

Westside High School - Weekly Lesson Plan (Week At a Glance) – SY 25-26

Teacher: Bianca Woodard

Subject: Social Studies

Course : AP AfAm Studies

Grade: 9-11

Dates: 9.22

Standard: Topic 1.10, 1.11

Assessment:

☐ Group Discussion








☐ Exit Ticket

☐ 3-2-1

☐ Parking Lot

☐ Journaling*

☐ Nearpod

Pre-Teaching		Activation of Learning (5 min)	Focused Instruction (10 min) *I DO	Guided Instruction (10 min) *WE DO	Collaborative Learning (10 min) *Y'ALL DO	Independent Learning (three min) *YOU DO	Closing (5 minutes)
 Learning Target-  Success Criteria 1  Success Criteria 2		• Do Now • Quick Write* • Think/Pair/Share • Polls • Notice/Wonder • Number Talks • Engaging Video • Open-Ended Question	• Think Aloud • Visuals • Demonstration • Analogies* • Worked Examples • Nearpod Activity • Mnemonic Devices*	• Socratic Seminar * • Call/Response • Probing Questions • Graphic Organizer • Nearpod Activity • Digital Whiteboard	• Jigsaw* • Discussions* • Expert Groups • Labs • Stations • Think/Pair/Share • Create Visuals • Gallery Walk	• Written Response* • Digital Portfolio • Presentation • Canvas Assignment • Choice Board • Independent Project • Portfolio	• Group Discussion • Exit Ticket • 3-2-1 • Parking Lot • Journaling* • Nearpod
Monday	 I will learn about the 3 part journey of slavery and how slavery destabilized African societies  Identify the primary slavetrading zones in Africa from which Africans were forcibly taken.  Explain how the distribution of distinct African ethnic groups during the era of slavery shaped the development of African American communities in the United States.	Students will work on their Multimedia Presentations on various topics within Topic 2.3 and the Slave trade					
Tuesday	 I will learn about the 3 part journey of slavery and how slavery destabilized African societies	Students will present on their topic to the classmates. Classmates will formulate at least 1 question about the presentation and conduct a peer review of the information online.					Exit Ticket

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	 Identify the primary slavetrading zones in Africa from which Africans were forcibly taken.						
	 .I will learn about the 3 part journey of slavery and how slavery destabilized African societies						
Wednesday	 I will learn about the key features and features of narratives written by formerly enslaved Africans	Read ON Being Brought from Africa to America How can this help understand the plight of those who were captured and sold?	Short lecture on the key features and purpose of narratives		Students will complete the source analysis of Equiano narrative using the HAPPS Method	Students will complete their Cornell Notes on Topic 2.4 and upload a picture of them	Exit Ticket
	 I can describe the key features and purposed of the narratives						
							
Thursday	 I will learn about methods Africans used to resist enslavement during the middle passage	Quick Write: "What emotions and human rights concerns are evident in this description?"	Mini Lesson: Provide background on the Middle Passage as both a commercial enterprise and a site of resistance. Define <i>commodification</i> (reducing humans to property for sale) and resistance. Explain individual resistance (refusing to eat, suicide, prayer, rebellion) vs. collective resistance (mutinies, coordinated revolts).	Read the Plea to the Jurisdiction of Cinque and other - from the Amistad and discuss the document	Each group receives a scenario card describing a moment on a slave ship (e.g., Africans refusing food, a secret plan to revolt, women encouraging others through song, captains using force). Is this an example of individual or collective resistance? What risks and potential outcomes	Exit Reflection (Written Response): Prompt: "Describe two ways Africans resisted commodification and enslavement during the Middle Passage, one individual and one collective. Explain why these acts of resistance were significant."	"How does recognizing acts of resistance during the Middle Passage change our understanding of African experiences in the Atlantic world?"
	 I can describe various methods of resistance during the middle passage						
							

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					were involved? How does this example challenge the idea that Africans were passive victims?		
Friday	 I will learn about slave ship diagrams	“What do you notice first? What questions does this image raise?”	<p>Mini Lecture/Contextualization:</p> <p>Explain the purpose of slave ship diagrams: created to document ship capacity, to maximize profit, and later repurposed by abolitionists to highlight cruelty.</p> <p>Highlight features: rows of human figures, lack of personal space, mathematical precision used to reduce people to cargo.</p> <p>Show versions of the diagram used in abolitionist campaigns (e.g., British abolitionists publishing the Brookes image).</p> <p>Introduce the idea that these images were both tools of commodification and evidence later weaponized against slavery.</p>	<p>Document Analysis (Visual HIPPO Method): Students examine the Brookes diagram in small groups.</p>	Students will compare the Brooks Diagram with a diagram of a commercial ship and answer questions	<p>Exit Reflection (Short Response): Prompt: “Describe two features of slave ship diagrams and explain how they reveal both the commodification of Africans and the potential for these images to fuel resistance and abolition.”</p>	“What should we notice about how these diagrams shaped both slavery and the fight against it?”
	 I can describe the features of slave ships						
	