

UNIT OVERVIEW

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| Unit Length | 16 60-80 minutes lessons, including five work days, one presentation day, and one day for a Socratic Seminar |
| Grade Level(s)/ Subject(s) | 11th - 12th/United States History II Course, African American History Elective Course |
| Unit Overview | <p>In this unit, students will examine articles from <i>The 1619 Project</i> and use them as tools to guide an inquiry process into how African Americans were mistreated in the United States, and what hypocrisies underlie the founding of the country. Students will consider the importance of finding and telling underreported stories from history, and will examine how underreported stories from history connect to present day issues.</p> <p>Students will reflect on the essential questions and the articles they explore in writing throughout this unit, culminating in a PowerPoint presentation and a Socratic Seminar through which they will demonstrate their learning.</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> 1. What are underreported stories, and why are they important? 2. How do you find and communicate underreported stories that matter to you? 3. What is the role of journalism in evaluating history and examining the contemporary underreported issues that are connected to events in the past? <p><u>Themes</u></p> <ul style="list-style-type: none"> ● Disenfranchisement ● Capitalism ● Emancipation ● Segregation ● Bigotry ● Civil Rights ● Indoctrination ● Racism ● Hypocrisy ● Wealth <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Quick writes ● Reflective writing ● Creating a thorough PowerPoint ● Citing scholarly work ● Close reading ● Speaking |

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| <p>Objectives</p> | <p>SWBAT evaluate the article “The Idea of America” by Nikole Hannah-Jones and explore hypocrisy in the foundation of the United States as it relates to African American people.</p> <p>SWBAT evaluate the article “The Wealth Gap” by Trymaine Lee and explore the wealth divide between African American people and their non-Afro American counterparts.</p> <p>SWBAT evaluate the article “Mass Incarceration” by Bryan Stevenson and explore the impact of mass incarceration on African American males in the U.S.</p> <p>SWBAT evaluate the article “Medical Inequality” by Linda Villarosa and explore the ramifications of medical inequality for African Americans.</p> <p>SWBAT create a demonstration of learning (DOL) in the form of a PowerPoint that addresses the three essential questions, using evidence from one or more articles.</p> <p>SWBAT participate in a Socratic Seminar answering questions listed in the Performance Task section below.</p> |
| <p>Standards</p> | <ul style="list-style-type: none"> ● 6.1.12.CivicsDP.3.c - Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. ● 6.1.12.HistoryUP.3.b - Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments. ● 6.1.12.CivicsDP.5.a - Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. ● 6.1.12.CivicsDP.6.b - Relate the creation of African American advocacy organizations (i.e. the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e. Plessy v. Ferguson) and state and local governmental policies. ● 6.1.12.HistoryCC.8.c - Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture. ● 6.1.12.CivicsDP.13.a - Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e. the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade). ● 6.1.12.HistoryCC.13.c - Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans. |

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| | <ul style="list-style-type: none"> ● 6.1.12.EconEM.13.a - Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights. ● 6.1.12.HistoryCA.14.b - Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. |
| <p>Unit Resources</p> | <p><u>Texts Explored in this Unit:</u></p> <ul style="list-style-type: none"> ● “The Idea of America” by Nikole Hannah-Jones ● “The Wealth Gap” by Trymaine Lee ● “Mass Incarceration” by Bryan Stevenson ● “Medical Inequality” by Linda Villarosa <p><u>Helpful Background Resources:</u></p> <ul style="list-style-type: none"> ● <i>Four Hundred Souls</i> by Ibram X. Kendi & Keisha N. Blain ● <i>Stamped From the Beginning</i> by Ibram X. Kendi ● <i>How to Be an Antiracist</i> by Ibram X. Kendi |
| <p>Performance Task(s)</p> | <p><u>Culminating Project: Socratic Seminar</u></p> <p>Students will participate in a Socratic Seminar with another school district (ideally), or with another section of this course. The students will prepare for and participate in a discussion on topics that correlate with the unit. The discussion questions will include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Why did author Nikole Hannah-Jones use the title “The Idea of America” for her article? What contradictory themes were presented in the article? 2. What is the historical significance of the wealth gap between African American and white people in the U.S.? 3. How does mass incarceration affect African American people in the U.S.? 4. What negative ramifications were perpetuated with medical inequality between African American and white people? <p><u>Resources for Facilitating a Socratic Seminar</u></p> <ul style="list-style-type: none"> ● Five Steps to a Successful Socratic Seminar ● Socratic Seminar norms [.pdf] ● Socratic Seminar norms [.docx] ● Socratic Seminar guidelines and rubric [.pdf] ● Socratic Seminar guidelines and rubric [.docx] ● Socratic Seminar Explained: <ul style="list-style-type: none"> ○ Instructional Strategy - Socratic Seminar ○ The Guide to Socratic Seminars ● Examples: |

