.	68		60 Minutes
What Do YOU Think? DI.1.9-12; DI.2.9-12; D4.1.9-12; D4.2.9-12; RI.9-10.10; RI.11-12.10; W.9-10.1; W.9-10.2; W.11-12.1; W.11-12.2; W.9-10.4; W.11-12.4; W.9-10.7; W.11-12.7; SL.9-10.1; SL.11-12.1; SL.9-10.4; SL.11-12.4	**African Origins:** Summarize secondary sources to discuss the origins of humanity and why that information is significant.	69		45 Minutes
Tech Talk D2.Geo.1.9-12; D2.Geo.2.9-12; D2.Geo.3.9-12; SL.9-10.1; SL.11-12.1	**Climate Maps and Geographical Considerations:** Examine a climate map of Africa and answer questions about the importance of climate data in studying geography.	70		45 Minutes
Connect It: Geography DI.1.9-12; D2.Geo.2.9-12; D2.Geo.4.9-12; D2.Geo.6.9-12; SL.9-10.1; SL.11-12.1	**Beyond Borders:** Map the migration of the Zande people.	72		20 Minutes
In Context DI.1.9-12; D2.Civ.10.9-12; D2.Civ.13.9-12; D2.Civ.14.9-12; D4.6.9-12; D4.7.9-12; RI.9-10.2; RI.11-12.2; W.9-10.1; W.11-12.1; W.9-10.4; W.11-12.4; W.9-10.7; W.11-12.7; W.11-12.9; W.9-10.10; W.11-12.10	**African Language Diversity Arguments:** Identify and evaluate arguments for and against linguistic preservation and diversity in Africa.	73		60 Minutes
Content Connections D2.His.9.9-12; D4.2.9-12; RI.9-10.1; RI.11-12.1; W.9-10.1; W.9-10.2; W.11-12.1; W.11-12.2; W.9-10.4; W.11-12.4; W.9-10.9; W.11-12.9	Complete the formative lesson assessment and self-assessment to check for understanding. **Writing Workshop: Quote Sandwich:** Practice integrating quotes seamlessly into writing by utilizing the sandwich method.	75		40 Minutes
In Practice D2.Geo.1.9-12; D2.Geo.3.9-12; SL.9-10.1; SL.11-12.1	**Distorted Perceptions:** Analyze map distortions, how they happen, and how they influence political and social perceptions.	77		60 Minutes

Symbol Key: Project-Based; Discussion/Debate; Cross-Curricular; ML Integration; Differentiation; Remote Essentials; Evaluate/Rubric

Sample

Lesson Features Lesson 2: East African Kingdoms

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Method for Mastery DI.5.9-12; D2.His.9.9-12; D2.His.II.9-12; D2.His.I3.9-12; D3.I.9-12; RI.9-10.I; RI.9-10.2; RI.II-12.I; RI.II-12.2; W.9-10.4; W.II-12.4; W.II-12.6; W.9-10.6; W.9-10.7; W.9-10.9; W.II-12.7; W.II-12.9	**Engage With Additional Sources:** Choose an outside source of information to consume to supplement the information in each lesson.	78		45 Minutes
Comprehension Strategy RI.9-10.2; RI.II-12.2; RI.9-10.10; RI.II-12.10	**Preview the Text:** Scan elements of the textbook to activate prior knowledge and determine learning outcomes.	79		15 Minutes
Skills Study DI.5.9-12; D2.Eco.8.9-12; D2.Eco.I3.9-12; D2.Eco.I4.9-12; D2.Geo.2.9-12; D2.Geo.5.9-12; D2.Geo.6.9-12; D2.Geo.7.9-12; D2.His.16.9-12; RI.9-10.7; RI.II-12.7; SL.9-10.I; SL.II-12.I	**Aksumite Wealth:** Use primary and secondary sources to understand Aksumite wealth and Aksum's relationship with other regions.	81		45 Minutes
Consider This DI.I.9-12; DI.4.9-12; D2.Geo.2.9-12; D2.Geo.5.9-12; D2.Geo.8.9-12; SL.9-10.I; SL.9-10.3; SL.II-12.I; SL.II-12.3; SL.9-10.4; SL.9-10.6; SL.II-12.4; SL.II-12.6	**The Role of Trade in Establishing Empires:** Engage in a fishbowl discussion with scaffolded questions leading up to the Consider This question about the role of trade in the development of the Aksum Empire.	83		40 Minutes
In Context D2.His.4.9-12; D2.His.9.9-12; D2.His.I2.9-12; RI.9-10.I; RI.9-10.2; RI.9-10.3; RI.II-12.I; RI.II-12.2; RI.II-12.3; W.9-10.2; W.II-12.2; W.II-12.4; W.II-12.6	**Comparing Legends:** Compare and contrast Rwandan legends.	85		40 Minutes
Tech Talk D2.Geo.6.9-12; D2.His.6.9-12; D4.3.9-12; RI.9-10.2; RI.II-12.2; W.9-10.4; W.II-12.4; W.9-10.9; W.II-12.9	**Kikuyu Creation Story Poster:** Use a digital platform to illustrate a poster or book cover representing elements of the Kikuyu creation story.	86		60 Minutes
Consider This DI.I.9-12; D2.His.16.9-12; RI.9-10.2; RI.II-12.2; RI.9-10.7; W.9-10.7; W.9-10.9; W.II-12.7; W.II-12.9; SL.9-10.I; SL.II-12.I	**Creation Stories and Identity:** Compare creation stories and discuss how knowing the origin of a people fosters connection and identity development.	87		15 Minutes
In Practice D2.Geo.4.9-12; D2.Geo.6.9-12; D2.His.4.9-12; D2.His.6.9-12; D2.His.8.9-12; W.9-10.7; W.II-12.7; SL.9-10.I; SL.II-12.I	**Soapstone Bird Carvings of Great Zimbabwe:** Research historical origins of religious or mythological symbols and create their own.	88		60 Minutes
Connect It: Culture DI.I.9-12; D2.Geo.4.9-12; D2.Geo.5.9-12; D2.Geo.6.9-12; SL.9-10.I; SL.II-12.I	**Speaking and Writing Swahili:** Examine how languages are influenced by other languages and how those influences shape culture.	90		20 Minutes
Content Connections DI.5.9-12; RI.9-10.I; RI.9-10.2; RI.9-10.3; RI.II-12.I; RI.II-12.2; RI.II-12.3; RI.9-10.10; RI.II-12.10; W.9-10.2; W.II-12.2; W.9-10.4; W.II-12.4	Complete the formative lesson assessment and self-assessment to check for understanding. **Rhetorical Analysis: Rhetorical and Historical Quotation Analysis:** Analyze the rhetorical and historical context of a piece of evidence using the SOAPSTone method.	91		20 Minutes

Sample

Lesson Features Lesson 3: West African Kingdoms

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Method for Mastery DI.5.9-12; D2.His.9.9-12; D2.His.II.9-12; D2.His.I3.9-12; D3.I.9-12; RI.9-10.I; RI.9-10.2; RI.II-12.I; RI.II-12.2; W.9-10.4; W.II-12.4; W.II-12.6; W.9-10.6; W.9-10.7; W.9-10.9; W.II-12.7; W.II-12.9	**Engage With Additional Sources:** Choose an outside source of information to consume to supplement the information in each lesson.	92	ML	45 Minutes
Comprehension Strategy DI.5.9-12; D2.His.II.9-12; D2.His.I2.9-12; RI.9-10.2; RI.II-12.2; RI.9-10.4	**Organize Sources:** Create a research log or create an online account to practice organizing primary and secondary sources.	93		20 Minutes
Connect It: Economics D2.Eco.I5.9-12; SL.9-10.I; SL.9-10.2; SL.II-12.I; SL.II-12.2; SL.9-10.4; SL.II-12.4	**Gold Mining:** Summarize a documentary to explain how and why gold has shaped African history.	94		60 Minutes
Connect It: Culture D2.His.9.9-12; RI.9-10.I; RI.9-10.2; RI.9-10.3; RI.II-12.I; RI.II-12.2; RI.II-12.3; RI.9-10.6; RI.II-12.6; SL.9-10.I; SL.II-12.I	**The Tuareg:** Identify cultural values present in Tuareg folklore and literature.	96		60 Minutes
In Context D2.Civ.I0.9-12; D2.Civ.I4.9-12; RI.9-10.I; RI.9-10.2; RI.9-10.3; RI.II-12.I; RI.II-12.2; RI.II-12.3; RI.9-10.4; x; SL.9-10.I; SL.II-12.I	**Berber or Amazigh?:** Analyze an academic journal article to identify arguments about naming and power dynamics.	97		20 Minutes
Spotlight D2.His.3.9-12; D2.His.4.9-12; D2.His.5.9-12; D2.His.I6.9-12; D3.I.9-12; D3.3.9-12; D3.4.9-12; D4.2.9-12; D4.3.9-12; RI.9-10.I0; RI.II-12.I0; W.II-12.6; W.9-10.6; W.9-10.7; W.9-10.8; W.9-10.9; W.II-12.7; W.II-12.8; W.II-12.9; SL.9-10.I; SL.9-10.2; SL.II-12.I; SL.II-12.2; SL.9-10.4; SL.9-10.5; SL.9-10.6; SL.II-12.4; SL.II-12.5; SL.II-12.6	**Mansa Musa:** Identify and present the contributions of Mansa Musa.	99		45 Minutes
Connect It: Culture D2.His.2.9-12; D2.His.6.9-12; W.9-10.3; W.II-12.3; SL.9-10.I; SL.II-12.I; SL.9-10.4; SL.9-10.6; SL.II-12.4; SL.II-12.6	**Oral Traditions of West Africa:** Engage in a storytelling exercise to examine the impact of oral tradition.	100	ML	30 Minutes
Spotlight DI.I.9-12; D2.His.5.9-12; D2.His.7.9-12; RI.9-10.2; RI.II-12.2	**Askia Muhammad Ture:** Compare and contrast the leadership and influence of Askia Muhammad Ture and another West African leader.	101		25 Minutes
In Practice D2.His.5.9-12; D2.His.6.9-12; D2.His.9.9-12; D4.3.9-12; RI.9-10.2; RI.II-12.2; RI.II-12.7; W.9-10.3; W.II-12.3	**Yoruba Creation Storyboard:** Illustrate the Yoruba creation myth using Yoruba philosophical principles.	102		60 Minutes
Consider This D2.His.2.9-12; D2.His.5.9-12; D2.His.9.9-12; RI.9-10.2; RI.II-12.2; SL.9-10.I; SL.II-12.I	**African American Worldview:** Identify themes of the Yoruba Creation Story and discuss which themes may continue to influence African Americans today.	103		15 Minutes
Skills Study D3.4.9-12; D4.I.9-12; D4.3.9-12; D4.4.9-12; D4.5.9-12; D4.6.9-12; D4.7.9-12; W.9-10.I; W.II-12.I; SL.9-10.I; SL.9-10.3; SL.II-12.I; SL.II-12.3	**Benin Bronze Debate:** Argue whether or not Western museums have done enough to restore justice after profiting off of stolen African artwork and propose actionable steps museums can still take.	104		40 Minutes
Content Connections D2.His.9.9-12; D2.His.II.9-12; D2.His.I3.9-12; RI.9-10.I; RI.II-12.2; RI.9-10.5; RI.9-10.6; RI.II-12.5; RI.II-12.6; RI.9-10.8; RI.9-10.I0; RI.II-12.I0; SL.9-10.I; SL.II-12.I	Complete the formative lesson assessment and self-assessment to check for understanding. **Writing Workshop: Paraphrase and Synthesis:** Summarize an academic journal and explain the relevance and significance of the research and evidence.	105		60 Minutes

Symbol Key

Project-Based | Discussion/Debate | Cross-Curricular | ML Integration | Differentiation | Remote Essentials | Evaluate/Rubric

Sample

Lesson Features Lesson 4: Invasion and Exploitation

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Method for Mastery DI.5.9-12; D2.His.9.9-12; D2.His.II.9-12; D2.His.I3.9-12; D3.I.9-12; RI.9-10.I; RI.9-10.2; RI.II-12.I; RI.II-12.2; W.9-10.4; W.II-12.4; W.II-12.6; W.9-10.6; W.9-10.7; W.9-10.9; W.II-12.7; W.II-12.9	**Engage With Additional Sources:** Choose an outside source of information to consume to supplement the information in each lesson.	108	ML	45 Minutes
Comprehension Strategy D2.Geo.4.9-12; D2.Geo.5.9-12; D2.Geo.6.9-12; D2.Geo.7.9-12; D2.Geo.8.9-12; D2.His.2.9-12; D2.His.I4.9-12; D2.His.I5.9-12; W.9-10.2; W.II-12.2; W.9-10.4; W.II-12.4	**Identifying Cause and Effect:** Examine the cause and effects of ideas and inventions in the lesson using a flow chart or map.	109		30 Minutes
Consider This D2.Geo.5.9-12; D2.Geo.6.9-12; D2.Geo.8.9-12; D2.Geo.II.9-12; D2.Geo.I2.9-12; D2.His.I.9-12; D2.His.3.9-12; RI.9-10.I; RI.9-10.2; RI.9-10.10; RI.II-12.10; SL.9-10.I; SL.II-12.I; SL.9-10.4; SL.9-10.6; SL.II-12.4	**Reasons for African Colonialism:** Practice close-reading of a text to identify reasons for European settlement in Africa.	110		25 Minutes
In Practice D2.Geo.5.9-12; D2.Geo.6.9-12; D2.Geo.7.9-12; D2.His.I.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.5.9-12; D2.His.7.9-12; D2.His.8.9-12; D2.His.10.9-12; D2.His.II.9-12; D3.2.9-12; RI.9-10.I; RI.9-10.2; RI.II-12.I; RI.II-12.2; RI.9-10.10; RI.II-12.10; W.9-10.3; W.II-12.3; W.9-10.4; W.II-12.4; W.9-10.9; W.II-12.9; W.9-10.10; W.II-12.10; SL.9-10.I; SL.II-12.I; SL.9-10.4; SL.9-10.6; SL.II-12.4; SL.II-12.6	**San Creation Performance:** Develop a script that encompasses the story, symbols, and values expressed in the San creation story and discuss the importance of oral tradition.	112		60 Minutes
In Context DI.I.9-12; D2.Civ.3.9-12; D2.Civ.6.9-12; D2.Civ.I3.9-12; D2.Eco.I.9-12; D2.Eco.8.9-12; D2.Eco.I5.9-12; D2.Geo.4.9-12; D2.Geo.5.9-12; D2.Geo.II.9-12; D2.His.I4.9-12; D2.His.I5.9-12; D2.His.I6.9-12; D3.I.9-12; D4.6.9-12; RI.II-12.7; W.9-10.7; W.II-12.7; SL.9-10.I; SL.9-10.2; SL.II-12.I; SL.II-12.2	**Exploitation in the African Colonies:** Discuss the economic, political, and social exploitation of European imperialism in African colonies.	117		45 Minutes
Skills Study D2.Geo.5.9-12; D2.Geo.6.9-12; D2.Geo.7.9-12; D2.His.I.9-12; D2.His.2.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.5.9-12; D2.His.6.9-12; D2.His.7.9-12; D2.His.8.9-12; D2.His.9.9-12; D2.His.10.9-12; D2.His.I2.9-12; D2.His.I5.9-12; D2.His.I6.9-12; D3.I.9-12; RI.9-10.I; RI.9-10.2; RI.II-12.I; RI.II-12.2; RI.9-10.7; RI.9-10.8; RI.II-12.7; RI.II-12.8; RI.9-10.10; RI.II-12.10; W.II-12.4; W.II-12.6; SL.9-10.I; SL.II-12.I; SL.9-10.6; SL.II-12.4	**Zulu Culture Then and Now:** Evaluate one aspect of Zulu culture that has either endured or changed and research the historical context to explain why.	118		30 Minutes
In Context D2.His.I.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.5.9-12; D2.His.6.9-12; D2.His.7.9-12; D3.I.9-12; D4.2.9-12; RI.9-10.I; RI.9-10.2; RI.II-12.I; RI.II-12.2; RI.9-10.7; RI.II-12.7; RI.9-10.10; RI.II-12.10; W.9-10.4; W.II-12.4; W.9-10.9; W.II-12.9; W.9-10.10; W.II-12.10; SL.9-10.I; SL.II-12.I; SL.9-10.4; SL.9-10.6; SL.II-12.4; SL.II-12.6	**Strategic Resistance Primary Source Analysis:** Perform a SOAPSTone analysis of a primary source to evaluate an example of strategic resistance to colonialism.	120		30 Minutes
Spotlight D2.His.3.9-12; D2.His.4.9-12; D2.His.5.9-12; D2.His.7.9-12; D2.His.8.9-12; RI.9-10.I; RI.9-10.2; RI.9-10.10; RI.II-12.10; SL.9-10.I; SL.II-12.I; SL.9-10.4; SL.9-10.6; SL.II-12.4; SL.II-12.6	**Samory Touré:** Determine what Touré's experience tells us about leadership and resistance.	121		10 Minutes
Connect It: Geography D2.Geo.2.9-12; D2.Geo.3.9-12; D2.Geo.4.9-12; D2.Geo.5.9-12; D2.Geo.6.9-12; D2.His.I.9-12; D2.His.4.9-12; D2.His.5.9-12; D3.I.9-12; D4.2.9-12; RI.9-10.I; RI.9-10.2; RI.II-12.I; RI.II-12.2; RI.9-10.10; RI.II-12.10; W.9-10.I; W.II-12.I; W.9-10.4; W.II-12.4; W.9-10.9; W.II-12.9; W.9-10.10; W.II-12.10; SL.II-12.I; SL.9-10.4	**The Asante:** Examine a map and determine the reasons for the capital location of Asante. Evaluate why geography is important in the success of an empire.	122		25 Minutes
Tech Talk DI.I.9-12; D2.Geo.4.9-12; D2.Geo.5.9-12; D2.Geo.6.9-12; D2.Geo.7.9-12; D2.Geo.8.9-12; D2.Geo.I2.9-12; D2.His.I.9-12; D2.His.2.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.5.9-12; D2.His.7.9-12; D2.His.8.9-12; D2.His.I2.9-12; D2.His.I4.9-12; D2.His.I6.9-12; D3.I.9-12; D3.2.9-12; D3.3.9-12; D3.4.9-12; D4.I.9-12; D4.3.9-12; RI.9-10.I; RI.9-10.2; RI.II-12.I; RI.II-12.2; RI.II-12.7; RI.9-10.10; RI.II-12.10; W.9-10.2; W.II-12.2; W.9-10.4; W.II-12.4; W.II-12.6; W.9-10.6; W.9-10.7; W.9-10.8; W.9-10.9; W.II-12.7; W.II-12.8; W.II-12.9	**The Lasting Impact of Colonialism:** Brainstorm consequences of colonialism and engage in collaborative research to study the legacy of colonialism today.	124	ML	60 Minutes
Content Connections RI.9-10.3; RI.II-12.3; RI.9-10.6; RI.II-12.6; RI.9-10.10; RI.II-12.10; W.9-10.9; W.II-12.9; SL.9-10.I; SL.II-12.I	Complete the formative lesson assessment and self-assessment to check for understanding. **Rhetorical Analysis: Understand Assumptions:** Identify the assumptions authors or speakers make about their audience and how it impacts the argument.	125		25 Minutes

