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| <b>Unit Title: Why Study the History of Africa?</b>   |
| <b>Grade Level: 12</b>  |
| <b>Subject Area: History</b>  |
| <b>Duration/Length/Number of class periods: 2 class periods</b>   |
| <b>Description:</b><br>Students will jigsaw three editorials by Africa scholars and share the arguments made and examples offered and share their take-aways and reflections.   |
| <b>Established Goals (National, State, Local):</b><br><br>MN Social Studies Standards---4. History; 1. Historical Thinking Skills; Evaluate alternative interpretations of historical events; 9.4.1.2.2 use historical evidence to support or refute those interpretations. |

**What Enduring Understandings are desired?** Students should understand that Africa is a continent of great cultural diversity, and that its people have contributed greatly to world history.

Students should understand that a knowledge of a people’s history is essential to their cultural pride and sense of identity.

**What Essential Questions will be considered? Why study the history of Africa?**

**Students will know / be able to:** 1) Write and talk about the key claims made by authors and offer evidence that the authors gave; 2) Write and talk about what they found surprising and interesting in their respective reading in small and large groups; 3) Compare and contrast the arguments made by three authors about the same topic by writing and talking in large and small groups; 4) Summarize in writing the key reasons to study African history that they took away from their reading and the class discussion.

| Description  | Fo<br>rm<br>ati<br>ve | Su<br>m<br>m<br>ati<br>ve | Intr<br>odu<br>ctor<br>y<br>Acti<br>vity | Lea<br>rnin<br>g<br>Acti<br>vity | Stu<br>den<br>t<br>Tec<br>hno<br>logy<br>Use<br>d | Teac<br>her<br>Tech<br>nolo<br>gy<br>Used | <a href="#">ISTE<br/>Stan<br/>dard<br/>s</a> |
|--|-----------------------|---------------------------|--|----------------------------------|---|---|--|
| Padlet.com comments by each student on why it is important to study the history of Africa. |                       |                           | <b>x</b>                                 |                                  |   |   | <b>6c</b>                                    |

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| Each student in group of three read one of three editorials uploaded on my Google Calendar about why learning African history is important as homework.   |  |   |  |   | x |  | <b>3c</b> |
| Students share with their groups of three the claims of their author and the evidence they offered. They also share what they found interesting and surprising.   |  |   |  | x |   |  | <b>6d</b> |
| Students use padlet.com as well as verbal responses to discuss as a full class their reflections and take-aways from the editorials.  |  |   |  | x |   |  | <b>6c</b> |
| Students write a final exit-slip which offers their now-educated opinion about two main reasons to study the history of Africa; they must include two specific examples/pieces of evidence for each reason from the editorials. |  | x |  |   |   |  | <b>3d</b> |

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| <b>Materials, tools and resources</b> - Class Chromebooks; three editorials on Google Calendar; Padlet.com                                   |
| <b>Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)</b> - Brian Meyer, Minneapolis Southwest HS |
| <b>Additional credit given to</b>  |