

BREAKING BIAS: LESSONS FROM THE AMISTAD

Alignment of Lessons to NJ Student Learning Standards, Social Studies

BACKGROUND UNIT: AFRICAN CIVILIZATIONS

GRADES 3–5

PERFORMANCE EXPECTATIONS

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

GRADES 6–8

PERFORMANCE EXPECTATIONS

6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

GRADES 9–12

The New Jersey Student Learning Standards for Social Studies in grades 9-12 do not directly address pre-colonial African civilizations. Though standards documents are broad frameworks that are not all-encompassing and many New Jersey teachers likely incorporate African civilizations into their world history programs, it is instructive to note the peoples, places and topics that are included and excluded in standards documents.