Sample

Lesson Features Lesson 5: Post-Colonialism and Contemporary Africa

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Method for Mastery DI.5.9-12; D2.His.9.9-12; D2.His.11.9-12; D2.His.13.9-12; D3.1.9-12; RI.9-10.1; RI.9-10.2; RI.11-12.1; RI.11-12.2; W.9-10.4; W.11-12.4; W.11-12.6; W.9-10.6; W.9-10.7; W.9-10.9; W.11-12.7	**Engage With Additional Sources:** Choose an outside source of information to consume to supplement the information in each lesson.	128		45 Minutes
Comprehension Strategy RI.9-10.10; RI.11-12.10; SL.9-10.1; SL.11-12.1	**Rereading:** Practice the close reading strategy of rereading to better understand complex ideas.	129		45 Minutes
Spotlight D2.His.1.9-12; D2.His.3.9-12; D2.His.5.9-12; D2.His.6.9-12; D2.His.7.9-12; D3.4.9-12; D4.3.9-12; RI.9-10.1; RI.9-10.2; RI.11-12.1; RI.11-12.2; RI.9-10.10; RI.11-12.10; W.9-10.4; W.11-12.4; W.9-10.10; W.11-12.10; SL.9-10.1; SL.11-12.1; SL.9-10.4	**Kwame Nkrumah:** Analyze the persuasive elements of Nkrumah's essay arguing for African unity.	129		30 Minutes
Spotlight D2.His.3.9-12; D2.His.5.9-12; D2.His.6.9-12; D2.His.7.9-12; RI.9-10.1; RI.9-10.2; RI.11-12.1; RI.11-12.2; RI.9-10.4; RI.9-10.6; x; RI.11-12.6; RI.9-10.8; RI.9-10.10; RI.11-12.10; SL.9-10.1; SL.9-10.3; SL.11-12.1; SL.11-12.3; SL.9-10.4; SL.9-10.6; SL.11-12.4	**Nelson Mandela:** Analyze a famous Nelson Mandela quote and apply it to a contemporary issue.	131		30 Minutes
Tech Talk D2.His.1.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.5.9-12; D2.His.6.9-12; D2.His.7.9-12; D2.His.16.9-12; D3.1.9-12; D3.3.9-12; D4.2.9-12; RI.9-10.1; RI.9-10.2; RI.11-12.1; RI.11-12.2; RI.11-12.7; RI.9-10.10; RI.11-12.10; W.11-12.3; W.9-10.4; W.11-12.4; W.11-12.6; W.9-10.6; W.9-10.7; W.9-10.8; W.9-10.9; W.11-12.7; W.11-12.8; W.11-12.9; W.9-10.10; W.11-12.10; SL.9-10.1; SL.11-12.1; SL.9-10.4; SL.9-10.5; SL.9-10.6; SL.11-12.4	**Diasporic Voices Podcast:** Develop an interview-style podcast episode from the perspective of a biographer or historian of a figure who supported African independence movements.	132		60 Minutes
What Do YOU Think? D2.His.2.9-12; D2.His.5.9-12; D2.His.14.9-12; D2.His.15.9-12; SL.11-12.1; SL.9-10.4; SL.9-10.6; SL.11-12.4; SL.11-12.6	**Causes of Conflict:** Engage in a close-read of the text to determine causal factors of ethnic conflict in Africa.	134		30 Minutes
In Context D2.Civ.1.9-12; D2.Civ.3.9-12; D2.Civ.5.9-12; D2.Civ.8.9-12; D2.Civ.11.9-12; D2.Civ.12.9-12; D2.Civ.13.9-12; D2.Civ.14.9-12; D3.1.9-12; D3.2.9-12; D3.3.9-12; D3.4.9-12; D4.1.9-12; D4.3.9-12; D4.4.9-12; RI.9-10.1; RI.9-10.2; RI.11-12.1; RI.11-12.2; RI.9-10.10; RI.11-12.10; SL.9-10.1; SL.9-10.3; SL.11-12.1; SL.11-12.3; SL.9-10.4; SL.9-10.6; SL.11-12.4; SL.11-12.6	**The ICC in Context:** Examine data on the activity and biases of the International Criminal Court.	135		35 Minutes
In Practice D2.Civ.1.9-12; D2.Civ.3.9-12; D2.Civ.5.9-12; D2.Civ.6.9-12; D2.Civ.8.9-12; D2.Civ.9.9-12; D2.Civ.11.9-12; D2.Civ.12.9-12; D2.Civ.13.9-12; D2.Civ.14.9-12; D4.3.9-12; D4.6.9-12; D4.7.9-12; D4.8.9-12; RI.9-10.1; RI.9-10.2; RI.11-12.1; RI.11-12.2; RI.9-10.10; RI.11-12.10; SL.9-10.1; SL.11-12.1; SL.9-10.4; SL.9-10.6	**Model AU Simulation:** Conduct research on contemporary issues being discussed by the African Union and develop arguments based on an assigned country's perspective.	137		60 Minutes
Connect It: Culture D2.Civ.12.9-12; D2.His.12.9-12; D4.2.9-12; D4.6.9-12; RI.9-10.1; RI.9-10.2; RI.11-12.1; RI.11-12.2; RI.9-10.6; RI.11-12.6	**Afrobeat: The Rhythms of Protest:** Analyze lyrics, historical context, and elements of protest.	138		25 Minutes
Spotlight D2.Civ.5.9-12; D2.Civ.7.9-12; D2.Civ.12.9-12; D2.Civ.13.9-12; D2.His.2.9-12; D2.His.3.9-12; D2.His.4.9-12; D2.His.5.9-12; D3.1.9-12; D3.4.9-12; D4.1.9-12; D4.3.9-12; D4.6.9-12; D4.7.9-12; D4.8.9-12; RI.9-10.1; RI.9-10.2; RI.11-12.1; RI.11-12.2; RI.9-10.10; RI.11-12.10; W.9-10.4; W.11-12.4; W.9-10.7; W.9-10.8; W.9-10.9; W.11-12.7; W.11-12.8; W.11-12.9; W.9-10.10; W.11-12.10	**Wangarĩ Maathai:** Apply the values of the Green Belt Movement to a current environmental issue.	138		45 Minutes
Content Connections D2.His.11.9-12; RI.9-10.6; RI.11-12.6; RI.9-10.10; RI.11-12.10; W.9-10.9; W.11-12.9; SL.9-10.1; SL.11-12.1	Complete the formative lesson assessment and self-assessment to check for understanding. **Rhetorical Analysis: Evaluate Ethos:** Evaluate the credibility of an author or speaker of a primary or secondary source.	139		20 Minutes

Symbol Key

Project-Based | Discussion/Debate | Cross-Curricular | ML Integration | Differentiation | Remote Essentials | Evaluate/Rubric

Sample

Online Resource Addresses

Skills Study The Cradle of Humankind	Africa Map of Koppen Climate Classification: https://sitn.hms.harvard.edu/flash/2017/science-genetics-reshaping-race-debate-21st-century/ River Basins of Africa: https://vividmaps.com/river-basins-of-africa/ Climate and Vegetation of Africa: http://exploringafrica.matrix.msu.edu/map-three/	68
What Do YOU Think? African Origins	How Science and Genetics Are Reshaping the Race Debate of the 21st Century: https://www.seattlestar.net/2019/05/how-science-and-genetics-are-reshaping-the-race-debate-of-the-21st-century/ The Disturbing Resilience of Scientific Racism: https://www.smithsonianmag.com/science-nature/disturbing-resilience-scientific-racism-180972243/ Controversial New Study Pinpoints Where All Modern Humans Arose: https://www.nationalgeographic.com/science/article/controversial-study-pinpoints-birthplace-modern-humans	69
Tech Talk Climate Maps and Geographical Considerations	EarthMap: https://earthmap.org	70
In Context African Language Diversity Arguments	UNESCO and the Promotion of Languages in Africa: Cultural Diversity and Multilingualism: https://www.unesco.org/en/articles/unesco-and-promotion-languages-africa-cultural-diversity-and-multilingualism	73
In Practice Distorted Perception	Flattening Earth: https://storymaps.arcgis.com/stories/7d2abd9968b64b96902f72cce12ea5c5 What's the Real Size of Africa?: https://www.cnn.com/2016/08/18/africa/real-size-of-africa Compare Map Projections: https://map-projections.net/compare.php?p1=gall-peters&p2=mercator-84&w=0	77
Skills Study Aksumite Wealth	Images of Aksumite Coins: https://www.britishmuseum.org/collection/object/C_GI925-III2-1 Inscription on Monumentum Adulitanum II: https://en.wikipedia.org/wiki/Monumentum_Adulitanum	81
In Context Comparing Legends	How Well Do We Know Rwandan Legends: https://www.newtimes.co.rw/article/189194/Lifestyle/how-well-do-we-know-rwandan-legends	85
Tech Talk Kikuyu Creation Story Poster	Canva: https://www.canva.com	86
Connect It: Culture Speaking and Writing Swahili	"How Languages Evolve" video: https://www.youtube.com/watch?v=iWDKsHm6gTA	90
Comprehension Strategy Organize Sources	EndNote: https://endnote.com	93
Connect It: Economics Gold Mining	*Gold: A Journey With Idris Elba* documentary: https://thegoldenthread.gold.org/season-two/gold-a-journey-with-idris-elba	94
Connect It: Culture The Tuareg	The Journey of the Princess: https://carnegieendowment.org/sada/2022/12/the-tuareg-literature-language-and-culture?lang=en	96
In Context Berber or Amazigh?	Google Scholar: https://scholar.google.com	97
Spotlight Mansa Musa	"The Richest Person in History" video: https://ed.ted.com/lessons/mansa-musa-one-of-the-wealthiest-people-who-ever-lived-jessica-smith Scribble Maps: https://www.scribblemaps.com	99
Connect It: Culture Oral Traditions of West Africa	"The Griot Tradition of West Africa" video: https://www.youtube.com/watch?v=QdrPmZwsXiM	100
Skills Study Benin Bronze Debate	The Story of Nigeria's Stolen Benin Bronzes, and the London Museum Returning Them: https://www.nationalgeographic.com/travel/article/nigeria-stolen-benin-bronzes-london-museum "Killmonger's Brazen Heist" *Black Panther* movie clip: https://www.youtube.com/watch?v=PyY_tjhFNBg	104
Skills Study Zulu Culture Then and Now	Zulu: https://www.krugerpark.co.za/africa_zulu.html	118

Sample

Online Resource Addresses Continued

Features	Description and Website	Page
In Context Strategic Resistance Primary Source Analysis	Excerpt from a Letter from Nzinga Mbemba (Afonso), King of Kongo, to João III, King of Portugal (1526): https://www.gilderlehrman.org/ap-african-american-studies/unit-1/southern-central-and-east-africa/nzinga-mbemba-king-joao-iii-1526	120
Connect It: Geography The Asante	Map of Trade Routes in Ghana: https://www.researchgate.net/figure/Illustrates-how-all-major-trade-routes-between-the-north-and-the-south-of-the-country-of_fig6_254590756	122
Tech Talk The Lasting Impact of Colonialism	Padlet: https://padlet.com	124
Art Analysis Chéri Samba	"The Draughtsman": https://www.moma.org/collection/works/296569 "Water Problem": https://www.moma.org/collection/works/296571?artist_id=25299&page=1&sov_referrer=artist "The Real Map of the World": https://www.arthistoryproject.com/artists/cheri-samba/the-real-map-of-the-world-1/ Chéri Samba Profile: https://www.moma.org/artists/25299-cheri-samba	126
Spotlight Kwame Nkrumah	Why Africa Must Unite: https://www.blackagendareport.com/essay-why-africa-must-unite-kwame-nkrumah-1963	129
In Context The ICC in Context	International Justice: The International Criminal Court and Africa: https://www.brookings.edu/wp-content/uploads/2016/07/03-foresight-international-criminal-court-africa-mbaku-1.pdf	135
Spotlight Wangarĩ Maathai	The Green Belt Movement: https://www.greenbeltmovement.org/who-we-are	139
Show What You Know Writing Workshop: Annotated Bibliography	Purdue OWL Annotated Bibliography Samples: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html	145

Resource Tips	Description/Website	Page
Max Planck Institute of Geoanthropology Research	Research Reveals Longstanding Cultural Continuity at Oldest Occupied Site in West Africa: https://www.shh.mpg.de/2283511/cultural-cont-west-africa?	93
Berlin Conference	General Act of the Berlin Conference on West Africa: https://loveman.sdsu.edu/docs/1885GeneralActBerlinConference.pdf	116

Notes

Sample

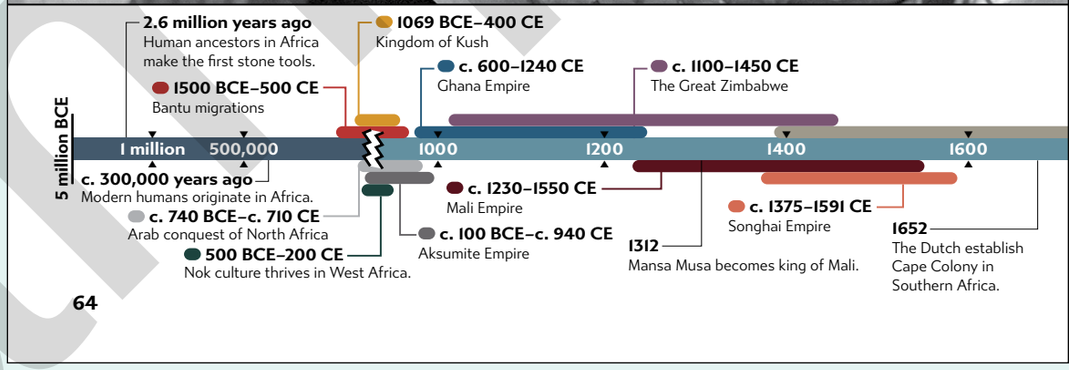
In View

Ignite Curiosity and Activate Prior Knowledge

- Discuss the **Essential Question**, introduction, and opening image to preview the unit.
- Display the **Essential Question**: *What histories, ancestral knowledge, and cultural practices have shaped African American identity?*
- Distribute a blank **Map of Africa** from page 6 of the **Teacher Tools** to students. Direct students to label the map in a way that is meaningful to them. For example, they may wish to identify the following:
  - » places they have visited or wish to visit
  - » ancestors' country of birth
  - » cuisines they have eaten
  - » locations where they can say "hello" in the local language
- Have volunteers share their maps with the class.
  - ▸ **Ask:** What does it mean to be familiar with a country or culture? What are different ways of "knowing" a place or people?
  - ▸ **Ask:** What do you want to know about African countries and culture?

UNIT 2

Heritage Cultures and Regions



64

Examine the Image

- Have students examine the opening image.
  - ▸ **Ask:** What do you see in this image? What inferences can you make about African culture based on this image?
  - ▸ **Ask:** What role do you think traditional instruments like the one pictured above and music play in African culture and heritage?
- Direct students to read the photo caption on page 65 of the **Student Edition**.
  - ▸ **Ask:** Who were griots? How can music both help preserve history and traditions? *Answers will vary. Griots were esteemed musicians and storytellers who maintained a community's history and traditions.*
  - ▸ **Ask:** Why is important to understand African cultural preservation and spiritual practices to understand African American identity?

Sample

The Essential Question?

What histories, ancestral knowledge, and cultural practices have shaped African American identity?

Lesson 1
African Origins

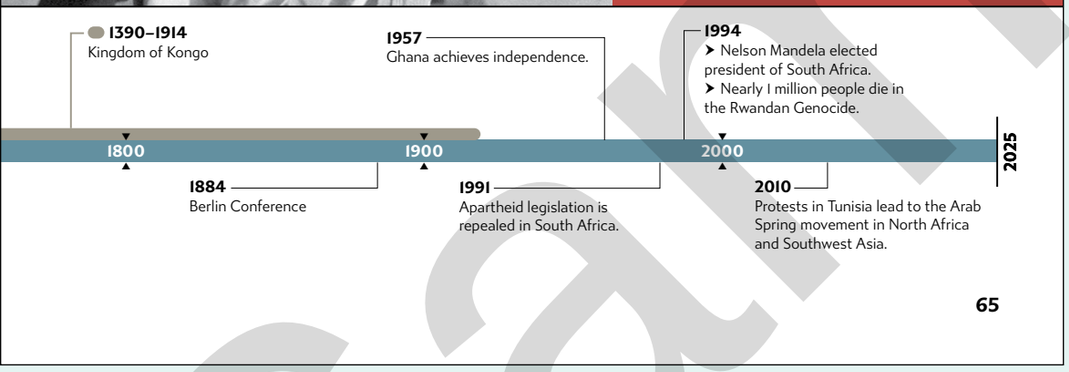
Lesson 2
East African Kingdoms

Lesson 3
West African Kingdoms

Lesson 4
Invasion and Exploitation

Lesson 5
Post-Colonialism and Contemporary Africa

A griot named Basimana sits with his guitar in Mali in 1970. Griots are esteemed musicians and storytellers who maintain a community's history and traditions. Basimana, who was born blind, was known for his rebellious songs.



