UNIT OVERVIEW

Unit Length	2-4 weeks
Grade Level/Subject	11th Grade United States History
Unit Overview	"The '20 and odd' Who Built the United States" is a two–four-week unit that will focus on the themes of conflict, human rights violations, and power. The pedagogical vision of this unit is to introduce students to the year 1619 as a starting point in which the "20 and odd" built the United States. Students will explore the themes by examining various historical content in conjunction with *The 1619 Project* collection of articles and primary source documents. In this unit, students will think critically, discuss, investigate, collaborate, and interpret historical content. Through this unit, students will understand the perspectives of key individuals and the motives behind many of the actions and decisions that contributed to the development of the United States. Some essential questions developed for the unit include the following: 1. What were some major **conflicts** that existed before and after the year 1619? Were these conflicts or disputes justifiable? Who do you think is to blame for the conflict or dispute? 2. Can **human rights violations** be justified? In your opinion, why is freedom one of the most violated human rights in the history of the world? 3. How is **power** determined? How has power shifted over time?
Objectives & Outcomes	Students will be able to… ● Identify and understand the year 1619 and the arrival of "20 and odd Negroes" as a major turning point in the development of the institution of slavery in America. ● Analyze primary source documents that detail the enduring issues of conflict, power, and human rights violations as contributing factors to the development of the institution of slavery in America.

	• Analyze and gain insight into the perspectives and experiences of individuals who contributed to the development of the United States. • Investigate historical events, laws, and key individuals who contributed to slavery, racism, discrimination, and issues of inequality toward African-Americans. • Distinguish among and discuss the social, political, and economic issues surrounding slavery in America.
Standards	**New York State Social Studies Framework (Grade 11 U.S. History and Government)** 11.1 COLONIAL FOUNDATIONS (1607– 1763): European colonization in North America prompted cultural contact and exchange between diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America. (Standards: 1, 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, EXCH) 11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic. (Standards: 1, 5; Themes: TCC, GOV, CIV, ECO) **Common Core Standards** CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Unit Resources	**Resources from *The 1619 Project*:** ➔ The *1619* Supplementary Broadsheet by Mary Elliott and Jazmine Hughes ➔ "Sugar" by Khalil Gibran Muhammad ➔ *1619* podcast, episode 2: "The Economy That Slavery Built" **Additional Resources**: ➔ Ship: São João Bautista arrival of "20 and odd Negroes" ➔ Interactive article: Slavery's explosive growth, in charts: How '20 and odd' became millions ➔ Video: Njinga of Angola: Africa's Warrior Queen ➔ Autobiography excerpt*: The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African* ➔ A Timeline: Slave Law in Colonial Virginia ➔ Stono Rebellion 1739 ➔ John Punch & Bacon's Rebellion ➔ Library of Congress: Beginnings of the Slave Trade
Performance Task	Culminating/Summative Project: Students will create an infographic with audio and media image component based on "Sugar" by Khalil Gibran Muhammad and *The 1619 Project*. This project is divided into three parts: text, audio, and visual. **Text** - Students will create an infographic focusing on a section and incorporating language from the article "Sugar" by Khalil Gibran Muhammad. When choosing an article section or quote, students will consider the following: ➔ Relevance: Why is this important to self, society, and/or the world? ➔ Reframe: How would you reframe this topic to make it appealing to others? ➔ Revisit: Revisit the text to think about which section that made you think critically or shifted your thinking. ➔ Share the dialogue.

	Audio - Students will create a recording (audio or video) in which they read aloud the article section included in the infographic. After reading their section, they will briefly share thoughts about why the section was important to them. **Visual** - The image(s) should be relevant and connect to some aspect of the article section. When selecting or creating an image, students will consider the following: ➔ How can I capture the viewers' attention? ➔ What is the central message? What do I want people to know about the chapter selection or topic? ➔ How can I visually display the words from "Sugar" by Khalil Gibran Muhammad and *The 1619 Project*?
Assessment / Evaluation	Infographic rubric [.pdf] Infographic rubric [.docx]

UNIT PACING / DAILY LESSONS AND RESOURCES

Pacing	Focus text(s) / resource(s) for today's lesson	Essential Questions / Objectives	Lesson / Activities	Lesson Materials
Week 1 *The 1619 Project*: Supplementary Broadsheet by Mary Elliott and Jazmine Hughes				
Days 1-2	Selections from The *1619* Supplementary Broadsheet ➔ No. 1 / Slavery, Power, and the Human Cost 1455 - 1775, p. 5 The *1619* podcast, episode 1: "The Fight for a True Democracy" Encyclopedia Virginia entry on the ship Sao Joao Bautista	Is there a difference between the terms *enslaved* and *slave*? Why is the arrival of the "20 and odd" historically significant?	1. Students complete a Think-Write-Discuss activity based on the following questions: ➔ Is there a difference between the terms *enslaved* and *slave*? Why or why not? 2. Students receive a teacher-created packet containing the introduction and sections about Queen Njinga from The *1619* Supplementary Broadsheet, as well as guiding questions and prompts. 3. Students work in assigned groups to investigate and navigate the Encyclopedia Virginia entry on the ship Sao Joao Bautista, reading at least the *Origin* section of the page. 4. Students listen to the *1619* podcast, episode 1: "The Fight for a True Democracy" (first 3-5 minutes, in which Nikole Hannah-Jones describes the arrival of Africans in Point Comfort on the White Lion). 5. Students debrief and present text evidence to support the following questions: ➔ Why is the arrival of the "20 and odd"	Chromebook or laptop Queen Njinga and *1619* Broadsheet worksheet [.pdf[Queen Njinga and *1619* Broadsheet worksheet [.docx[