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| | <ul style="list-style-type: none"> ○ Example One ○ Example Two ○ Example Three |
| <p>Assessment/ Evaluation</p> | <p><u>Formative Assessments:</u></p> <p>Students will respond to the following questions in writing after reading each of the four essays analyzed in this unit:</p> <ol style="list-style-type: none"> 1. <i>What is the underreported story in the essay you explored?</i> Think about the following: Who is the author? What work does the author do? What are (four) major themes of this article? What does the title of the article insinuate? 2. <i>How does it connect to stories you are aware of in your community?</i> Think about the following: What stories that are represented in the article still permeate through society today? Consider EQUALITY between African Americans & Caucasian people in the present-day U.S. 3. <i>How does this piece of journalism connect contemporary issues with historical events?</i> What other historical events might the issues in this article relate to? <p>The unit authors used Google Forms to administer these formative assessments. Students should answer the questions in writing and in such a way that they can easily build on their notes and reflections. These written responses will be resources for students when they go to complete their summative assessments.</p> <p><u>Summative Assessment:</u></p> <p>Students will work in teams to create a PowerPoint presentation that answers the essential questions below, drawing on evidence from one of the four articles analyzed in this unit:</p> <ol style="list-style-type: none"> 1. What are underreported stories, and why are they important? 2. How do you find and communicate underreported stories that matter to you? 3. What is the role of journalism in evaluating history and examining the contemporary underreported issues that are connected to events in the past? <p>Students will be prepared for this assessment by referring to these questions in each mini lesson that correlates to the articles that students will be reading. (For example: After reading “The Idea of America,” students will consider, <i>What are underreported stories and why are they important?</i> Using textual evidence, students might respond by referencing the underreported nature of the stories of Allen Brooks, Isaac Woodard, or Abraham Lincoln’s motivations.)</p> <p>Students will present their PowerPoints to the class and/or to the school, and will receive peer feedback in the form of Cornell notes.</p> |

DAILY LESSONS AND RESOURCES

Day 1: Introductory Lesson

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| Lesson Objectives |
| <p>SWBAT...</p> <ul style="list-style-type: none"> • Understand what <i>The 1619 Project</i> is. • Define what an underreported story is, and how <i>The 1619 Project</i> relates to underreported stories. |
| Lesson Materials & Resources |
| <ul style="list-style-type: none"> • Vocabulary for day one [.pdf] • Vocabulary for day one [.docx] • Introduction to <i>The 1619 Project</i> • What Are Underreported Stories? • What Is Journalism? <p>Optional:</p> <ul style="list-style-type: none"> • Nikole Hannah-Jones Confronting the Truth About Slavery • The 1619 Project Details the Legacy of Slavery in America |
| Lesson Activities |
| <p>Theme: Explain to students that <i>The 1619 Project</i> is a work of journalism that examines underreported stories from history.</p> <p>Opener/Do Now:</p> <p>Explore the Introduction to <i>The 1619 Project</i>. In your own words, answer: What is <i>The 1619 Project</i>? What is the purpose of the project? (Students may answer these questions using a Google Form, JamBoard, paper, or other platform/materials.)</p> <ul style="list-style-type: none"> • To further introduce <i>The 1619 Project</i> to students, consider sharing one or both of the following videos: Nikole Hannah-Jones Confronting the Truth About Slavery • The 1619 Project Details the Legacy of Slavery in America <p>Classwork:</p> <ol style="list-style-type: none"> 1. Review vocabulary: Underreported, Community, Journalism, Contemporary Issues, Historical Events 2. Watch: What Are Underreported Stories? 3. Respond (Google Form or discussion): <ul style="list-style-type: none"> ○ What are underreported stories? (Define in your own words) ○ What are some examples of underreported stories? ○ How might <i>The 1619 Project</i> be considered an underreported story? |