65

Learning Objectives

Skills Objectives

- Students will practice historical thinking and reading skills.
- Students will practice the skills of source integration and analysis in social studies writing.
- Students will engage in source analysis strategies.
- Students will analyze maps to engage with Black and African American studies.
- Students will analyze primary sources and evaluate how they contribute to the theme of Black and African American studies.
- Students will analyze art and evaluate how it contributes to the theme of Black and African American studies.
- Students will analyze literature and evaluate how it contributes to the theme of Black and African American studies.

Content Objectives

- Students will explain the role of Africa in early human history and the geography of and migrations on the African continent.
- Students will describe the relationships between East African empires.
- Students will describe the early civilizations and kingdoms of West Africa and explain the influence of trade on the region.
- Students will describe and analyze the impact and legacy of imperialism and colonialism on African peoples and cultures and their resistance.
- Students will describe independence movements in Africa, analyze contemporary challenges in Africa, and explain Africa's role as a world leader.

Examine the Timeline

- Instruct students to research the following eras of African history and what dates and features each era entails: Ancient Africa, Classical Africa, Medieval Africa, Early Modern Africa, Colonial Africa, Post-Colonial Africa.
- Have students examine the timeline on the opening spread. Instruct them to organize and group events together based on the historical eras in Africa that they researched.
- Divide students into six groups to address the historical eras included on the timeline. Have each group research one event from West Africa, one from North Africa, one from East Africa, one from Central Africa, and one from Southern Africa that occurred during their assigned historical era. They may choose to focus on major civilizations or empires, trade routes, technological developments, or key people.
- Provide each group with five index cards to create one timeline card per region for their historical era. Their timeline cards should include the name and approximate date of the event and a brief description of its significance. Display student timeline cards in chronological order on a classroom display.
  - **Ask:** What can our timeline tell us about African history? Does it confirm or challenge our prior understanding of African history?
  - **Ask:** How did different regions in Africa interact with each other and how did those interactions differ between historical periods?

Sample

Method for Mastery

Engage with Additional Sources

- Explain to students that this unit focuses on histories and ancestral knowledge. One way to learn about historical cultures is to actively engage with primary and secondary sources.
- Direct students to read the **Learning Goals** for this lesson.
- Have students decide how they would like to actively engage with history to master the **Learning Goals** for this lesson. For instance, students may choose to visit online museums and websites for historic sites, or they may choose to read texts or listen to podcasts to supplement the textbook and classroom instruction.
- Instruct students to write a one-paragraph summary of the textbook lesson and then write three bullet points of information from their chosen outside sources that helped augment their learning.
- Create an online discussion board on your district learning management system for each lesson. Have students share their three bullet points on the board so that all students can benefit from the additional information.

Key Terms

- **desertification** (noun): the process of becoming a desert
- **Eurocentric** (adjective): centered on the culture, contributions, and perspectives of Europeans and their descendants
- **hominin** (noun): a branch of hominids (bipedal primates) that includes modern humans and their relatives
- **mitochondrial DNA** (noun): DNA that is found exclusively in mitochondria and is inherited maternally
- **paleoanthropologist** (noun): someone who studies the branch of anthropology dealing with fossil hominids
- **rift valley** (noun): a long valley that forms when cracks form on Earth's surface and the land between the cracks sinks
- **Sahel** (noun): the semidesert region on the edges of the Sahara Desert, stretching from Mauritania to Chad
- **savannah** (noun): grassland, especially that of Africa

ML Tip

Pre-teaching **Key Terms** can help support ML students with reading comprehension and language development.

Lesson 1 African Origins

Comprehension Strategy

Context refers to the events, conditions, attitudes, relationships, and other factors that help historians understand a subject. Often, when something is taken "out of context" it is misrepresented. Being able to recall the location, time period, and events that contextualize actions, events, artifacts, or primary documents is an important historical thinking skill that allows you to interpret a subject and use it as evidence. Select a subject from this lesson and create a context map by gathering quotes, art, maps, statistics, diagrams, images of primary documents or artifacts, and other evidence related to your subject's context.

Africa is central to the human story. Above, early human remains are on display at the Cradle of Humankind World Heritage Site in South Africa. How does our understanding of early human life and activity support the research of African American studies scholars, and vice versa?

The continent of Africa is the birthplace of humans and their early ancestors. As the place of origin for our species, Africa plays a unique and profound role in human history. Despite the continent's ancestral legacy, the importance and accomplishments of African civilizations have often been intentionally downplayed or ignored. In the 19th and 20th centuries, scholars of Black and African American studies reshaped narratives around Africa's contributions to humanity. In recent decades, the discovery of bones, artifacts, and genetic evidence all affirm the origin of humanity in Africa and the complexity of African civilizations.

Learning Goals

- I can explain Africa's central role in early human history.
- I can describe the geography of the African continent.
- I can analyze the impact of the Bantu migrations.

Key Terms

desertification
Eurocentric
hominin
mitochondrial DNA
paleoanthropologist
rift valley
Sahel
savannah

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Unit 2

Student Support Guide

- Consider supporting student understanding of the content in this lesson using the **Quick Tour** found in the **Student Support Guide**. This resource is written at a lower Lexile and can be used as a supplemental reading for the multilingual and approaching learners in your classroom. It may also be used as a study guide to help students prepare for the **Unit Assessment**.
- Have students apply the **Study Strategy** for this unit as they read the lesson's **Quick Tour**. You may choose to have students practice this strategy independently, with a partner, or in a small group depending on the needs of your class. Encourage students to reflect after each lesson on how the **Study Strategy** helped them master this lesson's **Learning Goals** and answer the **Content Connection** questions.

Sample

Origins of Humanity

Africa is the sometimes referred to as the "cradle of humanity" because of its central role in the origins of modern humans. A rich body of fossil records and other scientific findings support this conclusion. Some of the earliest ***hominins*** have been discovered in several regions throughout Africa.

Early Human Ancestors

Discoveries made in the 20th and 21st centuries have revealed Africa's key role in early human history.

One of the earliest human ancestors to walk upright was *Australopithecus afarensis*. Fossils of these early humans have been found in areas of Africa that are now the countries of Ethiopia, Chad, Kenya, and Tanzania. *Australopithecus afarensis* were similar in some ways to both humans and apes. They had flat noses, extended jaws, and small brains. Their long arms and curved fingers allowed them to climb trees easily. Like humans, they walked on two feet. This enabled them to survive in different habitats for more than 900,000 years.

In 1978, ***paleoanthropologist*** Mary Leakey discovered an 88-foot path of about 70 well-preserved footprints that scholars believe belonged to these early humans. The footprints, which are estimated to be 3.6 million years old, helped prove that *Australopithecus afarensis* walked upright. This is one of the defining characteristics that makes humans different from other primates.

Several other species of early humans have been found in Africa as well. *Homo habilis*, for instance, is believed to be the first species in the genus *Homo*, which means "man" in Latin. Fossils of *Homo habilis* have been discovered in East Africa. Another early human ancestor, *Homo erectus*, originated in Africa and migrated into Asia and Europe between 1.9 million and 143,000 years ago. Remains of *Homo erectus* were first discovered in Africa in 1960. *Homo erectus* is often considered the first human species to leave Africa and populate other parts of the world.

Modern Humans

Modern humans, called *Homo sapiens sapiens*, originated in Africa about 300,000 years ago. Discoveries in places like Jebel Irhoud (Morocco) and Omo Kibish (Ethiopia) show early *Homo sapiens* in Africa. Genetic evidence from ***mitochondrial DNA*** studies also point to a common African ancestor for today's humans.

Compared to earlier human ancestors, modern humans have larger brains and lighter skeletons. They walk upright, which allows them to hunt and gather food more efficiently.

Discovered in Ethiopia by paleoanthropologist Donald Johnson in 1974, "Lucy" is perhaps the most well-known example of Australopithecus afarensis, *a close human relative. Lucy lived around 3.2 million years ago. Her remains provide crucial evidence of early bipedalism, the condition of walking on two feet.*

The Word

"Mother Africa" is a term of solidarity that reclaims African cultural identities and histories, which enslavers worked to eradicate. It also points to Africa's role as the motherland from which all humans originated. Genetic research on mitochondrial DNA, which is passed from mother to offspring, shows that all humans alive today have a common maternal ancestor.

While Africa is the ancestral homeland of people of African descent, in a way, it is a homeland for us all, as the birthplace of all people and the place from which all the world's diverse cultures have arisen.

Teacher Tip

Regularly engage with your students by providing individual feedback and asking individual questions. This is a great way to build classroom culture, establish trust, and show students that you value them as learners and human beings.

Comprehension Strategy

Success Criteria: Students will practice historical thinking and reading skills.

Contextualization

- As a class, brainstorm examples of situations where context is important. For a simple example of context, have students imagine that someone breaks into a home, grabs a toddler, and runs away. Invite students to discuss how they view the toddler-snatcher given this information. After a moment, add context, such as that the house was on fire. Invite volunteers to amend or alter their original opinion.
- Have students brainstorm and discuss a historical event they have studied and the context they think is important to understand it.
  - **Ask:** How can keeping context in mind help you understand history texts? *Students may mention that context helps connect different places and times in history with similar themes or chains of events. It also allows historians to evaluate the choices of historical figures or challenge problematic historical narratives that ignore important context. Context allows historians to "see the whole picture."*
- Direct students to select a subject from this lesson and create a slideshow, infographic, or collage to visualize important contextual information. If one-to-one technology is not available, students may create these visuals using poster board, butcher paper, and art supplies like paints and markers. Students may choose to include more visuals or written words, depending on their preferences and learning style. Students should include the following:
  - » maps
  - » images of artifacts or primary documents
  - » artwork
  - » quotations
  - » statistics
  - » diagrams
  - » other evidence that helps them visualize the context of a historical subject
- Invite volunteers to share their context maps or collages with the class. Consider displaying finished paper assignments in the room or posting digital assignments on a class blog.

★**Note:** Consider evaluating student work using the **Student Project Rubric** on page 92 of the **Teacher Tools**.

Sample

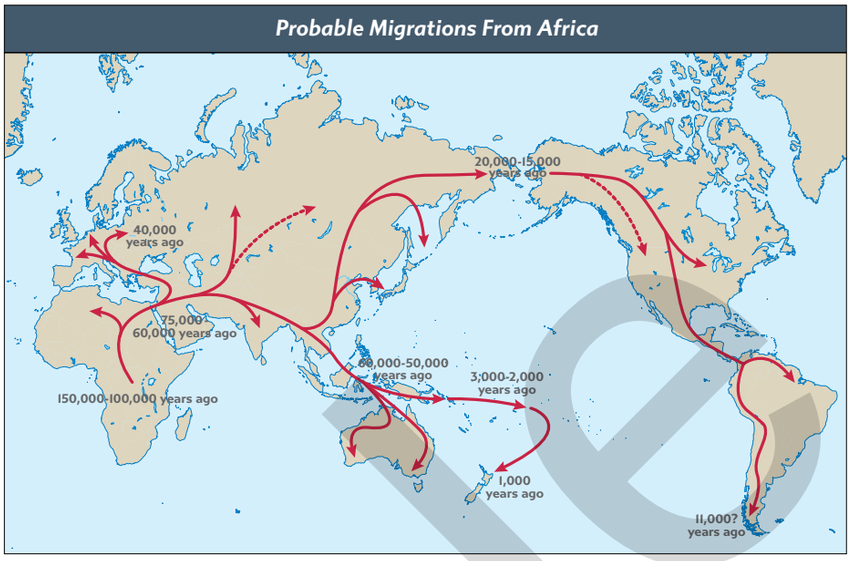
Skills Study

Success Criteria: Students will practice using evidence to determine a possible birthplace of humanity and examine connections to Black and African American studies.

The Cradle of Humankind

- Explain to students that anthropologists largely agree that the birthplace of humankind is within Africa.
- Display a world map on a classroom display. Distribute push pins , stickers, or magnets (depending on the needs of your class) and instruct students to pin on the map where they think the birthplace of humans is. Advise students to consider geographic locations that allow for migration, places with specific climates and resources, and/or any other common ideas they have heard before.
  - ▸ **Ask:** Where do you think humankind originated? Do you think it is possible that humankind originated from multiple locations simultaneously? Why or why not?
- Have students brainstorm what humans need to survive. This might include water, air, shelter, food, mild climate, etc. Then, direct students to examine the following maps:
  - » *Africa Map of Köppen Climate Classification*
  - » *River Basins of Africa*
  - » *Climate and Vegetation of Africa*
- As students study the maps, instruct them to consider and research the conditions that are vital to human survival. Students should find a location that they think could have been the birthplace of humankind. Remind students to take into consideration the information in the article about where evidence of early humans has been found.
- Once students have studied the maps and selected a location, have them create an infographic using a platform like *Canva* that includes the following:
  - » location they are claiming is the location of the birthplace of humankind
  - » at least three sources of information and evidence that supports their claim (climate, water sources, vegetation, etc.)
  - » engaging design (color, graphics, shapes, etc.)
- When students are finished with their infographics, allow the class to perform a gallery walk to examine their peers' theories. Consider having students use sticky notes to ask questions or add or refute evidence as they examine the infographics.

★**Note:** Consider evaluating student infographics using the **Student Infographic Rubric** on page 89 of the **Teacher Tools**.



Early Homo sapiens *are believed to have migrated from Africa through the Middle East and beyond.*

Out of Africa Theory

As with other early humans, prehistoric *Homo sapiens sapiens* relied on hunting and gathering for survival. Many scientists believe that prehistoric humans migrated out of Africa as they searched for food and new hunting grounds.

The migration of humans around the world likely happened in waves. The first wave occurred about 60,000 years ago and brought humans to Europe and Asia. Later migrations then led to the settlement of Australia, the Americas, and other regions. As modern humans spread across the globe, they replaced earlier human species, such as Neanderthals. The "Out of Africa" theory is supported by both DNA and fossil records.

An Ideal Location

There is no one answer as to why Africa became the birthplace of humanity, but Africa's climate and landscape both likely played key roles. Africa is the most tropical of all the continents, and its warmer climate lacks the harsh winters that make survival difficult. Areas like the Great Rift Valley in East Africa, with its life-sustaining lakes and fertile grasslands, provided a rich environment for human survival and evolution.

Geographically, Africa's central location among the other continents likely fostered the spread of humankind. The rivers winding through the continent offer reliable water, transportation, and food sources. Dense forests provide shelter and fuel, while extensive grasslands full of diverse wildlife made for favorable hunting grounds. The fertile landscape supported the development and expansion of agriculture and the domestication of animals.

These environments are among the factors that made Africa an ideal spot for humanity to flourish. There are also likely other factors that have yet to be discovered.

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Resource Tip

You can find a political map of Africa in the **Teacher Tools**.

Sample

Significance of Findings

Western narratives have often portrayed Africa as a "backward" continent, but recognizing Africa as the birthplace of humanity challenges these false narratives. Despite efforts to dismiss the truth, as can be found in many unscientific online discussions, the evidence that Africa is the cradle of humanity is substantial and persistent. There is strong scientific consensus that Africa is indeed the origin of modern humans.

Africa's centrality is the fundamental starting point of the shared story of humanity on Earth. Failing to acknowledge this starting point gives a distorted view of world history. At best, it marginalizes Africa from the timeline that defines and explains who we all are. At worst, it is an intentional erasure that has real-world consequences. Failing to acknowledge Africa's centrality allows for the false narrative that meaningful human history has its first beginnings elsewhere. To be sure, scientific discoveries and new archaeological evidence come to light each year.

Every person on Earth—past, present, or future, regardless of their current location or background—has roots in the African continent. This profound fact connects us all to a single, deep history. It teaches us that Africa is not peripheral to us, but is instead the source of our existence.

To study the human story properly, we must start at the beginning—with Africa.

What Do YOU Think?

Why does it matter where humanity began? How do our understandings of the past impact our views of the people and cultures of the present?

Counternarratives on Africa

Throughout much of Western history, Africa has been portrayed through a ***Eurocentric*** lens that labels it "isolated" and "primitive," lacking the accomplishments of Eurasian societies. A close look at the accomplishments of African peoples and societies, however, proves the contrary.

Anti-African bias is evident in both the narratives that have been created and the research tools themselves. Western scholarship has traditionally emphasized the importance of written records. Scientists have long discredited oral history, which is common in many Indigenous societies, including those of Africa. African forms of storytelling and history keeping, which often are preserved and passed down through song and poetry, have been rejected as legitimate sources of history.

Oral tradition continues to provide an important counternarrative to Western stories that fail to recognize the contributions of African societies. Just like ancient African storytellers, modern hip-hop artists incorporate stories of Africa into their works. Hip-hop legend KRS-One has told stories of Africa, such as in his song, "You Must Learn" (1989). African American studies scholars past and present help to counter misconceptions of Africa by centering these stories.

What Do YOU Think?

African Origins

- Instruct students to read the **What Do YOU Think?** questions on page 69 of the **Student Edition**. Discuss the questions posed as a class.
- Divide the class into three groups. Print enough copies of the articles listed below so that each group member has a copy. Instruct each group to read and annotate their article.
  - » Group one: *How Science And Genetics Are Reshaping The Race Debate Of The 21st Century*
  - » Group two: *The Disturbing Resilience Of Scientific Racism*
  - » Group three: *Controversial New Study Pinpoints Where All Modern Humans Arose*
- Students should underline facts and information they can use to help them answer the **What Do YOU Think?** question, draw a box around anything they have questions on or want to learn more about, and circle any words or phrases they do not understand. Alternatively, you may choose to have students read the articles digitally and use the **Cornell Note-Taking Method** worksheet found on page 37 of the **Teacher Tools** to record their thoughts and organize their findings.
- Instruct students to use their annotations to write one paragraph summarizing the article's key points. If time permits, allow students to research anything they drew a box around before summarizing the article.
- Divide the class into groups of three consisting of one student from each of the previous groups. Have these new groups share their summaries with each other, acting as experts for their respective articles. Groups should discuss similarities and differences between the three articles and take notes on each other's summaries to add to their own findings.
- As a final reflection, instruct students to write at least two paragraphs answering the **What Do YOU Think?** question.

ML Adaptation: What Do YOU Think?

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Accommodated Option:** Instruct students to highlight areas of their notes that respond to the **What Do YOU Think?** question to submit instead of a two-paragraph response.
- **Integrated Option:** Allow students to utilize the translate option on the digital articles to read it in their primary language.
- **Cooperative Option:** Consider assigning ML students to specific groups depending on the supports they need.

