

Stage 2: Plan Learning Experiences

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Unit Title, Content Area, Grade Level: Colonial Africa: The Transatlantic Slave Trade vs The Arab Muslim Slave Trade, African American Studies, Grades 10th-12th		
Standards:	Essential Questions:	
<p>SS.HS.1.3 · Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.</p> <p>SS.HS.1.3.c · Analyze the complexity of events throughout world history.</p> <p>SS.HS.1.3.b · Investigate causes and effects of significant events throughout world history.</p> <p>SS.HS.1.1 · Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.</p> <p>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.</p>	<ol style="list-style-type: none"> 1. What are the impacts of colonization on Africa? 2. What were the strategies/systemic structures that were used by colonial powers to control Africa? 3. How did colonialism affect the development of Africa? 4. How has colonialism impacted our perceptions and the spaces we interact with? 	
Lessons	Objective, Rationale, and Active Engagement Strategy	Demonstration of Learning (How will students demonstrate what they learned during the lesson?)
1 Date: 10/19 Ethnocentrism	<p>Objective/s: Orally and in writing, students will discuss and analyze the role of eurocentrism in the colonization of Africa using explanatory language</p> <p>To do in class: Pretest, Introduction to Ethnocentrism</p> <p>Rationale: Ethnocentrism is what pushed for the colonization of Africa because Europeans believing their culture was superior began to change African systems and ways of living to fit their standard. Ethnocentrism is also heavily present in the everyday lives of students one way or another.</p> <p>Engagement Strategy: Put on tiktok videos of people who share similar identities to the students discussing their experiences with ethnocentrism. Students will be able to see themselves in the content.</p>	Peardeck responses to videos



<p>2</p> <p>Date: 10/20-10/25</p> <p>Ethnocentrism</p>	<p>Objective/s: Students will be able to summarize text on Eurocentrism using the language of explanation.</p> <p>To do in class: Colonial Eurocentric Interpretation of the Silent Barter and its impacts, students will be able to read college text on how eurocentrism pushed for the colonization of Africa</p> <p>Rationale: Students begin to see the ways which Eurocentrism is present in academia and begin to be more critical about the texts they are reading, they will study the implications of Eurocentrism and how it has forced communities to adapt to white standards. This matters because students begin to decode the meaning behind college level text and gain understanding of one of the key terms of the unit being Ethnocentrism</p> <p>Engagement Strategy: Students are engaged as they will be decoding the meaning with their peers through partner work. Students will work together to unpack the meaning of the text.</p>	<p>Students will be able to apply their knowledge by writing an ACEIT answering the question, “what eurocentrism is and how it impacted and pushed for the colonization of Africa?”</p>
<p>3</p> <p>Date: 10/26-10/31</p> <p>Religion-Christianity</p>	<p>Objective/s: Orally and in writing students will explain their relationship with religion and examine the ways religion has been used as a tool for subjugation using interpretive language.</p> <p>To do in class: Students will analyze how religion has been used as a tool for subjugation but also honor the ways people have been able to define their own relationship with religion and be able to distinguish between the two. By the end of the lesson students should be able to answer “why do we have to be critical of religious institutions.</p> <p>Rationale: Religion impacts us all one way or another, students should be able to be critical of religious institutions and analyze how the legacies of colonialism are still present in the spaces they interact with.</p> <p>Engagement Strategy: Students will see themselves in the content by examining their relationship with religion and how this might be similar and/or different from the colonizers religion</p>	<p>Students will be able to apply their knowledge by writing an ACEIT exit ticket answering the question, “Why do we have to be critical of religious institutions?”</p>
<p>4</p> <p>Date: 11/1-11/3</p> <p>Imperialism and Christianity</p>	<p>Objective/s: Orally and in writing, students will use analytical language to describe why Europeans wanted to take control of Africa and how they hide their imperialist motives using religion.</p> <p>To do in class: Students will play a game called natural resource hunt. After the game students will have guiding questions to unpack how the activity is connected to imperialism. Students will learn about Europe’s imperialist motives when it came to their relationship with Africa by looking into some of the resources they stole from the continent and how they exploited the people and land for it. Afterwards, students examine how imperialism was hidden through religion by analyzing text and videos that speak about</p>	<p>Students will be able to apply their knowledge by writing an ACEIT exit ticket answering the question, “Why did Europe want to take over Africa? How was religion used as a tool to justify imperialism?”</p>