Unit by the History Department in Plainfield Public Schools,
part of the 2021 cohort of *The 1619 Project* Education Network

4. Watch: [What Is Journalism?](#)
5. Read/Review/Introduction to the essential questions:
 - What are underreported stories, and why are they important?
 - How do you find and communicate underreported stories that matter to you?
 - What is the role of journalism in evaluating history and examining the contemporary underreported issues that are connected to events in the past?
6. Review/Introduction to the unit

Closer / Exit Ticket: What did you learn in today's lesson?

Day 2

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| Lesson Objectives |
| <p>SWBAT...</p> <ul style="list-style-type: none"> • Evaluate the article “The Idea of America.” • Explore the hypocrisy in the foundation of the U.S. as it relates to African American people. |
| Lesson Material & Resources |
| <ul style="list-style-type: none"> • Excerpt from “The Idea of America” by Nikole Hannah-Jones [.pdf] • Excerpt from “The Idea of America” by Nikole Hannah-Jones [.docx] |
| Lesson Activities |
| <p><u>Opener/Do Now:</u></p> <p>Reflect on this quote from “The Idea of America” by Nikole Hannah-Jones. How do you interpret this excerpt?</p> <p><i>“So when I was young, that flag outside our home never made sense to me. How could this Black man, having seen firsthand the way his country abused Black Americans, how it refused to treat us as full citizens, proudly fly its banner? I didn’t understand his patriotism. It deeply embarrassed me!”</i></p> <p><u>Classwork:</u> Read the article “The Idea of America” and answer the following questions in writing:</p> <ol style="list-style-type: none"> 1. In the early years of America, What were enslaved people prohibited from doing? 2. Hannah-Jones writes, "Anti-Black racism runs in the very DNA of this country." How do you interpret this quote? 3. Hannah-Jones writes, "Britain’s tyranny, one of the colonists’ favorite rhetorical devices was to claim that they were the slaves – to Britain. For this duplicity, they faced burning criticism both at home and abroad." How do you interpret this quote? 4. Hannah-Jones writes, "The shameful paradox of continuing chattel slavery in a nation founded on individual freedom, scholars today assert, led to a hardening of the racial caste system. This ideology, reinforced not just by laws but by racist science and literature, maintained that Black people were subhuman, a belief that allowed white Americans to live with their betrayal." How do you interpret this quote? 5. What happened to Issac Woodard? 6. What happened to Allen Brooks? 7. What contradicted the many gains of Reconstruction? 8. What evidence does Hannah-Jones provide for the following claim? “For the most part, Black Americans fought back alone. Yet we never fought only for ourselves.” <p><u>Closer / Exit Ticket:</u> What were some of the contradictions between the stated ideals of the United States and the realities of the county when it was founded?</p> |

Day 3

Essential Questions

1. What is the underreported story in the essay you explored?
2. How does it connect to stories you are aware of in your own community?
3. How does this piece of journalism connect contemporary issues with historical events?

Lesson Resources & Materials

- [Excerpt from “The Idea of America” by Nikole Hannah-Jones \[.pdf\]](#)
- [Excerpt from “The Idea of America” by Nikole Hannah-Jones \[.docx\]](#)

Lesson Activities

Today is slated as a working day. Students will work toward answering the essential questions. They should respond to the questions below in writing:

1. *What is the underreported story in the essay you explored?* Think about the following: Who is the author? What work does the author do? What are (four) major themes of this article? What does the title of the article insinuate?
2. *How does it connect to stories you are aware of in your community?* Think about the following: What stories that are represented in the article still permeate through society today? Consider EQUALITY between African Americans & Caucasian people in the present-day U.S.
3. *How does this piece of journalism connect contemporary issues with historical events?* What other historical events might the issues in this article relate to?