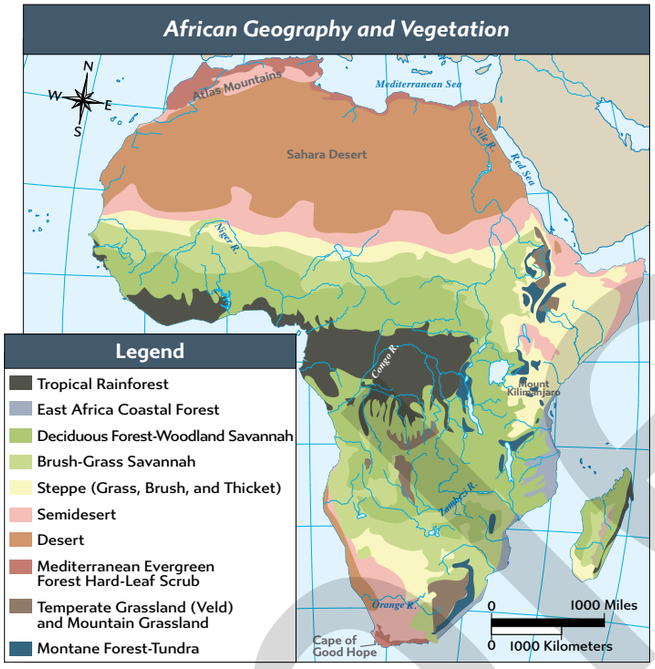
Sample

Tech Talk

Success Criteria: Students will use technology and digital maps to engage with Black and African American studies.

Climate Maps and Geographical Considerations

- Explain to students that climate refers to information about a region's long-term weather patterns and that it can provide insight to any patterns of human settlement, agriculture, and biodiversity of an area.
- Instruct students to visit *EarthMap* and choose Africa as their area of interest.
- Have students choose a region of Africa to focus on as outlined on pages 70–71 of the **Student Edition**.
- Direct students to explore the different data filters such as climate, agriculture, biodiversity, etc. As students examine the map with the different data filters, have them take note of the key climate characteristics of their chosen region.
- Instruct students to take notes on their answers to the following questions about their chosen region of Africa:
  - » What geographic features in the region do you think influence climate patterns?
  - » Why is it important to consider biodiversity (plants, animals, species) of the region and how do features of climate impact these ecosystems?
  - » How do these climate data sets help us understand the impact climate has on activities, both historical and contemporary, in this region?
  - » How will these climate data sets help us understand the potential impacts of climate change on the region in the future?
  - » Why is climate an important consideration when studying the geography of a region?
- Invite student volunteers to share their responses in a whole-class discussion.



Africa is divided into five main climate zones, ranging from lush tropical rainforests to dry deserts. It is also home to major bodies of water, such as the Nile River in eastern North Africa and the Great Lakes Region of East Africa.

The Geography of Africa

Africa is the second-largest continent in the world, covering around 30.3 million square kilometers (11.7 million square miles). It is also the second-most populous, with a population of roughly 1.5 billion, according to a 2024 report by the United Nations Economic Commission for Africa.

Physical Geography

Africa has a diverse geography, covering a variety of climate zones and landscapes. There are five primary climate zones, including desert, semiarid, ***savannah*** grasslands, tropical rainforests, and the Mediterranean zone. The continent is bordered by the Mediterranean Sea to the north, the Atlantic Ocean to the west, and the Indian Ocean to the east.

Africa is divided in half by the equator. Much of the continent is high and level. In some places, the continent's coastline drops to the sea, forming cliffs.

Geographers most commonly divide Africa into five regions: North Africa, West Africa, Central Africa, East Africa, and Southern Africa. Some of these regions loosely correspond to geographic features, such as North Africa's connections to the Mediterranean Sea, but they are not based on strict geographic distinctions.

Geography of North Africa

North Africa contains the present-day nations of Algeria, Egypt, Libya, Morocco, Sudan, and Tunisia. The region contains the world's largest hot desert, the Sahara Desert, which occupies about one-quarter of Africa's land mass. The desert contains a number of unique features, including ergs (large areas of wind-blown sand), regs (stone-covered plains), and hammadas (rocky plateaus). All areas in Africa that are south of the Sahara are in what is called sub-Saharan Africa.

In the northwest, the Atlas Mountains include peaks over 13,000 feet high. In the northeast is the Nile River. Where it feeds into the Mediterranean Sea, the Nile has created a fertile delta in a very arid environment.

70 Unit 2

Remote Learning Tip

There are many technology tools to choose from for remote students to stay involved, such as phone and computer applications. Using too many tools in too short a time can be confusing and overwhelming. When deciding which tools to use, find what works best for your class and stick to using the same ones throughout the school year.

Sample

Geography of West Africa

Semi-arid land called the ***Sahel*** forms a transition between the Sahara Desert and sub-Saharan regions to the south. Its flat, dry semi-desert plains stretch along the desert from east to west. Factors including overgrazing and climate change are causing the Sahara to expand into the Sahel in a process called ***desertification***. The Sahel includes the Niger River, which flows through much of West Africa for more than 2,600 miles.

South of the Sahel are grasslands, or savannah, that stretch for thousands of miles. The savannah comprises nearly half of the continent, with grasslands starting close to the Sahara, filling much of the Central Africa.

Modern nations in West Africa include Benin, Burkina Faso, Cameroon, Cabo Verde, Côte d'Ivoire, The Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Nigeria, Sao Tome and Principe, Senegal, Sierra Leone, and Togo.

Geography of East Africa

The nations of East Africa—which include Djibouti, Eritrea, Ethiopia, Kenya, Somalia, South Sudan, Tanzania, and Uganda—are located along the Red Sea and Indian Ocean. The coastal areas of this region include deserts, grassy plains, and tropical forests. Much of East Africa is covered with high plateaus that gradually decrease in elevation closer to the coastline.

For centuries, people in cities along the coast of East Africa have benefited from trade connections with other civilizations. From these cities, sea routes to the Red Sea and across the Indian Ocean connect Africa with the Arabian Peninsula and India.

Two rift valleys, which form the East African Rift System, are located along the eastern side of Africa. A ***rift valley*** is a steep valley that develops when parallel cracks form in Earth's surface and the land between them sinks. One of the most famous landforms in the Great Rift Valley is Mount Kilimanjaro, a volcanic mountain located in what is now Tanzania.

A peninsula, known as the Horn of Africa, juts into the Indian Ocean near Saudi Arabia. Unlike the mountains surrounding the rift valley, the Horn of Africa is covered by low coastal plains. This region receives less annual rainfall than the rift valleys.

Geography of South and Central Africa

Tropical rainforests in both Central and West Africa play a critical role in maintaining the global climate. They also contain the highest density of Africa's diverse plant and animal species, and are among the world's most ecologically important and biodiverse regions.

The Congo River curves nearly 3,000 miles before feeding into the Atlantic. The Congo River Basin is home to animal species such as gorillas, chimpanzees, and okapi. Southern Africa sits atop an ancient sheet of bedrock, lending the region features such as the Drakensberg Mountains and the Highveld plateau.

This geological foundation gives the region striking physical features such as high plateaus like the Highveld. Botanically rich, Southern Africa has a high concentration of plant species, and it also includes the vast Kalahari Desert.

The Zambezi River's route includes Victoria Falls. It flows 1,600 miles before entering the Indian Ocean. To the south, the Orange River is the longest river in South Africa. Part of it forms the border between Namibia and South Africa.

The Word

The origin of the name "Africa" is disputed by scholars. Many think the term is derived from the Latin "aprica" (which means "sunny") or the Greek "aphrike" (which means "without cold").

A view from Amboseli National Park in Kenya shows an African bush elephant grazing with Mount Kilimanjaro in the background. Mount Kilimanjaro, a dormant volcano in Tanzania, is the world's highest free-standing mountain.

Notes

Sample

CONNECT IT: Geography

Success Criteria: Students will connect Black and African American studies to geography by analyzing maps and migration patterns.

Beyond Borders

- Instruct students to read the **Connect It** feature on page 72 of the **Student Edition**.
- Provide students with the **Blank Political Map of Africa** on page 6 of the **Teacher Tools**.
- Demonstrate where on the map the Zande clan originated. Then, have students use the information in the **Connect It** feature to draw arrows tracing the migration of the Zande people in the 18th and 19th centuries to contemporary African countries.
- Facilitate a discussion that examines student-predicted long-term effects and challenges of these historical movements. Students may discuss ethnic tension or civil conflict that might occur when political borders do not match ethnic lands.

Other nations in these regions include Angola, Botswana, Burundi, Central African Republic, Chad, Comoros, Congo, Democratic Republic of Congo, Equatorial Guinea, Eswatini, Gabon, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Rwanda, Seychelles, Zambia, and Zimbabwe.

Human Geography

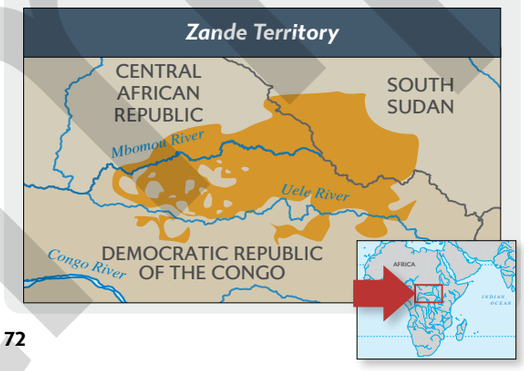
The population of Africa has been molded by the continent's rich history and varied landscape. Modern Africa is home to 54 countries and roughly 3,000 different ethnic groups, whose people speak over 2,000 different languages.

CONNECT IT: Geography

Beyond Borders

Modern political borders can give the appearance of neat divisions between nations and their people. However, traditional lands of cultural groups often predate and transcend these boundaries. Many of the current borders of African countries were drawn by Europeans during the colonial era.

About 300 years ago, the Ambomu people in Central Africa expanded, conquering territories to the east and south. Their new kingdom consolidated different ethnic groups. Their descendants are the Zande, or Azande, people. Today, nearly 4 million Zande people live in parts of the Central African Republic, the Democratic Republic of the Congo, and South Sudan. What are the possible outcomes of diverse ethnic groups living in regions that overlap political borders?



Family and Trade

Over time, Africa has been home to thousands of different cultures. Many of these cultures shared a belief that every person belonged to a larger, older group of people. The line of relationships that could be traced through a person's ancestors was their lineage. Today, ancestors still hold a special place in African culture and are recalled in stories and songs that explain how people are related to one another through the years.

African cultural traditions often put a family's needs before those of one person. People depended on their relatives for help. As long as someone had food, shelter, or money, they were expected to share with their family members.

The variation in climates throughout Africa encouraged trade. In dry climates, people often lived as nomadic herders, following strategic routes in search of food and water. Farming was a primary way for Africans to make a living. In less arid grassland regions, people cultivated grains and root crops such as yams. Domesticated animals and herding gave people a way to raise goats and camels and sell meat, milk, and cheese. In markets, cotton cloth, dyed wool, and brass, gold, silver, and copper jewelry were sold.

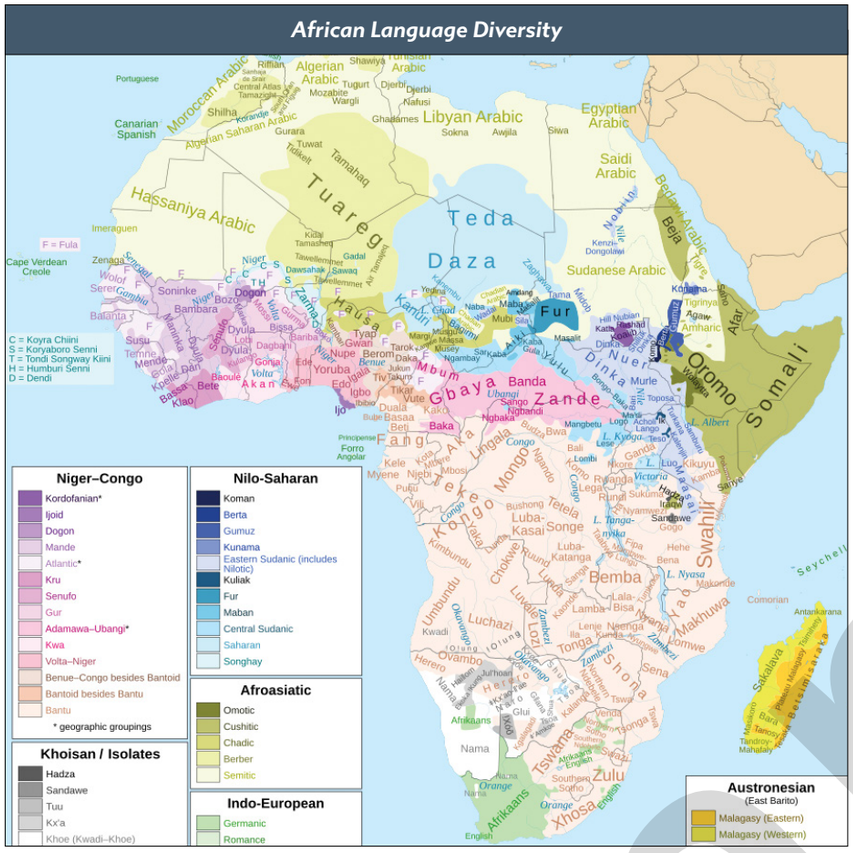
The landscape also shaped trade. For example, Africa has few large bays, and so many Africans historically traveled inside the continent, as opposed to sailing over sea routes.

The Modern Era

Traditional activities were disrupted by the European colonization of Africa, which dramatically changed Africa. During the late 1800s, European nations raced to colonize and exploit the continent for natural resources.

Sample

Notes



According to UNESCO, Africa is home to an estimated 1,500 to 3,000 languages. This map portrays a fraction of its linguistic diversity. Less than 20 percent of languages are shown here due to space.

These colonies were upended by World War II and the independence movements that followed. Today, nearly all African nations are independent states. Their citizens face issues such as poverty, health-care challenges, land and resource use sustainability, climate change, ethnic conflicts, and refugee crises.

Religious Diversity

Many traditional religious beliefs in Africa tell of a Supreme Being who created the world, with other less powerful spirits also present.

Christianity spread to Africa in the early centuries CE and was adopted by some leaders. It became widely practiced during European colonization in the 19th and 20th centuries. According to Pew Research, nearly two-thirds of sub-Saharan Africans are Christian.

Muslims brought Islam to Africa in the 7th century CE. Many Africans, particularly those in the north, converted to Islam. Other people kept their traditional beliefs, or followed a mix of Islam and their Indigenous belief systems.

Special Education Tip

Special Education teaching approaches should be tailored to meet the needs of individual students. Interaction with peers helps prepare all students for the diverse world outside of the classroom.

In Context

Success Criteria: Students will practice identifying and crafting arguments to engage with Black and African American studies.

African Language Diversity Arguments

- Have students examine the map and caption on page 73 of the **Student Edition**.
- Provide students with the **T-Chart** on page 14 of the **Teacher Tools**. Instruct students to label the first column "Arguments For" and the second column "Arguments Against."
- Direct students to read *UNESCO and the Promotion of Languages in Africa: Cultural Diversity and Multilingualism*. As they read, students should keep a list of why UNESCO promotes linguistic diversity and preservation in the first column.
- Instruct students to brainstorm reasons why people might argue against linguistic preservation and diversity. Have them add their ideas to the second column of the **T-Chart**.
- Provide students with the **Taking a Position** graphic organizer on page 28 of the **Teacher Tools**. Have them choose a side to the argument and outline a five-paragraph persuasive essay using the graphic organizer.

★**Note:** Depending on the needs or scope of your class, consider having students write the full five-paragraph essay and evaluating it using the **Student Writing Rubric for Argumentative Writing** on page 88 of the **Teacher Tools**.

Differentiation: In Context

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Advanced Learners:** Require students to identify counterarguments in their graphic organizer and/or essay.
- **Approaching Learners:** Provide students with the **Five-Paragraph Essay Planning Map** on page 25 of the **Teacher Tools** to help guide their writing.

Sample

Notes

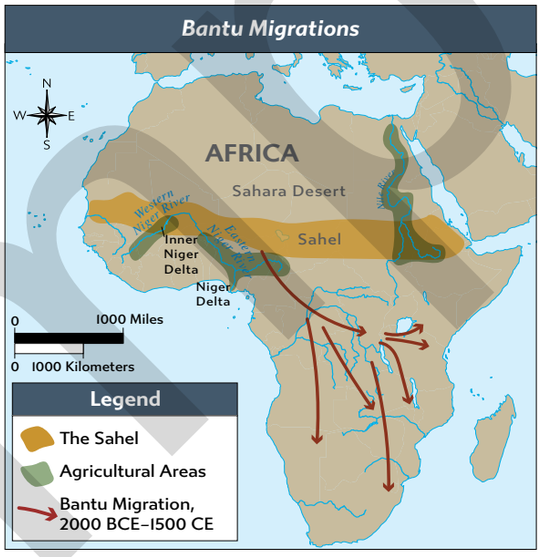
Early Migrations

Modern humans first migrated throughout Africa and then made their way across the world. Continued change and adaptation influenced later migrations within the continent as well.

Technological developments such as the invention of tools supported population growth in West and Central Africa. From around 10,000 BCE to 3,000 BCE, many societies around the world started to develop agricultural practices. African peoples began cultivating bananas, yams, and grains like sorghum and millet.

The first agriculturalists in West Africa were Bantu-speaking people who lived along the Niger River in the Sahel. Grassy savannahs covered the Sahel, and the soil along the rivers created fertile fields. The people in this region depended on the Niger River to both water their crops and to support their trade with other civilizations.

The Sahel is a semiarid region south of the Sahara Desert. While it is dry, the Sahel gets more rain than a desert. In the 1900s, parts of the Sahel began turning to desert. This was due to people overfarming, overgrazing, and clearing out trees and shrubs.



Bantu Societies Grow

Around 4000 BCE, people in sub-Saharan Africa began growing grain, yams, and fruit, such as bananas. They also raised animals such as cattle, sheep, goats, and chickens for food. To increase crop production, farmers built irrigation systems to water their fields. They also began forging iron tools, which helped them plow more land and plant more crops. As the food supply increased, the population grew. More people began working in specialized jobs as metalworkers, potters, or weavers. Others were salt miners, fishers, or merchants.