	<p>what the promises of religion versus what the missionaries were really causing, being imperialism.</p> <p>Rationale: Religion impacts us all one way or another, students should be able to be critical of religious institutions and analyze how the legacies of colonialism are still present in the spaces they interact with.</p> <p>Engagement Strategy: Students will engage as the beginning of the lesson will be interactive with the activity. The activity also incorporates a quick debrief where students will get to discuss what they learned and what they felt during the activity. Building this background knowledge, students will be able to connect what they learned about imperialism to religion and draw similarities between the two.</p>	
<p>5 Date: 11/4-11/8 Arab Muslim Slave Trade, colorism and White Supremacy</p>	<p>Objective/s: Using explanatory language, students will explain the conditions of the trans sahara slave trade and how White supremacy and Colorism have caused pushed for continued slavery in the Arab states.</p> <p>To do in class: Students will watch a quick video explaining the trans sahahra slave trade while taking notes to understand the timeline differences from the atlantic slave trade. Students will then watch videos explaining colorism and white supremacy present in islam to gain a understanding on the discrimination Black Muslims face. Using this lense of the effects of colorism, students will then watch snippets from a video explaining the current slavery in Mauritania and explain how present day slavery can be tied back to white supremacist ideals.</p> <p>Rationale: When talking about slavery, discussions tend to dominate around the transatlantic slave trade raising up the question why are the slaves that went east forgotten? Students need to engage in this topic as discussions surrounding the Arab slave trade are often let silenced.</p> <p>Engagement Strategy: Students will engage in the subject through class discussions with their peers about the key concepts and draw any personal connections they may have.</p>	<p>Students will be able to apply their knowledge by writing an ACEIT exit ticket answering the question, "What factors have caused for the continued forms of slavery present in Arab states?"</p>

Lesson	Objective and Rationale, and Active Engagement Strategy	Demonstration of Learning (How will students demonstrate what they learned during the lesson?)
<p>6</p> <p>Date: 11/9-11/15</p> <p>Transatlantic slave trade as a Basic Factor in African Underdevelopment</p>	<p>Objective/s: Using explanatory language, students will explain the conditions of the transatlantic slave trade created by Europeans and how they caused the underdevelopment of Africa.</p> <p>Rationale: Students will measure the effect of European slave trading on the African continent economically and the social violence caused. Students should leave the lesson thinking of where Africa would be without colonialism?</p> <p>Engagement Strategy: Students will engage in the subject through class discussions with their peers about the key concept.</p>	<p>Students will be able to apply their knowledge by writing an ACEIT exit ticket answering the question, "How did Europe underdeveloped Africa?"</p>
<p>7</p> <p>Date: 11/16-11/19</p> <p>Final Project</p>	<p>Objective/s: Using the key systems language present throughout the unit, students will create a memorial incorporating a plaque or inscription which describes the impacts of colonization on Africa.</p> <hr/> <p>Project: Design a memorial to commemorate the impacts of colonization which Africa has had to endure. Memorial must include:</p> <p>a) An appropriate image, such as a statue or building, to commemorate an impact of colonization that Africa has had to endure (i.e. forced religious conversion, eurocentric comparisons, assimilation in white standards, land/resource exploitation, slavery, etc.)</p> <p>b) An inscription which tells:</p> <ol style="list-style-type: none"> 1- The impact of colonization that the memorial commemorates 2- The relevant dates/places of the event if applicable 4-Must incorporate 4 out of the 9 key systems discussed throughout the unit (i.e. colonization, eurocentrism, religion, colorism, white supremacy, power, imperialism, subjugation, slavery) 5- Inscriptions must be at least 300 words long. 	<p>The inscription with the image students choose for the memorial will show how students are able to draw connections between each key system, the way it pushed towards Europe's colonial mission to control Africa, and the lasting repercussions.</p>



Example of a memorial on Transatlantic slave trade:

<https://www.slaverymonuments.org/items/show/1147>

Rationale: This lesson asks students to demonstrate their mastery of their knowledge from the whole unit. The creation of a memorial is an “act of remembrance that helps mourners in their grieving process to move from a life with an individual's physical presence to preserving one's memory.” Africa during colonization lost its land, citizens, and resources causing centuries of unacknowledged trauma and pain. The purpose of creating these memorials is to honor Africa and the impacts it had to endure due to colonization.

Engagement Strategy: Students will have creativity in the images or the designs they may choose in creating their memorials as long as it is appropriate.