Students’ responses to these questions, along with their written responses to questions in previous lessons, will provide students with the notes that they need to conduct the Socratic Seminar later in this unit. When students participate in the Socratic Seminar, they will be allowed to use their notes as a tool to assist in addressing the questions to facilitate discussion.

Closer / Exit Ticket: What connections were you able to make from today’s working session?

Student Examples

Here are some examples of how students in Plainfield Public Schools responded to the questions posed in this lesson when this unit was facilitated in fall 2021.

1. *What is the underreported story in the essay you explored?*
 - a. “The underreported story that I read about today relates to the hypocrisy of white America not accepting the flaws that this country has in relation to the treatment of Black people. The author of this article is Nikole Hannah-Jones. She is responsible for working with the NYTimes. Her work is grounded in reshaping African American history and how we are perceived in this country.”
 - b. “In this essay written by Nikole Hannah-Jones I read about the underreported story of African

American history. I read that while this country was taking shape and creating things like the constitution, Americans were still treating African American people like less than.”

2. *How does it connect to stories you are aware of in your community?*
 - a. “I think about the imaginary line between Plainfield & Westfield. As soon as you cross that imaginary line everything changes. The price of houses goes up. The community is better. This is not equality. The services in schools are better.”
3. *How does this piece of journalism connect contemporary issues with historical events? What other historical events might the issues in this article relate to?*
 - a. “COVID-19 in white communities vs. COVID-19 in black communities. People in low income areas who are forced to live on top of each other compared to people who live in a spaced out environment.”
 - b. “This journalism piece connects to financial issues in present day America. Think about the wealth difference of African American people vs. White people.”
 - c. “Academic achievement in my community vs. others”

Day 4

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| Lesson Objectives |
| SWBAT... <ul style="list-style-type: none">• Evaluate the article “The Wealth Gap” by Trymaine Lee.• Explore the hypocrisy in the foundation of the U.S. as it relates to African American people. |
| Lesson Materials & Resources |
| <ul style="list-style-type: none">• “The Wealth Gap” by Trymaine Lee [.pdf]• “The Wealth Gap” by Trymaine Lee [.docx] |
| Lesson Activities |
| <p>Opener: Reflect on this quote from “The Wealth Gap” by Trymaine Lee:</p> <p><i>“White Americans have seven times the wealth of Black Americans on average. Though Black people make up nearly 13 percent of the United States population, they hold less than 3 percent of the nation’s total wealth.”</i></p> <p>Classwork: Read the article and answer the following questions in writing:</p> <ol style="list-style-type: none">1. What happened to Elmore Bolling?2. What happened to Elmore Bolling’s family?3. What happened with The Freedman’s Savings Bank in 1872?4. Reflect and respond to this quote: “The origins of the racial wealth gap start with the failure to provide the formerly enslaved with the land grants of 40 acres.” <p>Closer / Exit Ticket: How do you interpret the following quote? “We (African Americans) are starting in the red!”</p> |

Day 5

Essential Questions

1. What is the underreported story in the essay you explored?
2. How does it connect to stories you are aware of in your own community?
3. How does this piece of journalism connect contemporary issues with historical events?

Lesson Materials & Resources

- [“The Wealth Gap” by Trymaine Lee \[.pdf\]](#)
- [“The Wealth Gap” by Trymaine Lee \[.docx\]](#)

Lesson Activities

Today is slated as a working day. Students will work toward answering the essential questions. They should respond to the questions below in writing:

1. *What is the underreported story in the essay you explored?* Think about the following: Who is the author? What work does the author do? What are (four) major themes of this article? What does the title of the article insinuate?
2. *How does it connect to stories you are aware of in your community?* Think about the following: What stories that are represented in the article still permeate through society today? Consider EQUALITY between African Americans & Caucasian people in the present-day U.S.
3. *How does this piece of journalism connect contemporary issues with historical events?* What other historical events might the issues in this article relate to?