The Bantu Expansion

With a surplus of food and other items, Bantu-speaking merchants began trading with other African societies. Over time, their communities grew wealthy from trade. As their population increased, Bantu-speaking people began migrating into Eastern, Central, and Southern Africa.

Their gradual movement, called the Bantu expansion, occurred in stages over three thousand years, between 2000 BCE and 1500 CE. As they moved to new regions, they brought their language and culture with them, in addition to their knowledge and skills in agriculture and metalworking.

Influence on Identity and Culture

Early human migrations have had a significant impact on West, Central, and Southern Africa and the genetic heritage of the African diaspora, including African Americans. Today, around 500 known languages are in the Bantu language family, including major languages such as Shona, Swahili, Xhosa, and Zulu. They are spoken by hundreds of millions of people.

sample

GSE Bookshelf+ Tip

Students can use the **GSE Bookshelf+** digital platform to complete formative assessments or use an interactive version of the text complete with links to curated online resources.

The Bantu migrations brought tools and agricultural practices throughout much of Africa, transforming sub-Saharan communities. As Bantu-speaking people mixed with local Indigenous groups, they created diverse societies.

Although the Bantu migrations took place thousands of years before the Transatlantic Slave Trade, its impact can be seen in African American ancestry and cultural practices today. A large portion of enslaved Africans brought to the Americas were taken from Bantu-speaking societies, especially those in Central Africa like Kongo and Angola.

In addition to genetic ancestry, Bantu cultural practices have been preserved and adapted in African American culture. For instance, the ring shout, a traditional African American religious and cultural practice linked to enslaved African communities in the southern coastal United States, is connected to spiritual traditions of the Kongo people. Though African American culture has connections to diverse cultures throughout Africa, the heritage from Bantu-speaking groups remains an important element in the history of the African diaspora.

Aunt Pearlie Sue and the Gullah Kinfolk perform at the 2015 Annual Seafood Festival, which celebrates Gullah Geechee culture, in Savannah, Georgia. The Gullah Geechee, who formed independent, physically isolated communities in the United States, are known for creating a unique culture that blended and preserved many African traditions. They are descended from West and Central African peoples, including Bantu-speaking cultures.

A Powerful Legacy

Africa's role in human evolution and migration is essential to the human story. African peoples shaped not only African history and culture but that of the whole world. The milestones achieved by early peoples in Africa would lay the foundation for some of the world's first great empires. These empires would shape the global economy and provide knowledge that we are still building on today.

Lesson | Content Connections

1. Why is Africa central to early human history?
2. What were the causes and consequences of the Bantu expansion?

Writing Workshop

Successful quote integration in writing is done by introducing, presenting, and analyzing the quote.

Think of a sandwich in which the top slice of bread is the introductory statement, the filling is the quote, and the bottom slice of bread is the explanation. Like a sandwich, you want these elements (or ingredients) to work seamlessly together.

Choose a topic from this lesson and find a quotation from a relevant source and practice integrating your evidence in a way that flows naturally.

Content Connections

Check for Understanding

Use this formative assessment to check for understanding and ability to meet the **Learning Goals**, and reteach as necessary.

- After students finish the assessment, read the answers and have them grade their work. Discuss their answers as a class. Alternatively, students can answer the questions, discuss their ideas, and receive feedback using the **GSE Bookshelf+** digital platform.
- Have students complete the **Unit 2 Content Connections** self-assessment and reflection worksheet on page 22 in the **Unit Assessments**.

Answer Key

1. *Africa is the origin point of the Homo sapiens species, and its fossil and genetic evidence shows the earliest human evolution and migrations. Early technological and cultural developments also emerged there before spreading globally.*
2. *The search for fertile land, ironworking advantages, and population pressures drove Bantu-speaking peoples to migrate. Their movement spread agriculture, iron technology, and Bantu languages across sub-Saharan Africa, transforming local cultures.*

Writing Workshop

Success Criteria: Students will practice the skills of source integration and analysis in social studies writing.

Quote Sandwich

- Instruct students to choose a topic from this lesson that they found interesting and would like to learn more about and have students find a primary source or secondary source quote that is relevant to their chosen topic.
- Explain to students that one strategy of quote integration and analysis is to imagine the paragraph is a sandwich. The top slice of bread is the topic statement that introduces the quote. The quote is the sandwich filling. And the bottom slice of bread is where you analyze the quote and explain its significance. The pieces should fit together, just like the pieces of a sandwich.
- Direct students to write two paragraphs. The first paragraph should be an introduction to and background about the topic. The second paragraph will be a "quote sandwich" in which students will have a topic sentence, an integrated quotation, and a conclusion statement that analyzes how the quote proves the topic sentence. Then have students use three different colored highlighters to identify the introduction, quote, and analysis of the second paragraph.
- Have students work with a partner to constructively critique one another's writing. Consider having students use the **Student Project and Writing Rubric for Historical Thinking Skills** on page 86 of the **Teacher Tools** to guide their peer review.

Sample

Map View

Success Criteria: Students will analyze maps to engage with Black and African American studies.

African Kingdoms

- Project the map on page 76 of the **Student Edition** on a classroom display.
- Divide students into pairs and assign each pair one of the kingdoms represented on the map. Depending on class size, you can also have students work independently. Have each pair research the following:
  - » major trade routes used by the kingdom
  - » primary imports and exports and their importance (for example, salt)
  - » trading partners of the kingdom
  - » cultural exchange (consider languages, customs, religion, etc.)
- Have one pair draw the trade routes and list traded goods on the displayed map and then have them briefly describe how their assigned kingdom was impacted culturally due to trade with other kingdoms. Continue until each student or pair has shared.
  - ▸ **Ask:** What do the trade routes suggest about the organization and infrastructure of these historical African kingdoms? *The trade routes suggest that the organization and infrastructure of African kingdoms was highly organized and advanced.*
  - ▸ **Ask:** How did cultural diffusion and exchange impact the societies and cultures of Africa? *Students should mention the spread of beliefs, technologies, agricultural features, cultural blending, and overall economic transformation.*

★**Note:** Consider using the **Rapid Project Rubric** on page 94 of the **Teacher Tools** to evaluate student presentations.

Teacher Tip

Encourage students to look at titles, symbols, legends, and labels when analyzing maps to help uncover what is being conveyed with the geographic data.

Sample

The earliest modern humans emerged in Africa over 100,000 years ago. Over time, they developed sophisticated toolmaking skills and created diverse ways of living that responded to the continent's varied environments. Originally hunter-gatherers, some African peoples gradually began domesticating livestock and established herding societies. Many early African communities were located in the Sahara region, which was once a fertile savannah filled with wildlife.

Over many years, climate change led to the desertification of the Sahara, forcing Saharan populations to disperse. Some went east to the Nile River Valley, while others migrated west and south, toward the Niger River. As they developed agricultural practices over millennia, African peoples established food surpluses that supported the growth of larger populations, which allowed humans to become more stationary and build larger settlements that required stronger organization and specialization. The leaders of early settlements used technological innovations, like writing and advanced weaponry, to consolidate power. They eventually developed professional armies and systems of administration that allowed them to build complex states and empires.

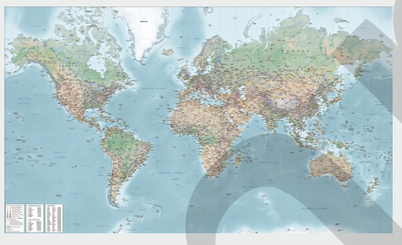
Physical geography and climate impacted settlement patterns and lifestyles across Africa, shaping whether people relied on pastoralism or agriculture. In desert and semiarid regions, for instance, people often live as herders and move regularly in search of food and water.

The map at left highlights many of the historic kingdoms and empires built by African peoples. How might physical geography and access to natural resources have impacted the developments of these African states? Choose two kingdoms on the map to research and compare how their different locations contributed to differences in their economies, cultures, or governments.

CONNECT IT: Geography

The Mercator Projection and Marginalization

Mapmakers translate Earth's curved, three-dimensional surface to a flat plane by using different map projection techniques. One of these is the Mercator projection, named for Gerardus Mercator (1512–1594), a mapmaker from what is now Belgium. This projection *(top right)* is accurate close to the equator, and its straight longitude and latitude make the Mercator useful for navigators. However, the projection grows increasingly inaccurate to the north and the south, enlarging the poles and Greenland and relatively shrinking equatorial landmasses.



The Mercator projection is still widely used, including on mapping apps. Advocacy groups maintain its distortion marginalizes Africa, making it look much smaller than it really is. In 2025, the 55 nations of the Africa Union recommended a switch to what is known as the Equal Earth projection *(right)*, which better reflects countries' true sizes.

In Practice

Success Criteria: Students will create a three-dimensional image or map to engage with Black and African American studies.

Distorted Perception

- Inform students that the Mercator projection map is one of the most commonly used two-dimensional representations of the world. It was created using a latitude and longitude grid to help sailors navigate the seas. However, the shapes and sizes of landforms are severely distorted. Some countries and continents appear larger than their actual size, such as North America and Greenland, while continents like Africa appear much smaller in comparison.
- Provide students with the following materials to complete the activity:
  - six inches of nylon fabric tubing (make this by cutting tights or hosiery)
  - round ball (a baseball or tennis ball is ideal)
  - black marker
  - measuring tape or ruler
- Instruct students to draw an image on the nylon tube. The image can be something students have studied or something of their choosing.
- Have students measure and record the length and width of their design. Then, have students slip their nylon fabric tube over the ball.
  - **Ask:** What do you notice about the image? Does it look the same? Why or why not?
- Instruct students to measure and record the size of their image as it is on the ball.
  - **Ask:** Did your measurements change? Why do you think that is? How might our perception of the image change when it moves from two-dimensional to three-dimensional?
- Have students explore globe projections using the following links:
  - *Flattening Earth*
  - *What's the Real Size of Africa?*
  - *Compare Map Projections*
  - **Ask:** How do you think map distortion impacts people's understanding of Africa? What about their understanding of the world? Do you think it is more important for a map to get the size of landforms right, or the shape of landforms? Explain.
- As an exit ticket, have students write two to three paragraphs reflecting on how geographic representations of Africa may or may not impact how they and others perceive the continent.

Sample

STUDENT SUPPORT GUIDE

QUICK TOUR
Unit 2: Heritage Countries and Regions

Unit Overview

Each unit of this Student Support Guide includes the following features to support your understanding of the text. Use the **Study Strategy** described below as you read through each lesson.

The Essential Question

Each unit has an Essential Question. Essential means that something is important or needed. You should be able to answer the Essential Question once you are done reading a unit. To make sure you remember the question, you will read it at the beginning of each lesson.

Key Terms and The Word

Key Terms are the new words that you will learn in each lesson. In the text, these new words are highlighted yellow. You will also see some other words that are highlighted **bold**. These words are not Key Terms, but they are words that will help you understand what you are reading. The definitions for those words will be found in The Word boxes in the margins.

Learning Goals

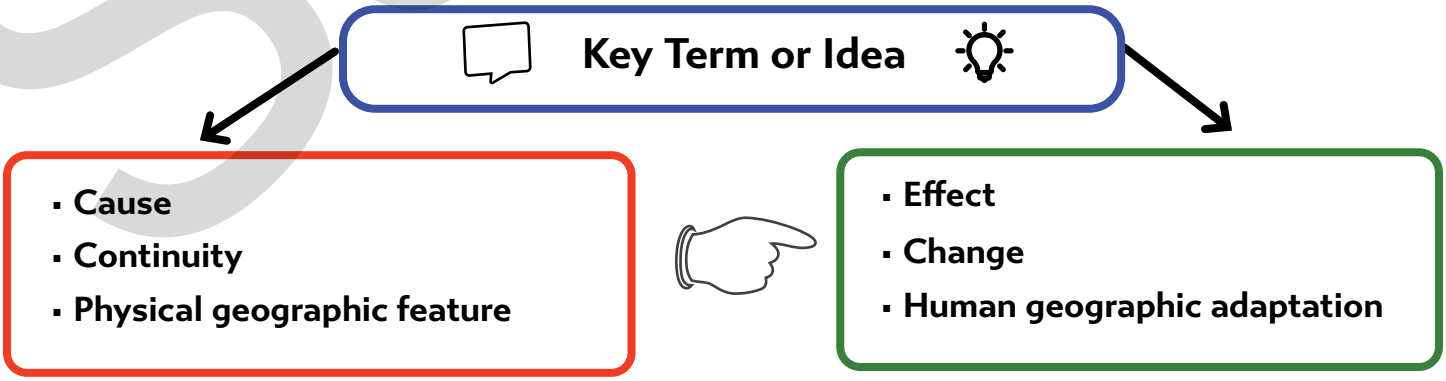
Learning Goals are topics that you should be able to talk about at the end of each lesson. The Learning Goals change for each lesson, so you will read through them before you read the Quick Tour.

Content Connections

At the end of each lesson, there will be questions to check your understanding. You will also be given a chance to reflect on the study strategy for this unit and see how what you read in the Quick Tour can help you answer the Essential Question.

Study Strategy

As you read each lesson of this unit, create a concept map like the one below of Key Terms and ideas, noting the connections between them. Consider cause-and-effect relationships, continuity and change, and geographic and human interactions to identify how terms or concepts are related. You may use images, symbols, and words to illustrate the associations between concepts.



Sample

The Essential Question

What histories, ancestral knowledge, and cultural practices have shaped African American identity?

In other words...

What parts of history and culture shaped African American identity?

Learning Goals

- I can describe the relationship between ancient Egypt and Nubia.
- I can explain how the Aksum Empire influenced later kingdoms in Ethiopia.
- I can identify the factors that led to prosperity along the Swahili Coast.
- I can analyze the scope of the East African trade network.

Key Terms	Translation, Example, or Drawing
· **Ge'ez** (noun): the language of ancient Ethiopia and Eritrea that serves as the liturgical language of the Ethiopian and Eritrean Orthodox churches	
· **ebony** (noun): a dark wood obtained from various tropical trees	
· **illuminated manuscript** (noun): a handwritten text with images and decorations	
· **maritime** (adjective): relating to the sea	
· **mint** (verb): to make coins out of metal	
· **monsoon** (noun): strong winds in southern Asia that bring rain in the summer and dry weather in the fall and winter	
· **prevailing wind** (noun): the regular wind pattern of a region	

Sample

Question	Notes	Glossary
What shaped the early states and empires of East Africa?	· A combination of environmental, economic, and social factors shaped the early states and **empires** in East Africa. · There were fertile lands around the Nile River. · East Africans had access to big trade networks. They participated in cultural exchange and became wealthy. · Over time, these factors supported the development of complex societies. These societies shaped the history of East Africa and the world beyond.	**empire** \ĔM-pī-ŭr\ (n.): a group of countries or territories that are controlled by one ruler or government
What was life like in ancient Egypt and Nubia?	· By 10,000 BCE, people settled on the banks of the Nile River in what is now northern Sudan. · The fertile land of the Nile River Valley was good for agriculture. This supported population growth. · The kingdoms of Egypt and Nubia, also known as Kush, emerged along the Nile around 3000 BCE. · Ancient Nubia was established in present-day northern Sudan and southern Egypt. Its capital was Kerma. There are records of tools, decorative pieces, and household items. Archaeologists have found artifacts made of ivory, gold, and a dark wood named ***ebony***. Pots were used to store water and cook, and they featured unique, artistic designs. · Ancient Egypt is known for its pyramids and advancements in mathematics and medicine. It ruled a vast territory stretching hundreds of miles south from the Nile River Delta. · Nubia and Egypt were trading partners. Egypt provided goods like grain and linen in exchange for Nubia's gold. · The two kingdoms were also rivals. Egypt controlled trade routes across Southwest Asia. Nubia controlled access to sub-Saharan Africa. The two states competed for resources. · Egyptian **pharaoh** Thutmose I sacked the city of Kerma around 1500 BCE. This led to 400 years of Egyptian rule in Nubia. But Nubian king Piankhi conquered Egypt around 750 BCE. This established the 25th **Dynasty** of the Black Pharaohs, who ruled Egypt for a century.	**pharaoh** \FĔR-ō\ (n.): a ruler of ancient Egypt **dynasty** \DĪ-nŭ-stē\ (n.): rulers that maintain their power for a long time

Summary

Anton_Ivanov/Shutterstock.com

Beginning in the 1600s CE, emperors from ancient Ethiopia lived in Fasilides Palace in Gondar, Ethiopia.

sample

Question	Notes	Glossary
Where was the Aksumite Empire in ancient Ethiopia?	· The Aksumite Empire was located across present-day Ethiopia, Eritrea, Djibouti, and Somalia. It first emerged around 100 BCE, and reached its height between the 200s and 500s CE.	
What was trade like in ancient Ethiopia?	· Merchants from Egypt, Rome, Constantinople, Southwest Asia, and India traveled to the port city of Adulis on the Red Sea. Here, goods from other regions could be transported on overland routes to other cities in Africa. · Many traders who came to Adulis wanted gold, ivory, and wheat. Aksumite merchants traded these things for textiles, metal, glass, weapons, olive oil, and wine. · Askum was the first empire south of the Sahara to ***mint*** coins. They used the same weight standards as the Roman Empire. They made some of their coins with Greek **inscriptions** and others using ***Ge'ez***, the Aksumite script. The first coins had depictions of the sun and moon, which were important religious symbols in Arabia. However, King Ezana I converted to Christianity about 350 CE. The Aksumites began inscribing Christian crosses on their coins. · These coin symbols solidified trade between Aksumite rulers and the Roman and Byzantine Empires. Archaeologists have found coins from Aksum at sites along the eastern Mediterranean Sea, India, and Sri Lanka. These artifacts help understand the extent of Aksum's trade network.	**inscription** \ĭn-SKRĬP-shŭn\ (n.): something written or engraved

Summary

Many African societies were connected through trade. Many West African empires grew wealthy from the gold fields they controlled, while East African empires profited from maritime trade routes.

