



MCE UNIT PLANNING TEMPLATE

**Your Name: Marissa Alejandra Martinez Suarez**

**Name of Unit: Colonial Africa: The Transatlantic Slave Trade vs The Arab Muslim Slave Trade**

**Number of weeks to teach: 5**

**Dates to be taught: 10/18/2022-11/18/2022**

**Content area and grade level: African American Studies, Grades 10th-12th**

**Part I.**

**Essential Questions:**

Essential questions “are questions that are not answerable with finality in a brief sentence.” They should connect the major takeaways of the unit, and students need to be able to use evidence to support their potential answers (there should be no wrong answers, only answers that are supported with evidence). Essential questions should also push students to think about the application of thinking from the unit to the real world. They are typically open-ended questions and can’t be answered with yes or no.

1. What were the strategies/tools used by colonial powers to control Africa?
2. How did colonialism affect the development of Africa?

Maybe...

3. How has colonialism impacted our perceptions and the spaces we interact with?

**Part II.**

**Assessment:**

Below add a link to the assessment you plan to give students for the unit. The assessment should include opportunities for students to answer the Essential Questions, as well as demonstrate the other skills and ideas taught during the unit.

To begin the unit you will give students a pre-test (which should be identical to the post/unit test). Make sure to include the potential pre-test and post-test dates.

Link to assessment: <https://forms.gle/GHex46SLkhywhXJx9>

Date to give Pre-test: 10/18/2022

Date to give Post-test: 11/18/2022



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### Part III.

#### Unit Summary

**Write a brief summary explaining what your goals are for the unit and why. Make sure to include: how the unit will connect to the lived experience of students, the skills to be practiced, and the hoped outcomes of teaching the unit. (Less than 500 words)**

The goal of this unit is for students to understand the long lasting effects of colonialism, the way it has impacted our way of thinking, and to also think of the “what ifs” on where we would be if it were not for colonialism.

The unit plan connects to the lived experiences of students because we are all living in a post-colonial world and experience the legacy left by colonization. A great portion of African American studies is getting students to unlearn the misconceptions we have gained due to colonialism and having them reexamine the stories they have been told. For instance, there are false narratives spreading in history that colonialism was beneficial for countries and that European cultural superiority was what led it to be a colonizing power. In this unit, we discuss some of these misconceptions and look at the reality on how colonialism has hindered the development of Africa. We are able to study the misconceptions of colonialism through a critical lens due to already having learned about many of Africa’s advancements from the previous unit on pre-colonialism, thus, bringing into question where would Africa be were it not for colonialism?

In order to talk about colonization, as a class, we are going to have to delve into what tools colonizers used to take control. Discussing these tools shows us how African systems in place during pre-colonization were forced to acculturate to European standards. As a result of this forced assimilation, they were no longer as effective as they once were. In studying this history students will be able analyze how these different systems were changed to fit White Supremacist standards that were in the sole interest of Western nations. With many of these systems still enacted today, students should be able to analyze who these systems were made to benefit and who they were meant to exploit.

By the end students should be able to answer: What were the strategies/tools used by colonial powers to control Africa? How did colonialism affect the development of Africa? How has colonialism impacted our perceptions and the spaces we interact with?



## Part IV.

### Resources

#### Multimedia Resources (videos, websites, music, etc.):

- [Why All Maps are Wrong about Africa](#)
- [History Of The Arab Slave Trade](#)
- [The Atlantic slave trade: What too few textbooks told you](#)
- [Mauritania: Slavery's last stronghold](#)

#### Potential Readings (Text) (No more than 1 book, no more than 5 articles):

##### Books

- [How Europe Underdeveloped Africa](#) by Walter Rodney
  - Chapter 4, 4.1, 1 The European Slave Trade as a Basic Factor in African Underdevelopment

##### Why this text? (*"because it is required" is not a sufficient answer*)

The reading ties together multiple of the ideas discussed from the articles below and could be a good text to read after going through all the articles. While the articles are at more of a college level reading, the language used in this reading is much more high school friendly and it reemphasizes the idea of the ways Europe halted Africa's economic development. Additionally the text discusses the intersection between the Arab muslim slave trade and the Atlantic slave trade. The text also does a good job of debunking misconceptions from colonialism on Africa and brings into question where would Africa be right now were it not for colonialism.