Students’ responses to these questions, along with their written responses to questions in previous lessons, will provide students with the notes that they need to conduct the Socratic Seminar later in this unit. When students participate in the Socratic Seminar, they will be allowed to use their notes as a tool to assist in addressing the questions to facilitate discussion.

Closer / Exit Ticket: What connections were you able to make from today’s working session?

Day 6

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| Lesson Objectives |
| <p>SWBAT...</p> <ul style="list-style-type: none"> • Evaluate the article “Mass Incarceration” by Bryan Stevenson. • Explore the hypocrisy in the foundation of the U.S. as it relates to African American people. |
| Lesson Resources & Materials |
| <ul style="list-style-type: none"> • “Mass Incarceration” by Bryan Stevenson [.pdf] • “Mass Incarceration” by Bryan Stevenson [.docx] |
| Lesson Activities |
| <p><u>Opener:</u> Reflect on this quote from “Mass Incarceration” by Bryan Stevenson:</p> <p><i>“Several years ago, my law office was fighting for the release of a Black man who had been condemned, at the age of 16, to die in prison. Matthew was one of 62 Louisiana children sentenced to life imprisonment without parole for non homicide offenses. But a case I’d argue that the Supreme Court was part of a 2010 ruling that banned such sentences for juveniles, making our clients eligible for release.”</i></p> <p><u>Classwork:</u> Read the article and answer the following questions in writing:</p> <ol style="list-style-type: none"> 1. How does the U.S. rank against other nations in terms of our rates of incarceration? 2. Reflect on this quote: “The 13th Amendment is credited with ending slavery, but it stopped short of that: It made an exception for those convicted of crimes. After emancipation, Black people, once seen as less than fully human ‘slaves,’ were seen as less than fully human ‘criminals.’” 3. How did mass incarceration affect African Americans throughout U.S. history? 4. What are non-homicide offenses and how have they affected African American males? <p><u>Closer / Exit Ticket:</u> How do you interpret the following quote? “Inside courtrooms, the problem gets worse. Racial disparities in sentencing are found in almost every crime category. Children as young as 13, almost all Black, are sentenced to life imprisonment for nonhomicide offenses. Black defendants are 22 times more likely to receive the death penalty for crimes whose victims are white, rather than Black — a type of bias the Supreme Court has declared ‘inevitable.’”</p> |

Day 7

Essential Questions

1. What is the underreported story in the essay you explored?
2. How does it connect to stories you are aware of in your own community?
3. How does this piece of journalism connect contemporary issues with historical events?

Lesson Resources & Materials

- [“Mass Incarceration” by Bryan Stevenson \[.pdf\]](#)
- [“Mass Incarceration” by Bryan Stevenson \[.docx\]](#)

Lesson Activities

Today is slated as a working day. Students will work toward answering the essential questions. They should respond to the questions below in writing:

1. *What is the underreported story in the essay you explored?* Think about the following: Who is the author? What work does the author do? What are (four) major themes of this article? What does the title of the article insinuate?
2. *How does it connect to stories you are aware of in your community?* Think about the following: What stories that are represented in the article still permeate through society today? Consider EQUALITY between African Americans & Caucasian people in the present-day U.S.
3. *How does this piece of journalism connect contemporary issues with historical events?* What other historical events might the issues in this article relate to?

Students’ responses to these questions, along with their written responses to questions in previous lessons, will provide students with the notes that they need to conduct the Socratic Seminar later in this unit. When students participate in the Socratic Seminar, they will be allowed to use their notes as a tool to assist in addressing the questions to facilitate discussion.

Closer / Exit Ticket: What connections were you able to make from today's working session?