GSEA

Question	Notes	Glossary
What were the religious practices of the Askumite Empire?	· For centuries, the people of Aksum practiced a **polytheistic** religion. Many of the **deities** they worshipped represented elements of nature or activities. This includes the god of war. They also honored a moon god and the planet Venus. · Like many ancient cultures, the people of Aksum offered sacrifices of cattle to their deities in the hope of receiving blessings in return. · During the Ist century CE, Christian missionaries brought Christianity to North Africa. About 300 years later, the royal family adopted Christianity. King Ezana I made Christianity the empire's official religion. · Churches and monasteries were built. The Bible was translated into the Aksumite language. The king sent missionaries to spread Christianity across his empire. · Most people living in Aksum continued to practice Christianity after missionaries introduced Islam to the region in the 600s CE.	**polytheistic** \pŏ-lē-thē-Ĭ-stĭk\ (adj.): related to believing in or worshipping multiple gods **deity** \DĒ-ŭt-ē\ (n.): a god
How did the Askumite Empire experience decline?	· Over time, the power of local tribal leaders increased. The king's power gradually decreased. · Land that had once been part of the Aksum Empire was divided between different tribes. Some land was conquered by the Bedja, who formed their own kingdoms on land that had belonged to Aksumite rulers. · Gradually, farmland in Aksum grew infertile from overuse. · In the 600s CE, merchants had difficulty competing with Arab traders. · The rulers of Aksum decided to move the center of their kingdom south, to the city of Roha.	

Summary

Artush/Shutterstock.com

The Church of Our Lady Saint Mary of Zion is the oldest church in Ethiopia. Originally built in the 300s CE, the modern church building remains an important cultural and religious site today.

Sample

Question	Notes	Glossary
What was the Zagwe Dynasty?	· The land to the south was fertile, and farmers could once again support the population with their crops. As they migrated south, the Aksumites settled in lands used by the Agau tribes. · Over time, the people from Aksum intermarried with the Agau and they exchanged customs. The Agau tribes adopted the Askumite writing system. Many of them converted to Christianity. · The daughter of the last king of Aksum married an Agau prince from the Zagwe family. He established the Zagwe Dynasty, which ruled ancient Ethiopia until the end of the 1200s CE. · The most famous ruler from the Zagwe Dynasty was King Lalibela. He commissioned the building of 11 rock churches in the city of Roha. Roha was later renamed Lalibela in his honor. At the time, Christians could not visit Jerusalem. Instead, they began making pilgrimages to these **monolithic** churches instead.	**monolithic** \mŏ-nŭ-LĬ-thĭk\ (adj.): relating to a large structure built from a single piece
What was the Solomonic Dynasty?	· About 1270 CE, another dynasty was founded. It was called the Solomonic Dynasty. · The new ruling family was said to have descended from the royal family of Aksum. They claimed to be descendants of the biblical King Solomon, for whom the dynasty was named. Over time, the Solomonic rulers expanded their territory to include much of northwestern Ethiopia. · Near the end of the 1400s CE, Ethiopians began trading with Portuguese merchants. They were also Christian. · The Portuguese allied with the Ethiopians to fight against Muslim invaders in East Africa. Not only did Muslim invasions threaten Ethiopians, but they disrupted trade, which hurt the Portuguese economy.	

Summary

WitR/Shutterstock.com

During the 13th century CE, the people of Lalibela carved 11 monolithic churches in large pits cut from solid rock, like the one pictured here. These churches remain active holy sites for Ethiopian Christians today.

sample

Question	Notes	Glossary
What happened during the reign of Emperor Fasilides and the Ethiopian Golden Age?	· In 1636 CE, Solomonic Emperor Fasilides established his capital in Gondar. Gondar was in the highlands of what is now Ethiopia. It was located along a trade route that led from the coast of East Africa to inland regions. Emperor Fasilides ordered the construction of a large fortress called Fasil Ghebbi, which served as the residence for Ethiopian rulers. · Ethiopia experienced a golden age during the reign of Fasilides. Artisans blended styles from Christian art and Ethiopian traditions. · Monks in Ethiopian monasteries copied texts. They created ***illuminated manuscripts*** with colorful paintings and designs. · **Philosophers** wrote about religion, morality, and logic. Rulers supported religious education.	**philosopher** \fŭ-LŎ-sŭ-fŭr\ (n.): a person who seeks wisdom or enlightenment
What was the feudal system?	· During the 1700s CE, the power of the Solomonic kings decreased. The power of nobles increased. · Ethiopian kings adopted a **feudal** system. There were many conflicts between feudal states as well as between Christian and Muslim people. This caused both groups to migrate into Ethiopia.	**feudal** \FŪ-dŭl\ (adj.): a ruler or noble owns all of the land and the lower class must pay with goods and services
What was the legacy of early Ethiopia?	· The Solomonic Dynasty remained in power in Ethiopia into the late 1900s CE. Although they are no longer in power, their legacy continues. · Over 60 percent of the population is Christian, a tradition that many trace back to the Aksum Empire. · The Ge'ez writing system was adapted for use in the Amharic language, the official language of modern Ethiopia.	

Summary

Purchase, Elaine Rosenberg Gift and funds from various donors, 1998/MET

Ethiopian monks translated the Bible into the Aksumite script, Ge'ez. They created illuminated manuscripts with beautiful painted pages. What images do you see on the page?

Sample

Question	Notes	Glossary
What were the Swahili Coast and East African societies?	· The Swahili Coast stretches from Somalia to Mozambique. The coastal region was an important hub for trade among Arab, Persian, Indian, and Chinese trading communities. They were united by their shared cultural heritage—their Swahili language and Muslim faith.	
What were the Swahili city-states?	· From about 900 to 1500 CE, Africa's east coast had **city-states**. They formed a trade network from Mogadishu in the north to Sofala in the south. It included trading centers such as Mombasa, Zanzibar, and Kilwa. · A mixed economy developed. Swahili merchants traded for ivory, gold, rhino horn, tortoise shell, palm oil, and **myrrh**. They exported these resources. They used local agricultural goods to trade. · City-states such as Kilwa (on an island off the coast) also mined for copper. They developed their own textile industries. · Off the east African coast, ***monsoon*** winds blew in the summer winter. This enabled Swahili city-states to trade across the Indian Ocean with India and Sri Lanka. From there, ships could travel to China and Indonesia. · By 1350, almost all residents of city-states had converted to Islam. This was partly because of commercial advantages. It was also because of Muslim immigration. New families brought trade relationships and wealth.	**city-state** \SĬ-tē-STĀT\ (n.): an independent state consisting of a city and surrounding territory **myrrh** \MŬR\ (n.): a gum resin produced from a tree

Summary

Khalidsalewa/Wikimedia Commons

Kilwa Kisiwani is an island and archaeological Swahili City State off the coast of present-day Tanzania. Today, it is a UNESCO World Heritage Site. The above photograph shows the interior of the Great Mosque of Kilwa.

Sample

Question	Notes	Glossary
Why did city-states decline?	· Swahili city-states were independent. They lacked a strong military alliance. Beginning in 1500, Portuguese and Dutch ships came to dominate the Indian Ocean trade. Swahili city-states such as Kilwa and Sofala lost their **autonomy**. They became places for European colonizers to establish their authority and earn profits. · Today, the Swahili city-states are a memory. Their former sites are parts of modern nations. However, the historic ruins of its Great Palace can still be seen.	**autonomy** \ŏ-TŎ-nŭ-mē\ (n.): the state of being independent, free, and self-directing
	· Rwanda is connected to the Swahili language and culture. It was settled by farming communities around 1000 CE. · By the 1500s, **pastoralism** had become important in the region. Pastoralists from the Tutsi ethnic group rose to power. They established the kingdoms of Rwanda and Burundi. · The Tutsi were dominant over the local farming Hutu peasantry. People could pass into the Tutsi elite through marriage, military prestige, or accumulating wealth. · Over time, Rwandan monarchs (called mwami) strengthened political control. They expanded their territories. Rwanda's location was good for trade and interacting with nearby regions. This contributed to the cultural and social influence of Rwandan society. · Its geography and centralized government also protected Rwanda from early European invasion, even as other coastal regions fell under foreign influence.	**pastoralism** \PĂ-stŭ-rŭ-lĭ-zŭm\ (n.): social organization based on livestock raising as the primary economic activity

Summary

Sample

Question	Notes	Glossary
What is Great Zimbabwe?	· The Shona people descended from Bantu-speaking people who migrated south. They established their first cities in the 900s CE. They built about 300 stone settlements on the Zimbabwe Plateau. The largest is called Great Zimbabwe. · The largest structure of Great Zimbabwe is called the Great **Enclosure**. It has thick stone walls that reach about 820 feet around and stand 36 feet high. Shona laborers constructed these walls by placing granite stones on top of each other in layers. They built the outer walls using circular shapes with wide curves to help stability.	**enclosure** \ĭn-KLŌ-zyŭr\ (n.): something closed in or fenced off
What was life like in Great Zimbabwe?	· Up to 10,000 people lived in Great Zimbabwe. However, only a few hundred lived within the city walls. Archaeologists believe that most common people lived farther away from the stone structures. Wealthier members of society lived inside the massive walls. · Some houses were made of stone. Most were constructed using a mixture of mud and grass. Most people farmed land and raised animals. Farmers grew grains, pumpkins, and watermelons. · For centuries, the Shona people lived in pastoral societies. They herded sheep, goats, and cattle before building permanent towns. · Deposits of iron, copper, and gold on the Zimbabwe Plateau supported the mining and metalworking industries. Some people worked as laborers in the mines. Others worked as metalworkers. They made tools and weapons out of iron. Artisans used copper and gold to make jewelry. Many of these items were traded with people from other societies. This made Great Zimbabwe wealthy.	
What was trade like in Great Zimbabwe?	· Shona merchants traded pottery, leather, and jewelry with other societies in East Africa. They exchanged for salt, shells, and glass beads. · **Celadon** ware from Ming China, glass from Syria, and ceramic bowls from Persia were all found in Zimbabwe. The presence of these items has led archaeologists to believe that Shona rulers grew wealthy from trade with other civilizations.	**celadon** \SĔ-lŭ-dŏn\ (n.): a ceramic glaze originated in China that is greenish in color

Summary

Christopher Scott/Alamy Stock Photo

People in ancient Zimbabwe constructed stone walls around their capital city. In what ways are these ruins a representation of the advancement and autonomy of Shona leaders?

Sample

Question	Notes	Glossary
What was the East African Trade Network?	· People living in Great Zimbabwe benefited from ***maritime*** trade through the port city of Sofala. There, goods from Zimbabwe and other East African societies were transported north to Egypt and across the Indian Ocean to port cities in South Asia. · Merchants relied on ***prevailing winds*** to sail their ships to and from East Africa. · Trade proved very profitable. Many powerful city-states rose along the eastern coast of Africa. By the time Great Zimbabwe was established, the city-states of Mogadishu, Mombasa, Pemba, Zanzibar, and Kilwa were thriving from maritime trade. · Merchants who traveled to East Africa were mainly interested in ivory, which comes from elephant tusks and rhinoceros horns. People all over the world wanted ivory to make religious objects, jewelry, and many forms of art. · East Africans also traded textiles, iron, and enslaved people. They traded with merchants from Southwest Asia, India, and China. · Goods from East Africa were exchanged for **porcelain**, cotton, silks, and glass. Within Africa, people on the coast traded for gold and salt.	**porcelain** \PŌR-sŭ-lŭn\ (n.): a type of ceramic pottery or dish
How did trade bring conflict over resources?	· Many African states benefited from trade. However, it did not always bring positive changes. Trade often caused fighting between African societies. This led to the collapse of some African kingdoms. · People also fought for control of port cities, natural resources, and access to ancestral lands. Some resources, like gold from East Africa, grew scarce. · European powers wanted to control trade on the African coasts. This competition for resources and influence would shape the next few centuries of African history.	

Summary

Ann and Steve Toon/Alamy Stock Photo

sample

Content Connection

1. What were the main features of the Aksumite Empire?

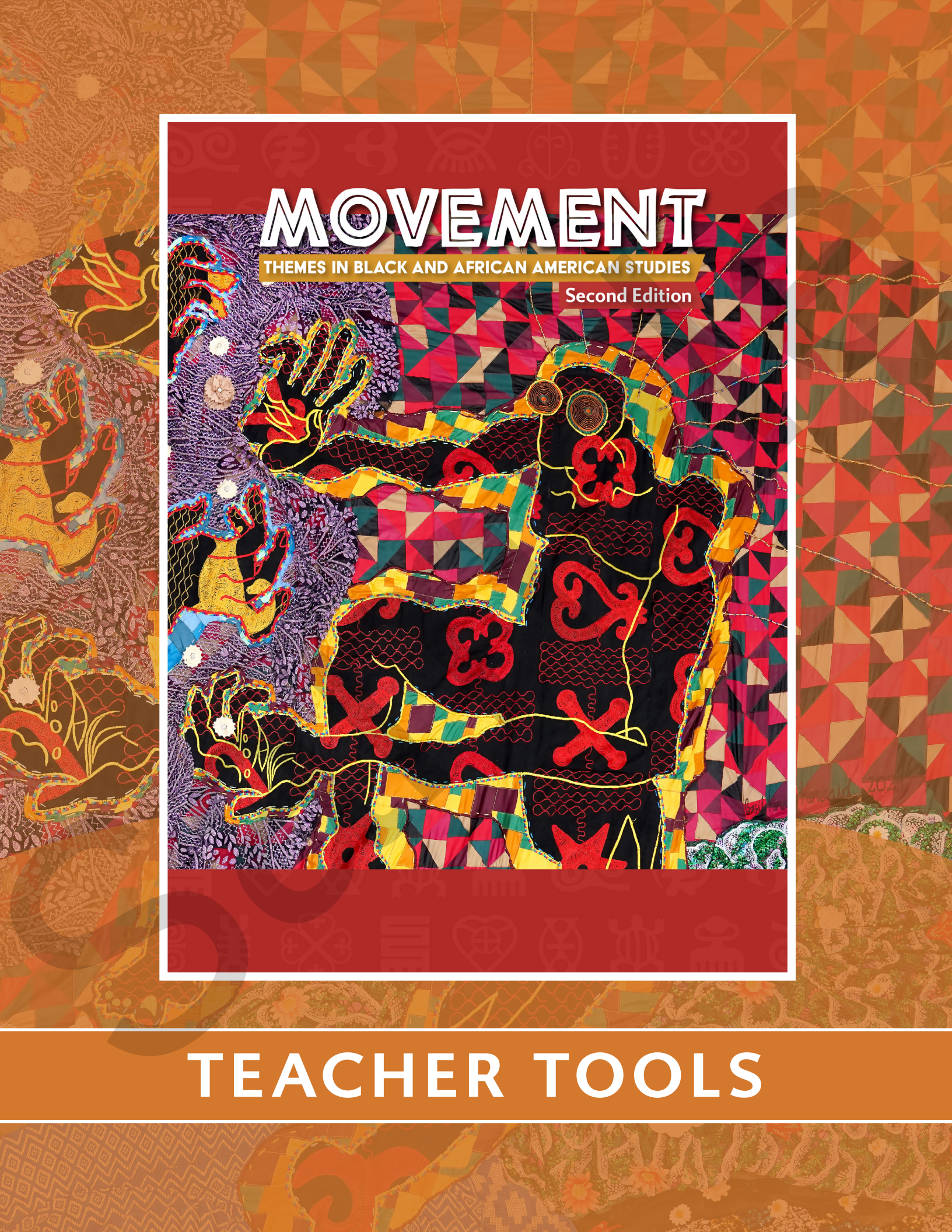
2. What was the importance of Great Zimbabwe's stone architecture?

Lesson Reflection

1. What went well with the study strategy for this lesson? What would you change for the next lesson or unit of study?

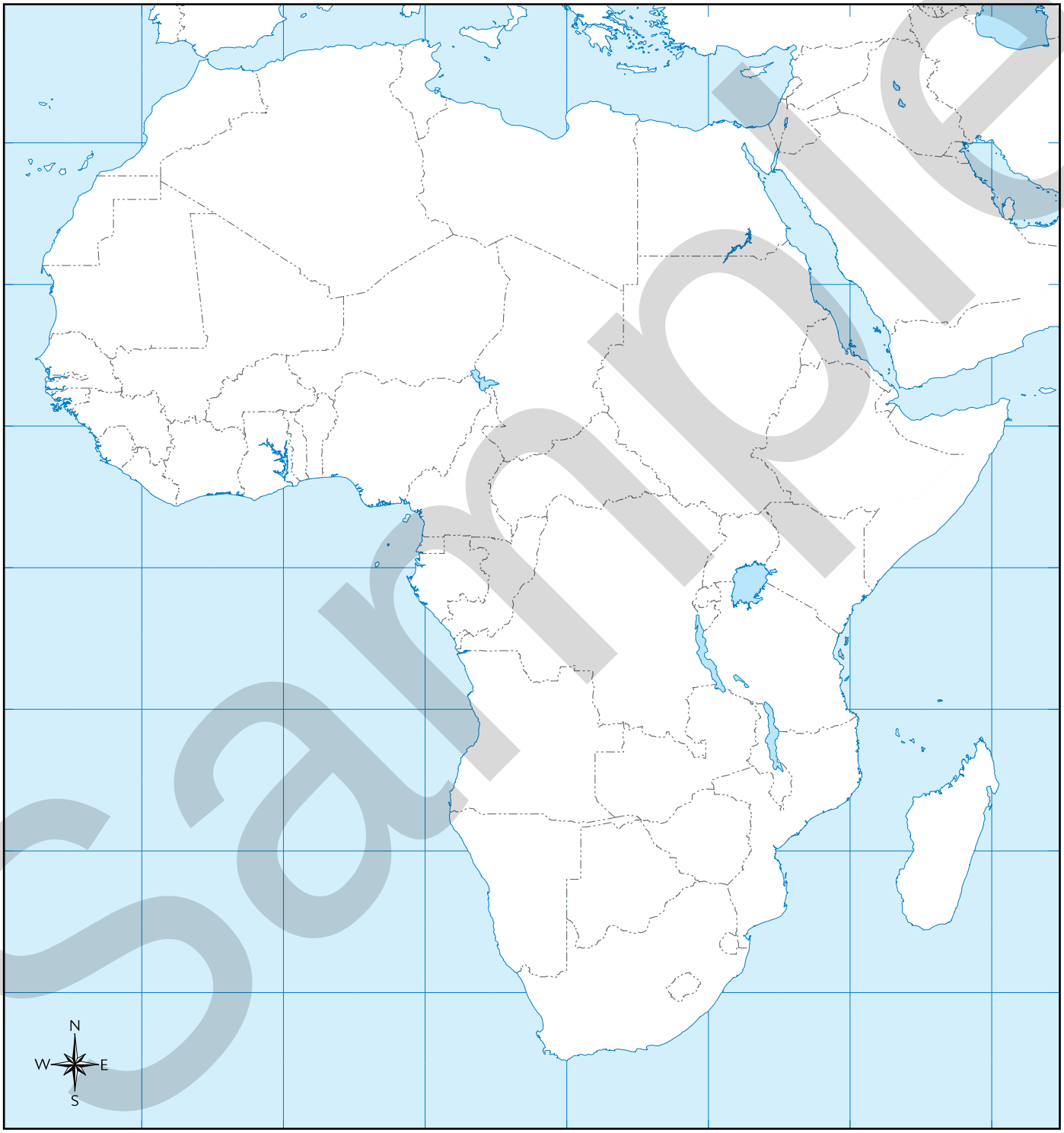
2. How can what you learned in this lesson help you answer the Essential Question?

