

# Outline

**Unit 1: Deconstructing Myths about Africa**

**Unit 2: Human Origins and Early Migrations**

**Unit 3: Nile River Valley Civilization of Kemet**

**Unit 4: The Land of Punt and the Kingdoms of Kush and Axum**

**Unit 5: Judaism, Christianity, and Islam in Africa**

**Unit 6: Empires and Kingdoms of West and Central Africa**

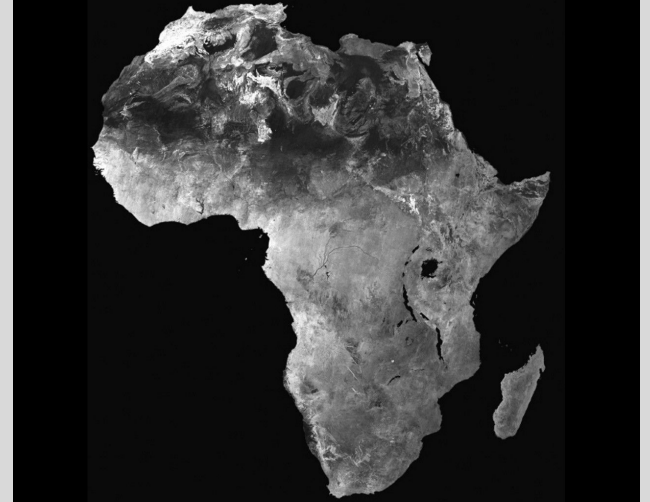
**Unit 7: North Africa**

**Unit 8: Swahili Civilizations of East Africa and Kingdoms of Southern Africa**

**Unit 9: The East African and The Trans-Atlantic Slave Trades**

**Unit 10: European Imperialism and Independence Movements**

**Unit 11: Post-Colonial and Contemporary Africa**



## Unit 1: Deconstructing Myths about Africa

Time Frame: 1 Week

### Standards:

SS.912.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6 Evaluate the role of history in shaping identity and character

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### Objective:

Students will be able to challenge conventional thoughts and stereotypes about the continent of Africa, its people, and history.

Students will develop an understanding of deconstructing traditional historical narratives of Africa and creating new ways to view the historiography.

## Unit 2: Human Origins and Early Migrations

**Time Frame: 1 Week**

### **Standards:**

SS. 912.G.2.1 Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and amo...

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history.  
(historiography)

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

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ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### **Objective:**

Students will be able to discuss and explain human development in Africa and early migration

## Unit 3: Nile River Valley Civilization of Kemet

**Time Frame: 2 Weeks**

### **Standards:**

SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.G.4.7 Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions of history.  
(historiography)

SS. 912.G.2.1 Identify the physical characteristics and the human characteristics

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### **Objectives:**

Students will be able to discuss and explain the development of civilization in the Nile River Valley of Northeast Africa.

Students will be able to discuss the environmental and geographical factors that led to development civilization in the Nile River Valley.

Students will be able to discuss the advances in civilizations created and developed by the people of the Nile River Valley.

## Unit 4: The Land of Punt and the Kingdoms of Kush and Axum

**Time Frame: 1 Week**

### **Standards:**

SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.G.4.7 Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions of history.

(historiography)

SS. 912.G.2.1 Identify the physical characteristics and the human characteristics

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### **Objectives:**

Students will be able to discuss the role of Punt in the shaping of African and World History.

Students will be able to discuss and explain the role of the Kingdoms of Kush and Aksum in the shaping of African and World History

## Unit 5: Judaism, Christianity, and Islam in Africa

**Time Frame: 1 Week**

### **Standards:**

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.3.1 Discuss significant people and beliefs associated with Islam.

SS.912.W.3.2 Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.3.3 Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, an...

SS.912.W.3.6 Describe key economic, political, and social developments in Islamic history

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

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ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### **Objectives:**

Students will be able to discuss and explain the role Africa has had in the spread and development of Judaism, Christianity, and Islam.

Students will be able to analyze how religion influenced the development of African societies.

## Unit 6: Empires and Kingdoms of West and Central Africa

**Time Frame: 2 Weeks**

### **Standards:**

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.3.1 Discuss significant people and beliefs associated with Islam.

SS.912.W.3.2 Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.3.3 Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, an...

SS.912.W.3.6 Describe key economic, political, and social developments in Islamic history

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

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ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### **Objectives:**

Students will be able to discuss and explain the role Africa has had in the spread and development of Judaism, Christianity, and Islam.

Students will be able to discuss the influence of trade and commerce in the development of West African society.

## Unit 7: North Africa

**Time Frame: 1 Week**

### **Standards:**

SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.4 Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.G.4.7 Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions of history. (historiography)

SS. 912.G.2.1 Identify the physical characteristics and the human characteristics

SS.912.W.3.5 Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.

SS.912.W.3.7 Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

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ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### **Objectives:**

Students will be able to discuss and explain the development and the impact of civilizations in Northern Africa and Southern Europe.



## Unit 8: Swahili Civilizations of East Africa and Kingdoms of Southern Africa

**Time Frame: 1 Week**

### **Standards:**

SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.

SS.912.G.4.7 Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.H.3.1 Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.3.13 Compare economic, political, and social developments in East, West, and South Africa

SS.912.W.4.14 Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### **Objectives:**

Students will be able to discuss and explain the development of civilization in Eastern Africa and Southern Africa

## Unit 9: The East African and The Trans-Atlantic Slave Trades

Time Frame: 2 Weeks

### Standards:

SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.4.15 Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas

SS.912.E.3.4 Assess the economic impact of negative and positive externalities on the international environment.

SS.912.H.3.2 Identify social, moral, ethical, religious, and legal issues arising from technological and scientific development.

SS.912.W.4.12 Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

### Objectives:

Students will be able to discuss the factors that led to the East/African/Arab and Transatlantic Slave.

Students will understand and be able to explain how both slave trades interrupted African History and impacted the long-term development of the continent.

## Unit 10: European Imperialism and Independence Movements

Time Frame: 2 Weeks

### Standards:

SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.4.15 Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas

SS.912.E.3.4 Assess the economic impact of negative and positive externalities on the international environment.

SS.912.H.3.2 Identify social, moral, ethical, religious, and legal issues arising from technological and scientific development.

SS.912.W.4.12 Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas

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ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

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### Objectives:

Students will be able to discuss the factors that led to the East/African/Arab and Transatlantic Slave.

Students will understand and be able to explain how both slave trades interrupted African History and impacted the long-term development of the continent.

## Unit 11: Post-Colonial and Contemporary Africa

Time Frame: 2 Weeks

### Standards:

SS.912.W.1.1 Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.5 Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.4.15 Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas

SS.912.E.3.4 Assess the economic impact of negative and positive externalities on the international environment.

SS.912.H.3.2 Identify social, moral, ethical, religious, and legal issues arising from technological and scientific development.

SS.912.W.4.12 Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 Make inferences to support comprehension.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing

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### Objective:

Students will be able to discuss the current state of Africa and the complex factors that have led to its economic and political arrangements.