Day 8

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| Lesson Objectives |
| <p>SWBAT...</p> <ul style="list-style-type: none"> ● Evaluate the article “Medical Inequality” by Linda Villarosa. ● Explore the hypocrisy in the foundation of the U.S. as it relates to African American people. |
| Lesson Resources & Materials |
| <ul style="list-style-type: none"> ● “Medical Inequality” by Linda Villarosa [.pdf] ● “Medical Inequality” by Linda Villarosa [.docx] |
| Lesson Activities |
| <p><u>Opener:</u> Reflect on this excerpt from “Medical Inequality” by Linda Villarosa:</p> <p><i>“[Medical professionals] believed that Black people had large sex organs and small skulls —which translated to promiscuity and a lack of intelligence —and higher tolerance for heat, as well as immunity to some illnesses and susceptibility to others. These fallacies, presented as fact and legitimized in medical journals, bolstered society’s view that enslaved people were fit for little outside forced labor and provided support for racist ideology and discriminatory public policies.”</i></p> <p><u>Classwork:</u> Read the article and answer the following questions in writing:</p> <ol style="list-style-type: none"> 1. Reflect on this quote: “Benjamin Moseley claimed that Black people could bear surgical operations much more than white people, noting that ‘what would be the cause of insupportable pain to a white man, a Negro would almost disregard.’” 2. What did Thomas Jefferson do to contradict these theories about African American people? 3. What did Cartwright believe? 4. What is the difference between Black and white skin? <p><u>Closer / Exit Ticket:</u> What are the scientific differences between Black and White people?</p> |

Day 9

Essential Questions

1. What is the underreported story in the essay you explored?
2. How does it connect to stories you are aware of in your own community?
3. How does this piece of journalism connect contemporary issues with historical events?

Lesson Resources & Materials

- [“Medical Inequality” by Linda Villarosa \[.pdf\]](#)
- [“Medical Inequality” by Linda Villarosa \[.docx\]](#)

Lesson Activities

Today is slated as a working day. Students will work toward answering the essential questions. They should respond to the questions below in writing:

4. *What is the underreported story in the essay you explored?* Think about the following: Who is the author? What work does the author do? What are (four) major themes of this article? What does the title of the article insinuate?
5. *How does it connect to stories you are aware of in your community?* Think about the following: What stories that are represented in the article still permeate through society today? Consider EQUALITY between African Americans & Caucasian people in the present-day U.S.
6. *How does this piece of journalism connect contemporary issues with historical events?* What other historical events might the issues in this article relate to?

Students’ responses to these questions, along with their written responses to questions in previous lessons, will provide students with the notes that they need to conduct the Socratic Seminar later in this unit. When students participate in the Socratic Seminar, they will be allowed to use their notes as a tool to assist in addressing the questions to facilitate discussion.

Closer / Exit Ticket: What connections were you able to make from today’s working session?

Days 10-14

Essential Questions

1. What are underreported stories and why are they important?
2. How do you find and communicate underreported stories that matter to you?
3. What is the role of journalism in evaluating history and examining the contemporary underreported issues that are connected to events in the past?

Lesson Resources & Materials

Texts:

- [Excerpt from “The Idea of America” by Nikole Hannah-Jones \[.pdf\]](#)
- [Excerpt from “The Idea of America” by Nikole Hannah-Jones \[.docx\]](#)
- [“The Wealth Gap” by Trymaine Lee \[.pdf\]](#)
- [“The Wealth Gap” by Trymaine Lee \[.docx\]](#)
- [“Mass Incarceration” by Bryan Stevenson \[.pdf\]](#)
- [“Mass Incarceration” by Bryan Stevenson \[.docx\]](#)
- [“Medical Inequality” by Linda Villarosa \[.pdf\]](#)
- [“Medical Inequality” by Linda Villarosa \[.docx\]](#)

PowerPoint Support Resources:

- [PowerPoint guidelines \[.pdf\]](#)
- [PowerPoint guidelines \[.docx\]](#)
- [PowerPoint shell \[.pptx\]](#)
- [PowerPoint rubric \[.pdf\]](#)

Lesson Activities

Students will be split into four groups. Each student group will be assigned one of the topics listed below, based on the articles explored in this unit thus far. Students will take one of the four articles and create a PowerPoint that addresses the three essential questions. Students in each group will work together to complete this culminating project. A shell of the PowerPoint will be provided for the students to use as their foundation along with a set of guidelines and a rubric.