sample



TEACHER TOOLS

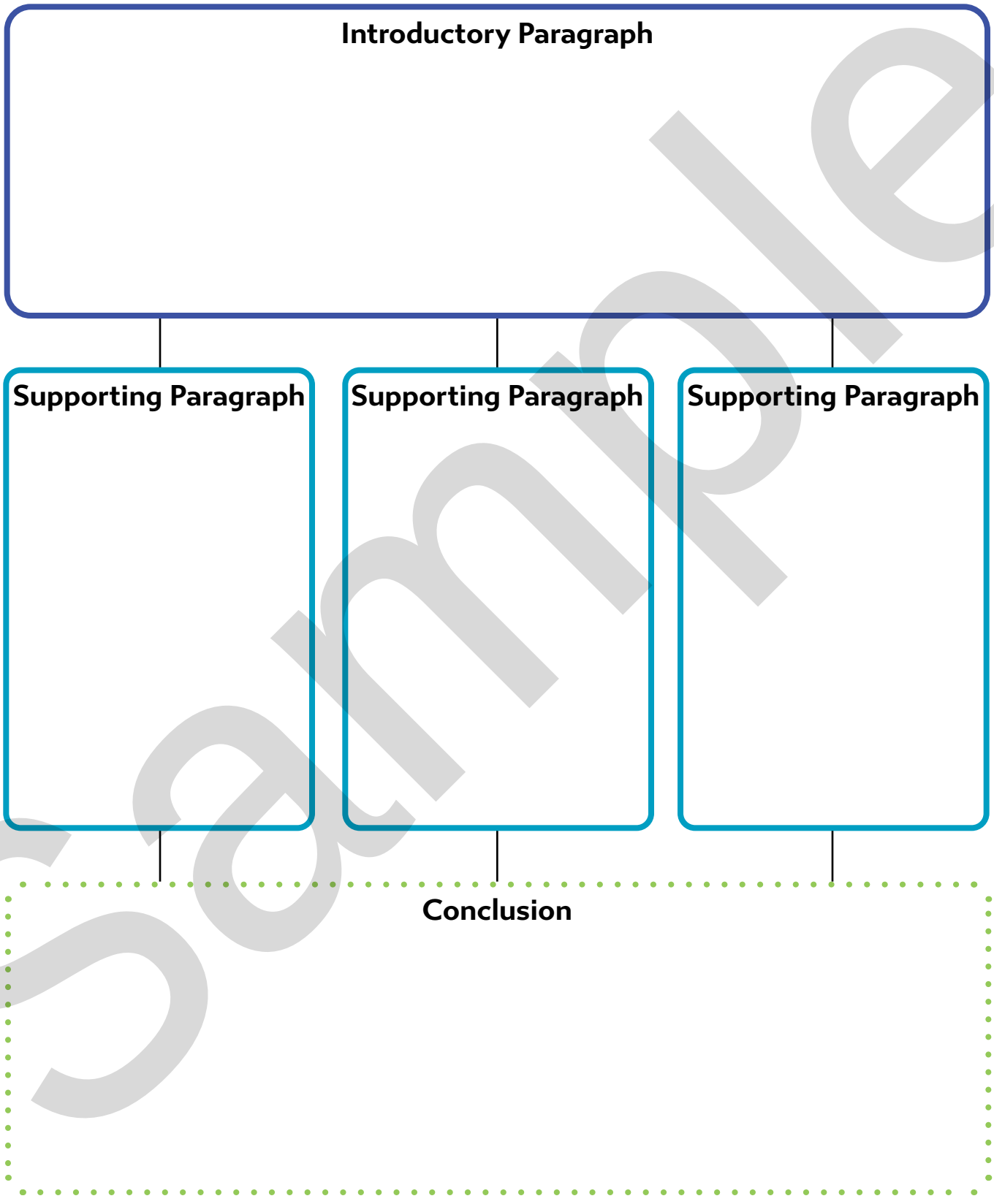
BLANK POLITICAL MAP OF AFRICA



Gibbs Smith Education Archives

sample

Five-Paragraph Essay Planning Map



Sample

Cornell Note-Taking Method

Instructions: *As you read, take notes in the left-hand column. After reading, revisit your notes to record more details, ideas, and questions in the right-hand column. Be sure your notes are in your own words. Notes do not need to be written in complete sentences.*

Title	
Keywords	**Main Notes**
Summary	

Sample

Student Infographic Rubric

English Language Arts Standards	**CC.L.9-12.1 CC.W.9-12.2; CC.W.9-12.4; CC.W.9-12.8**
Student Outcome	Students will be able to synthesize complex ideas, concepts, and information clearly and accurately by creating an infographic.

Criteria	Level 4	Level 3	Level 2	Level 1
Content and Analysis	Student demonstrates comprehensive understanding and insight into the topic. Information is accurate, nuanced, and supported by thorough analysis and synthesis of multiple credible sources. Student shows critical thinking and originality.	Student demonstrates clear understanding of the topic. Information is accurate, relevant, and supported by evidence from credible sources. Some analysis is present.	Student demonstrates partial understanding of the topic. Information is mostly accurate but lacks depth, detail, or integration of evidence.	Student demonstrates limited understanding of the topic. Information is inaccurate, incomplete, or lacks supporting evidence.
Organization and Clarity	Student has cohesively organized information with clear progression of ideas and effective transitions. Layout and flow enhance comprehension and highlight relationships between concepts.	Information is well organized and easy to follow. Logical structure connects ideas clearly.	Information is somewhat organized, but the infographic's structure makes comprehension occasionally difficult.	Information is disorganized or fragmented; relationships between ideas are unclear or confusing.
Visual Design and Creativity	Visual and graphic elements are purposeful, professional, and seamlessly integrated with text to enhance meaning.	Visuals are appropriate and support understanding. Design choices are clear and contribute to readability and overall effectiveness.	Visuals are inconsistently relevant or distracting. Design elements may clutter or detract from meaning.	Visuals are missing, irrelevant, or confusing. Design does not support comprehension or audience engagement.
Writing Conventions	Student uses precise, sophisticated language and domain-specific vocabulary to convey complex ideas clearly. Student demonstrates mastery of grammar, syntax, and mechanics. Style and tone are polished and appropriate for a professional or academic audience.	Student uses appropriate and clear language with some domain-specific vocabulary. Grammar, punctuation, and spelling are correct with few minor errors. Tone is appropriate for audience and purpose.	Student uses basic or repetitive language and limited domain-specific vocabulary. Frequent errors in grammar or mechanics slightly hinder clarity. Tone may be inconsistent.	Student uses inaccurate or unclear language with frequent errors that impede understanding. Tone is inappropriate or unfocused.
Purpose and Audience	Infographic engages and persuades through content, tone, and design. Student demonstrates strong awareness of audience and purpose.	Infographic clearly communicates its message with an appropriate tone and structure suited to the audience and purpose.	Infographic partially communicates the intended message; awareness of audience and purpose is inconsistent.	Infographic lacks clear purpose or audience awareness; message is confusing or ineffective.
Additional Optional Criteria				

Sample

Student Project Rubric

Social Studies Standards	
English Language Arts Standards	
Student Outcome	Students will be able to _____ _____ _____.

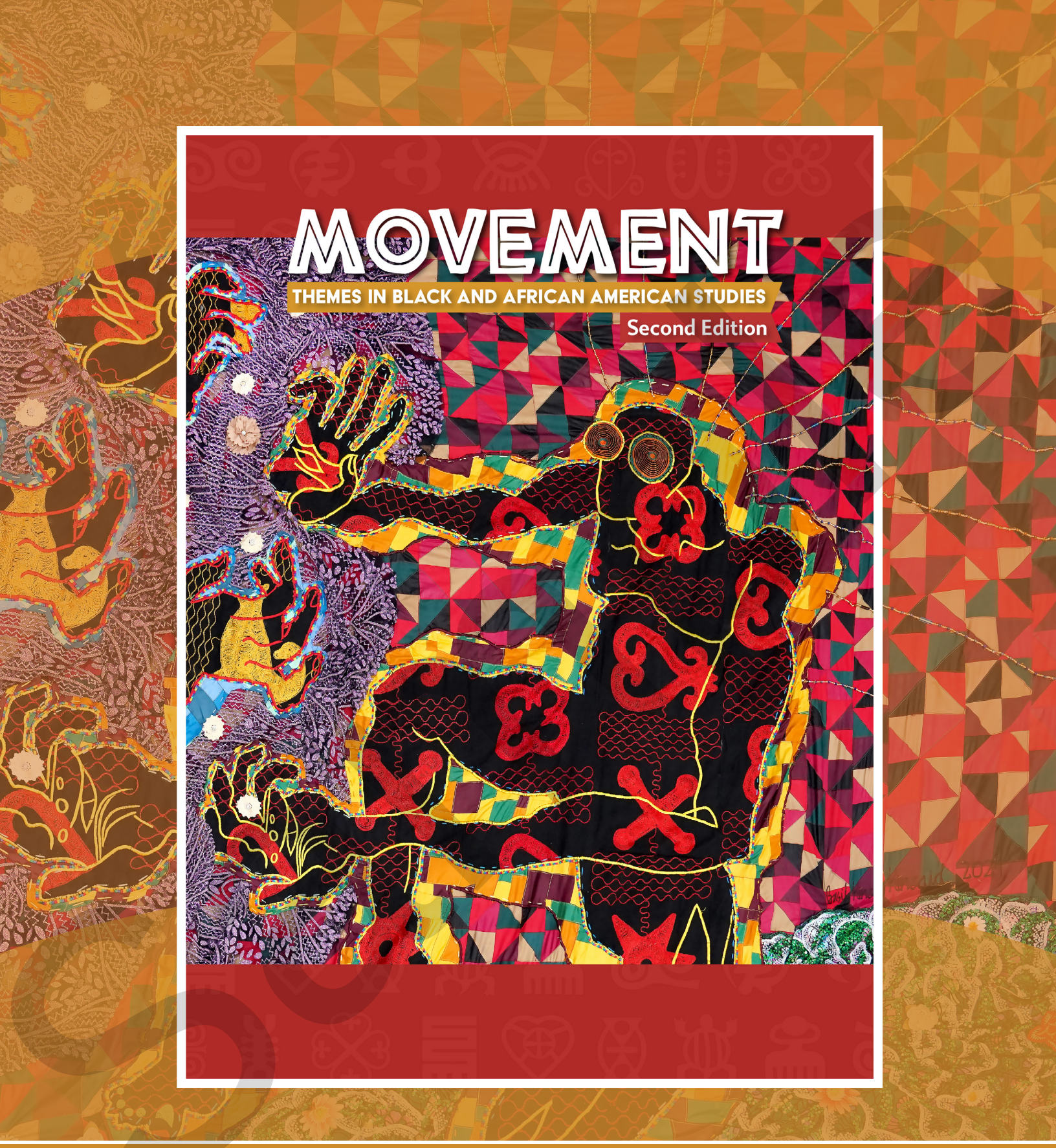
Category	Level 4	Level 3	Level 2	Level I
Content	Student meets or exceeds expectations in levels 2 and 3 and extends the content by _____.	Student meets or exceeds expectations in level 2 and extends the content by _____.	Student can recall details from the text with or without prompting and attempts to explain _____.	Student makes little to no effort to understand the content and is unable to recall accurate details.
Skill	Student meets or exceeds expectations in _____ by _____.	Student meets expectations in _____ by _____.	Student develops grade level expectations in _____ by _____.	Student makes little to no attempt to _____.
Product	_____ meets or exceeds all listed requirements. _____ includes _____.	_____ meets all of the listed requirements, but could have more depth in one of the following areas: . _____ . _____ . _____	_____ meets some of the listed requirements, but is missing two or more of the following: . _____ . _____ . _____	Student did not follow directions or made little to no effort to complete the _____.
(Optional Criteria)				

Reflections and Progress	
What I think went well in this assignment was...	Things that could be improved are...

Consider the following rubric suggestions to meet the needs of your individual students.

Extend	Accommodate	Modify
Add a fifth column to this rubric for students to explain specifically how they go above and beyond the expectations of the level 4 category.	Provide students with scaffolded to meet the level 3 or level 4 criteria. This can include graphic organizers, sentence frames, examples, word banks, etc.	Adjust grading and expectations to focus on the level 2 and level 3 criteria for students with modified curriculum plans.

Sample



ASSESSMENTS

Name: **Date:**

Content Connection | Unit 2

Instructions: *At the end of the unit, circle the number of stars that most closely resembles your success in meeting the goal.*

★	★ ★	★ ★ ★
Did not meet goal	Somewhat met goal	Totally met goal

Skills Objectives

- I can practice historical thinking and reading skills. ★ ★ ★
- I can practice source integration and analysis in social studies reading and writing. ★ ★ ★
- I can organize information before, during, and after reading the text and use that information to conduct further research, analysis, and synthesis. ★ ★ ★
- I can analyze primary sources, maps, data, art, and literature and evaluate how they contribute to the theme of Black and African American studies. ★ ★ ★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

Content Objectives

- I can explain the role of Africa in early human history and the geography of and migrations on the African continent. ★ ★ ★
- I can describe the relationships between East African empires. ★ ★ ★
- I can describe the early civilizations and kingdoms of West Africa and explain the influence of trade on the region. ★ ★ ★
- I can describe and analyze the impact and legacy of imperialism and colonialism on African peoples and cultures and their resistance. ★ ★ ★
- I can describe independence movements in Africa, analyze contemporary challenges in Africa, and explain Africa's role as a world leader. ★ ★ ★

Why I think this best describes my learning: _____

What I still have questions about: _____

What I can do better next time: _____

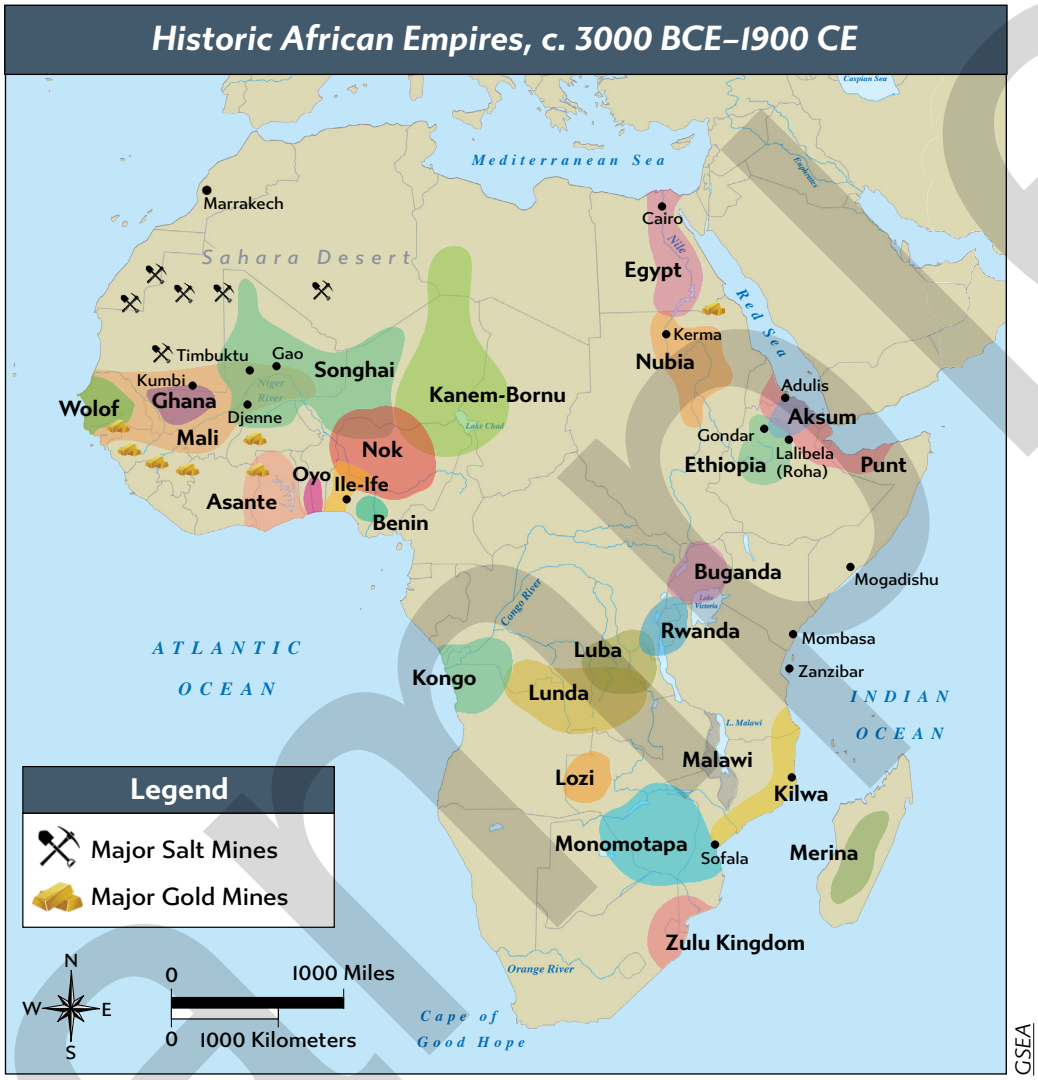
sample

Name: **Date:**

In Review | Part I: Multiple Choice | Unit 2

Instructions: *Choose the correct answer for each question.*

Questions 1–2 refer to the map below.