##### Articles

- [Slavery's last stronghold](#) by John D. Sutter
- [Analysis of Colonialism and Its Impact in Africa](#) by Stephen Ocheni & Basil C. Nwankwo
- [FORGOTTEN SLAVERY: THE ARAB-MUSLIM SLAVE TRADE](#) by Bob Koigi
- [The Impact of Colonialism on African Economic Development](#) by Joshua Dwayne Settles

##### Why this/these texts? (*"because it is required" is not a sufficient answer*)

These texts support the essential questions from the unit and get students to start thinking how the legacy of colonialism still exists today and how they have changed the ways of living of different



communities. The readings discuss the indoctrination of White supremacist values into cultures and societies. It discusses how African territories have been exploited and put in a position of forced reliance on Western nations which repeats the patterns of subordination that benefits colonial powers. Overall, these readings cover what the goals of colonialism are and how it was achieved.

## Part V:

### Key Vocabulary

**Key vocabulary: The words or phrases students will need to know and use in order to answer the essential questions for the unit. Students should have multiple opportunities to learn and practice using these words, and they should be explicitly taught throughout the unit. Include the definition and other information on how you will introduce the terms. NO MORE THAN 8 WORDS.**

1. Colonialism: : a practice of domination, which involves the subjugation of one people to another
2. Colorism: prejudice or discrimination especially within a racial or ethnic group favoring people with lighter skin over those with darker skin
3. Imperialism: a form of international hierarchy in which one political community effectively governs or controls another political community.
4. Power: the ability to influence the behavior of others with or without resistance by using a variety of tactics to push or prompt action.
5. White supremacy: beliefs and ideas purporting natural superiority of the lighter-skinned, or “white,” human races over other racial groups.
6. Religion: a particular system of faith and worship.

Maybe

7. Assimilation: the process whereby individuals or groups of differing ethnic heritage are absorbed into the dominant culture of a society.
8. Indoctrination: the act of forcing ideas and opinions on someone who isn't allowed to question them.



**Part VI:**

**Unit Objectives**

**Your unit objectives should make clear what knowledge students will gain as well as what skill students will learn and demonstrate throughout the unit. You will write the objective in “Students will be able to” (SWBAT) form. No more than 5 objectives for the unit.**

**SWBAT: discuss the impacts of colonialism using the language of causality.**

**SWBAT: interpret the tools of colonialism using the language of analysis.**

**SWBAT: discuss the effects on development colonialism had on Africa by using the language of compare and contrast on pre-colonial and colonial Africa.**

**SWBAT: write an ACEIT essay using argumentative language that debunks the myths and describes the reality of the lasting effects of colonization on Africa.**

**Part VII:**

**Standards**

**The standard from your content area (and other content areas if applicable) that students will be demonstrating throughout this unit, and ultimately on the Unit Assessment.**

- 1. SS.HS.1.1.b · Gather and analyze historical information to address questions from a range of primary and secondary sources containing a variety of perspectives.**
- 2. SS.HS.1.1.d · Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing, and synthesizing evidence from the full range of relevant historical sources.**
- 3. SS.HS.1.3.b · Investigate causes and effects of significant events throughout world history.**
- 4. SS.HS.1.3.c · Analyze the complexity of events throughout world history.**

**Rhyme and Reason**

Why do you want to teach this unit? (Beyond the professional responsibility to teach it)

**I want to teach this unit so students have the power to name the different things they may be**



	<p><b>experiencing. We are all impacted by colonialism and that is something I want students to understand. We all have a lot of unlearning to do surrounding the myths spread about colonization, but I want students to have the tools to analyze and critique these different systems that came as a result of colonization.</b></p>
<p>At the end of this unit, if one of your students was asked their favorite part of the unit, what would you want them to say?</p>	<p><b>Learning about the tools of colonization that indoctrinated people to fit into White Supremacist ideologies such as colorism, acculturation, and aspects of religion.</b></p>
<p>How will this unit impact the lives of your students outside of your classroom and outside of the academic field? Make explicit connections to social justice.</p>	<p><b>Outside of the classroom, students should be able to use the lessons they learn from this unit by seeing how the legacies of colonialism still continue today and show up in their lives. Students should also begin to question what decolonization would look like in these different spaces.</b></p>
<p>What are the potential communal implications of this unit? (potential connections to the community) Where does student's community show up in this unit?</p>	<p><b>In this unit we are going to be discussing tools of colonization which have affected the ways we show up in community. The impacts of colonialism have been multigenerational and can be seen through the ways communities have grappled with religion and colorism. We all experience colorism one way or another as it manifests itself in different ways, so I think this is going to bring up some conversations of ways students have seen colorism play out in their communities. Similarly, I think it is going to be interesting seeing the ways students have formed their relationship with religion and where that all stems from.</b></p>
<p>What skills will this unit teach that students can use in their day-to-day lives?</p>	<p><b>Many of the concepts discussed in this unit tie back to the lived experiences of students in one way or another. Hopefully in the end students will be able to use the skills from the unit objective to engage in</b></p>



	<p><b>critical conversations that break the silence on general patterns in their communities or the spaces they show up in.</b></p>
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