Students will spend the majority of these five work days preparing their PowerPoint. Students can use the four texts and their written work from days 1-9 to complete the project. The goal is for students to use information from the articles and to build on their previous observations, insights, and analyses.

Topics:

1. The Idea of America
2. The Wealth Gap
3. Mass Incarceration
4. Medical Inequality

Essential Questions:

1. What are underreported stories and why are they important?
2. How do you find and communicate underreported stories that matter to you?
3. What is the role of journalism in evaluating history and examining the contemporary underreported issues that are connected to events in the past?

Agenda:

1. Assign student groups.
2. Introduce students to resources for creating the PowerPoint (guidelines, shell, and rubric).
3. Allow for student work time and conferencing with one another and the teacher.

Day 15

Essential Questions

1. What are underreported stories and why are they important?
2. How do you find and communicate underreported stories that matter to you?
3. What is the role of journalism in evaluating history and examining the contemporary underreported issues that are connected to events in the past?

Lesson Resources & Materials

Student Presentations on...

- The Idea of America
- The Wealth Gap
- Mass Incarceration
- Medical Inequality

[Cornell notes document \[.pdf\]](#)

[Cornell notes document \[.docx\]](#)

Lesson Activities

The purpose of this day is for students to present their PowerPoints to the class.

While student groups present, their peers will use individual [Cornell notes documents](#) to take notes. The students will use their notes as a resource when they conduct the Socratic Seminar.

Day 16

Lesson Resources & Materials

Texts:

- [Excerpt from “The Idea of America” by Nikole Hannah-Jones \[.pdf\]](#)
- [Excerpt from “The Idea of America” by Nikole Hannah-Jones \[.docx\]](#)
- [“The Wealth Gap” by Trymaine Lee \[.pdf\]](#)
- [“The Wealth Gap” by Trymaine Lee \[.docx\]](#)
- [“Mass Incarceration” by Bryan Stevenson \[.pdf\]](#)
- [“Mass Incarceration” by Bryan Stevenson \[.docx\]](#)
- [“Medical Inequality” by Linda Villarosa \[.pdf\]](#)
- [“Medical Inequality” by Linda Villarosa \[.docx\]](#)

Preparatory Resources for the Socratic Seminar:

- [Socratic Seminar norms \[.pdf\]](#)
- [Socratic Seminar norms \[.docx\]](#)
- [Socratic Seminar guidelines and rubric \[.pdf\]](#)
- [Socratic Seminar guidelines and rubric \[.docx\]](#)

Lesson Activities

Culminating Project: Socratic Seminar

Students will participate in a Socratic Seminar with another school district (ideally), or with another section of this course.

Preparation for the Socratic Seminar:

Before students participate in this Socratic Seminar students will be asked to:

- Print out ALL completed work from this unit
- View the preparatory resources for the Socratic Seminar before the day of the seminar:
 - [Socratic Seminar norms \[.pdf\]](#)
 - [Socratic Seminar guidelines and rubric \[.pdf\]](#)

Icebreaker: State your name and one thing about you

GQ=Guiding Question

GQ 1: What is one thing you learned from completing this unit?

GQ 2: What is The 1619 Project? What would you say the goal of The 1619 Project is?

GQ 3: What are the major themes of the article “The Idea of America” written by Nikole Hannah-Jones?

GQ 4: What is the historical significance of the wealth gap between African American and white people in the United States?

GQ 5: How does mass incarceration affect African American people in America?

GQ 6: What negative ramifications were perpetuated with medical inequality between African American and white people?

GQ 7: If you were teaching this unit to fellow high school students, what principles would you share?

GQ 8: In relation to the materials that you have studied, what are underreported stories and why are they important?

GQ 9: In relation to the materials that you have studied, how do you find and communicate underreported stories that matter to you?

GQ 10: What is the role of journalism in evaluating history and examining the contemporary underreported issues that are connected to events in the past?