1. Choose the statement that best describes how the trans-Saharan slave trade differed from the Trans-Atlantic. Select one commonality between the Kush, Egyptian, Punt, Mali, and Songhai kingdoms shown on the map.

- **A.** Each kingdom used Ge'ez, one of the first written languages in Africa.
- **B.** They eventually became one Egyptian kingdom.
- **C.** All kingdoms were established near water.
- **D.** Major gold mines were located in each kingdom.

2. Based on the map and your knowledge of African history, what conclusion is most accurate?

- **A.** African kingdoms supported, interacted, and influenced each other.
- **B.** All African kingdoms had major salt and gold mines that kept their economies thriving.
- **C.** East African kingdoms were predominantly Christian while West African kingdoms were predominantly Muslim.
- **D.** West African kingdoms were powerhouses that drew people from far and wide to participate in the trade of gold, salt, and other goods.

Sample

3. Indigenous peoples of northwestern Africa are known as

- **A.** Byzantines.
- **B.** Berbers.
- **C.** Amazigh.
- **D.** both A and B
- **E.** both B and C

4. These people were revered historians, storytellers, and musicians responsible for maintaining and sharing the history and traditions of their community.

- **A.** priests
- **B.** shamans
- **C.** griots
- **D.** santeros

5. Which of the following was a major impact of the Bantu migrations?

- **A.** Expansion and migration of the Bantu resulted in significant conflict across the African continent.
- **B.** Bantu languages spread across the African continent and are still spoken by many today.
- **C.** The Bantu migrations resulted in cultural exchange, agricultural expansion, and technological advancements.
- **D.** all of the above
- **E.** both B and C

6. Portugal's ties to the Kingdom of Kongo resulted in the _____.

- **A.** spread of Christianity and the African participation in the trade of enslaved peoples
- **B.** economic isolation of the Kingdom of Kongo
- **C.** end of slavery throughout Africa
- **D.** military presence of Portugal and the coup over the Kingdom of Kongo

7. The African kingdom of Benin existed in which current African nation?

- **A.** Ghana
- **B.** Egypt
- **C.** Nigeria
- **D.** Ethiopia

8. In the rapid partition of Africa, also known as the "scramble for Africa," what did European powers fail to consider when creating borders and boundaries across the African continent?

- **A.** geographic features
- **B.** borders of existing African nations and ethnic territories
- **C.** potential for mineral wealth, such as gold mines
- **D.** African alliances with other world powers

sample

Name: **Date:**

Questions 9–10 refer to the source below.

The Michael C. Rockefeller Memorial Collection, Gift of Nelson A. Rockefeller, 1972/METMemorial Collection, Gift of Nelson A. Rockefeller, 1972/ The Metropolitan Museum of Art

This is a 16th-century ivory mask of Queen Idia of Benin.

9. The above mask is of Queen Idia of Benin. What title did she hold in the Benin Empire?

- **A.** Queen Mother or Iyoba
- **B.** Ruler or Oba
- **C.** General
- **D.** Princess

10. What does the creation of an ivory mask of Queen Idia suggest about women in ancient African societies?

- **A.** Women were excluded from political and religious life in Africa.
- **B.** Women could hold significant political and social power.
- **C.** Women were mainly represented as decorative figures.
- **D.** Women had very little social and familial influence.

sample

Name: **Date:**

In Review | Part 2: Short Answer | Unit 2

Instructions: *Study the sources below and respond to the prompts. Remember that short-answer questions do not require you to develop and support a thesis statement.*

The below excerpt is from a version of the Epic of Sundiata, a West African narrative that tells the story of the founder of the Mali Empire. This passage is taken from opening invocation, or appeal to a deity at the beginning of an epic poem, given by a griot.

> I am a jali, master of the art of eloquence, descendant of the royal historians. Since time immemorial my family has been in the service of the princes of Mali. We are the vessels of history and hold in our minds the secrets of many centuries. Through our speech we bring to life the valiant deeds of kings to younger generations. I teach kings the history of their ancestors so the lives of the ancients may guide them. I shall teach you your history so you may be guided, too. I shall teach you of our time of greatness. The past is only the seed of the future.
>
> Listen, children of Mali. Don't doubt my words. What I say is what was told to me by my father, as was told by his father to him, and so on through the generations. We are sworn to pass on our stories as we learned them.
>
> Now listen to the story of Sundjata, the Lion King of Mali, as it was told from time beyond memory. Sundjata, the father of the bright country, the master of a hundred conquered kings! Sundjata, great among kings, and peerless among men, beloved of Allah for he was the last of the great conquerors! Sundjata, the greatest in a great line of kings.
>
> —Sundjata – a retelling by Nick Bartel - http://orias.berkeley.edu/hero/sunjata/

I. Using information from the excerpt above, answer (A), (B), and (C) on the lined page provided.

- **A.** Describe one function of African oral tradition and the griot, as demonstrated by this source.
- **B.** Identify one cultural value of West African society, as demonstrated by this excerpt.
- **C.** Explain how oral tradition contributed to or reinforced expectations of political and/or societal leadership in West Africa and/or the Mali Empire.

sample

Name: **Date:**

Choose either question 2 ***or*** *question 3 to answer on the following page. Circle the prompt you chose to answer.*

2. Answer (A), (B), and (C) on the lined pages provided.

A. Define "diaspora."

B. Explain the core beliefs of the Pan-African movement.

C. Describe the connection between the beliefs of the Pan-African movement and the Black Freedom movement among the African diaspora in the United States.

3. Answer (A), (B), and (C) on the lined pages provided.

A. Define "decolonization."

B. Describe why African nations faced conflict and challenge after decolonization.

C. Explain the ways in which Africa became established as a global leader, despite post-colonial challenges.

Sample

Name: **Date:**

In Review | Part 3: Document-Based Question | Unit 2

Instructions: *Evaluate the sources below, then answer the document-based question on the lined pages provided. This section will test your ability to work with historic documents and take into account the source and the author's point of view. Use at least three sources in your response, and include additional information and specific details from your knowledge of history.*

Question 1. *Evaluate the economic achievements of the African empires and kingdoms before the arrival of Europeans.*

Document 1: The following excerpt is a description of the king's court in ancient Ghana, written by a Muslim geographer who lived during the 11th century, Al-Bakri. Ghana rose in power and gained control of the trans-Saharan gold and salt trade between 750 CE and 1076 CE.

The king adorns himself … wearing necklaces round his neck and bracelets on his forearms, and he puts on a high cap decorated with gold and wrapped in a turban of fine cotton. He sits in audience … in a domed pavilion around which stand ten horses covered with gold-embroidered materials. Behind the king stand ten pages holding shields and swords decorated with gold, and on his right are the sons of the vassal kings of his country, wearing splendid garments and their hair plaited with gold.

Document 2: Piankhi was a Kushite king who overthrew a dynasty that had ruled Egypt. After his victory, he erected a monument in Kush to celebrate. The following is a translated excerpt from the monument.

Then the ships were laden with silver, gold, copper, clothing, and everything of the Northland, every product of Syria and all sweet woods of God's-Land. His Majesty sailed upstream [south], with glad heart, the shores on his either side were jubilating. West and east were jubilating in the presence of his Majesty.

Document 3: Djeser-Djeseru, the mortuary temple of Pharaoh Hatshepsut of Ancient Egypt (c. 1479–1458 BCE), includes an inscription and depiction of her trade relations with the Land of Punt. Trade with Punt allowed for many exotic goods to be imported. The following excerpt is a translation from the inscription.

[L]oading of the ships very heavily with marvels of the country of Punt; all goodly fragrant woods of God's-Land, heaps of myrrh resin, with fresh myrrh trees, with ebony and pure ivory, with green gold of Emu, with cinnamon wood, khesyt wood, with two kinds of incense, eye-cosmetics, with apes, monkeys, dogs, and with skins of the southern panther, with natives and their children. Never was brought the like of this for any king who has been since the beginning.

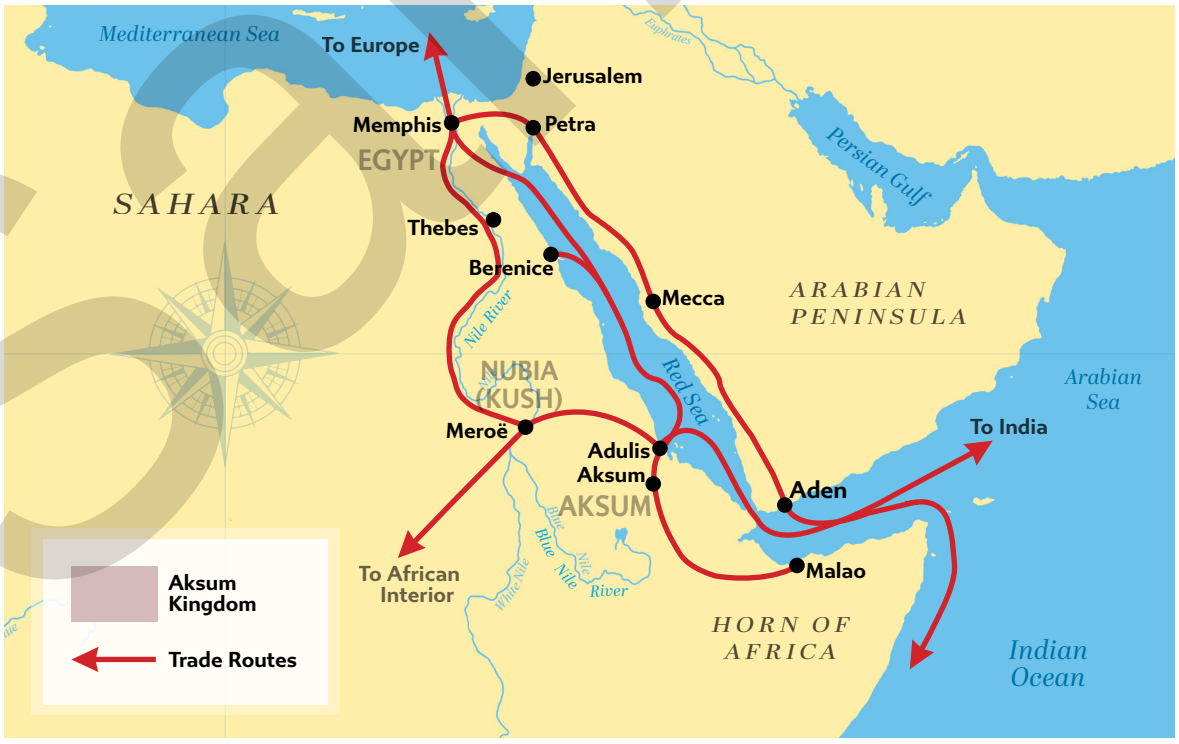
sample

Name: **Date:**

Document 4: *This image depicts Mansa Musa, ruler of the Mali Empire c. 1280–1337 CE, and major trade routes. It was drawn by a mapmaker named Abraham Cresques who inscribed the map, "The king is the richest and most distinguished ruler of this whole region on account of the great quantity of gold that is found in his lands."*

National Library of France, Paris

Document 5: *The geographic location of the Aksum Empire provided a link between Asia and Europe. The map below shows the trade routes to and from Aksum between 300 CE and 700 CE.*



Porcupen/Shutterstock.com

Name: **Date:**

In Review | Part 4: Free-Response Question | Unit 2

Instructions: *Choose one of the essay questions to answer on the lined pages provided. Use the following guidelines to craft your response.*

1. Respond to the prompt with a well-supported claim structured around historical reasoning skills:

- *a. development and processes*
- *b. sourcing and situation*
- *c. claims and evidence in sources*
- *d. contextualization*
- *e. making connections*
- *f. argumentation*

2. Establish historical context related to prompt and claim.

3. Provide specific and relevant historical evidence to support the claim.

4. Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

5. If documents or sources are provided:

- *a. use sources as evidence to respond to the prompt*
- *b. provide attribution*
- *c. provide historical or cultural context for the sources*
- *d. unpack a document's point of view, purpose, audience, creator, and historical context*

Question 1. *Evaluate the impact of geography on the development of early African American societies.*

Question 2. *Evaluate how African societies actively participated in global trade networks prior to European influence.*

Sample

Name: **Date:**

In Review | Part 5: Self-Assessment and Reflection | Unit 2

Instructions: *After completing the unit and the various activities, revisit the picture on the unit opener and answer the following questions.*

What details have changed that you did not know or see at the start of the unit? What details can you add or be more specific about? Add at least two new details or specifics about previous details.

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Can you answer the questions you had at the start of the unit? If so, what are the answers?

1. _____

2. _____

Using complete sentences, answer the Essential Question.

_____

_____

_____

_____

_____

_____

Describe your favorite part of this unit and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

_____

_____

_____

_____

_____

_____

sample

Name: **Date:**

In Review | Accommodated Assessment | Unit 2

Instructions: *Answer the following questions.*

1. What is "decolonization"?

_____

_____

_____

For questions 2–7, match the people, places, and events from the list to their descriptions below.

2. ____ Ge-ez

3. ____ Aksum Empire

4. ____ Trans-Saharan Trade

5. ____ Mansa Musa

6. ____ griot

7. ____ Pan-Africanism

A. legendary, wealthy ruler of the ancient Mali kingdom

B. major African empire in what is now considered Ethiopia

C. language of ancient Ethiopia and Eritrea that serves as the liturgical language of the Ethiopian and Eritrean Orthodox churches

D. movement fostering unity and self-determination for people of African descent

E. esteemed group of West African musicians and storytellers whose performances often recount important histories or genealogies

F. network of trade routes connecting West and North Africa and the Mediterranean, facilitating the exchange of important commodities such as salt, gold, and textiles

8. Describe the meaning of "diaspora."

_____

_____

_____

_____

9. Name one impact of the Bantu Migrations.

_____

_____

_____

10. Describe the role of women in early African societies.

_____

_____

_____

11. Using complete sentences, answer the Essential Question.

_____

_____

_____

_____

12. Describe your favorite part of this unit and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

_____

_____

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Sample

In Review | Answer Key | Unit 2

In Review Standards Alignment: *DI.5.9-12; D2.Civ.3.9-12; D2.Civ.5.9-12; D2.Civ.6.9-12; D2.Civ.8.9-12; D2.Civ.10.9-12; D2.Civ.13.9-12; D2.Civ.14.9-12; D2.Eco.3.9-12; D2.Eco.8.9-12; D2.Eco.14.9-12; D2.Geo.2.9-12; D2.Geo.5.9-12; D2.Geo.6.9-12; D2.Geo.7.9-12; D2.His.1.9-12; D2.His.9.9-12; D2.His.16.9-12; D3.3.9-12; D4.1.9-12; D4.2.9-12; RI.9-10.1; RI.11-12.1; RI.11-12.7; RI.9-10.10; RI.11-12.10; W.9-10.4; W.11-12.4; W.9-10.9; W.11-12.9*

Part 1: Multiple Choice

1. (C)
2. D
3. (E)
4. (C)
5. (E)
6. (A)
7. (C)
8. (B)
9. (A)
10. (B)

Part 2: Short-Answer

Responses should accomplish all three tasks, be in complete sentences, and show specific knowledge of history. Students should explain and compare sources, interpretations, causes and effects, similarities and differences, and continuities and changes. The following answers provided are to be used as a guideline for basic information students may include in their answers.

1. *Griots and African oral tradition contribute to historical and identity preservation, as well as teach morals. Cultural values shown in this excerpt include the respect for ancestors and the connection to the past. Oral tradition can contribute to or reinforce expectations of leadership by presenting the reader or listener with descriptions of heroism and valiance, linking them with cultural values, and shaping expectations that leaders should embody those characteristics.*

2. *A diaspora is a population with a shared heritage outside of their homeland. The core beliefs of Pan-Africanism are unity, shared heritage, and political and economic independence. The Black Freedom Movement is connected to the Pan-African movement because it fostered the idea of a global, unified Black community.*

3. *Decolonization is to become free of colonial status of influence. Post-colonial African nations faced conflict because of the artificial borders created during colonization that led to ethnic rivalries, and instable governments and economies that were left behind. African nations are becoming global powers in terms of economic and technological innovation as many cities become notable tech centers and the establishment of Africa as a free-trade zone. Additionally, Africa has significant cultural influence on a global scale.*

Part 3: Document-Based Question

Answers should contain a thesis responding to the prompt. Students should consider developments or processes in history that occur before, during, or after the time frame of the prompt. They may use other historical evidence in addition to the sources provided, but they must include references to at least three of the provided sources. Students should demonstrate their ability to use historical reasoning to explain the relationships among the sources provided and how they support their thesis. Students should also include an explanation of the document's point of view or purpose and how it is relevant to their thesis. (See **Document-Based Question Rubric** *on page I22 for scoring.)*

Part 4: Free-Response Question

Responses should contain a well-supported claim structured around historical reasoning skills such as development and processes, sourcing and situation, claims and evidence in sources, contextualization, making connections, and argumentation. Students' responses should establish historical context related to the prompt and claim, and they should provide specific and relevant historical evidence to support the claim. They should use evidence to corroborate, qualify, or modify an argument that addresses the prompt. If sources are provided, they should provide attribution, historical or cultural context, and unpack the document's point of view, purpose, audience, and creator. (See **Free-Response Question Rubric** *on page I23 for scoring.)*

Part 5: Self-Assessment and Reflection

Answers will vary, but students should demonstrate the ability to explain the connection between the history and cultures of heritage countries and African American identities.

Sample

In Review | Answer Key | Unit 2

Accommodated Assessment

1. *Decolonization is the freeing from colonial status or influence.*

2. (C)

3. (B)

4. (F)

5. (A)

6. (E)

7. (D)

8. *A diaspora the dispersion or spread of a people from their original homeland.*

9. *Options include the spread and establishment of a common language base across the continent and the exchange of cultural and technological innovations such as agricultural techniques.*

10. *Women were able to hold many roles in early African societies, including but not limited to political, military, and spiritual leadership.*

11. *Answers will vary, but students should demonstrate the ability to answer the Essential Question.*

12. *Answers will vary.*

Sample