			historically significant? ➔ In your opinion, why did John Rolfe refer to the Africans from Angola as "20 and odd Negroes"?	
Day 3	U.S. Library of Congress video: Njinga of Angola: Africa's Warrior Queen Selections from The *1619* Supplementary Broadsheet	Students will analyze motives, actions, and historical context related to Queen Njinga.	1. Students view the video: Njinga of Angola: Africa's Warrior Queen. 2. Students document and discuss key information related to Queen Njinga's actions and motives related to Angola, using page 6 of this packet. 3. Students research additional information about Queen Njinga. They should be prepared to discuss: ➔ What major issues did Queen Njinga encounter after her brother's death? ➔ Do you think that the decisions she made about Angola were inevitable? ➔ Think about the historical time period. In your opinion, what were some obstacles Queen Njinga had to deal with? 4. Students will create a monologue that they can imagine Queen Njinga delivering to the people of Angola. The monologue should include: ➔ Historical information ➔ One turning point/ event based on her actions or motives regarding what happened in Angola. 5. Students present monologues.	Chromebook or laptop Queen Njinga and *1619* Broadsheet worksheet [.pdf[Queen Njinga and *1619* Broadsheet worksheet [.docx[

Day 4	Selections from The *1619* Supplementary Broadsheet ➔ Means of Control, p. 6 (emphasis on Olaudah Equiano's personal account) Excerpt from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African*	Students will analyze primary source documents that detail the enduring issues of slavery, power, and human cost as contributing factors to the development of the institution of slavery in America. What were some of the perspectives and experiences shared by individuals during this historical period?	1. Students read p. 6 of The *1619* Supplementary Broadsheet, which introduces Olaudah Equiano. 2. Students read an excerpt from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African* 2. Students interact with the text and complete a worksheet focusing on the following: ➔ What surprised me? ➔ What did the author think I already knew? ➔ What challenged, changed, or confirmed what I already knew? 3. Students create and submit questions to ask Olaudah Equiano. 4. Students predict possible responses of Olaudah Equiano based reading an excerpt of his narrative.	Three Big Questions: worksheet for exploring today's text [.pdf] Three Big Questions: worksheet for exploring today's text [.docx]
Day 5	Selections from The *1619* Supplementary Broadsheet ➔ Cultivating Wealth and Power, p. 5 ➔ Race Encoded into Law, p. 5 John Punch: Virginia recognizes slavery Bacon's Rebellion	Students will be able to investigate historical events, laws, and key individuals who contributed to slavery, racism, discrimination, and issues of inequality toward African-Americans.	1. Students research the establishment of Jamestown, Virginia in 1607, using this resource; while exploring, students should complete this worksheet. 2. Students investigate Slave Laws in Colonial Virginia between 1607-1750, using this resource. 3. Students select one law that they find interesting and discuss how this law contributed to slavery, racism, discrimination, and issues of inequality.	Chromebook or laptop Jamestown worksheet [.pdf] Jamestown worksheet [.docx] Three Big

	A Short History of Jamestown Slave Law in Colonial Virginia: A Timeline	How did the government and the creation of certain laws impact enslaved individuals? How did enslaved individuals respond to unjust laws?	4. Students participate in class discussion making connections and comparing/contrasting laws in today's society. 5. Students complete a worksheet focusing on: ➔ What surprised me? ➔ What did the author think I already knew? ➔ What challenged, changed, or confirmed what I already knew?	Questions worksheet [.pdf] Three Big Questions worksheet [.docx]

Pacing	Focus text(s) / resource(s) for today's lesson	Essential Questions / Objectives	Lesson / Activities	Lesson Materials
Week 2 *The 1619 Project*: "Sugar" by Khalil Gibran Muhammad				
Day 1	Selections from The *1619* Supplementary Broadsheet ➔ No. 2 / The Limits of Freedom 1776-1808, p. 11 ➔ A Powerful Letter, p. 11 ➔ She Sued for Her Freedom, p. 11 National Archives: A Letter To Thomas Jefferson from Benjamin Banneker, 19 August 1791 BlackPast: Benjamin Banneker Humanity Archive: Benjamin Banneker Writes a Bold Letter to Thomas Jefferson BlackPast: Elizabeth Freeman (Mum Bett)	Students will be able to distinguish among and discuss the social, political, and economic issues surrounding slavery in the U.S. What were some of the perspectives and experiences shared by individuals during this historical period related to freedom?	1. Students analyze the primary source document, A Letter To Thomas Jefferson from Benjamin Banneker, 19 August 1791. 2. Students identify enduring issues/concerns presented by the writer. 3. Students analyze and discuss Thomas Jefferson's response to Benjamin Banneker. 4. Students discuss: ➔ Do "narrow prejudices" exist today? ➔ In your opinion, was Thomas Jefferson's response to Benjamin Bannker justifiable or adequate? 5. Students view a brief PBS biography of Mum Bett. 6. Students receive a worksheet to analyze a quote from Mum Bett. 7. Students discuss: ➔ How is Mum Bett's situation connected to Banneker and Jefferson? How did she view freedom?	Mum Bett quote worksheet [.pdf] Mum Bett quote worksheet [.docx]

	PBS LearningMedia: Mum Bett		➔ If Mum Bett had a chance to talk to Thomas Jefferson, what do you think she would tell him?	
Days 2-3	Selections from The *1619* Supplementary Broadsheet ➔ The Destructive Impact of the Cotton Gin, p. 11 Optional: National Archives: Eli Whitney's Patent for the Cotton Gin PBS video: Image and brief video demonstrating how the Cotton Gin was used	Students will be able to distinguish among and discuss the social, political, and economic issues surrounding slavery in the U.S.	1. Students receive a worksheet to guide their exploration of "The Destructive Impact of the Cotton Gin" on p. 11 in The *1619* Supplementary Broadsheet. 2. Students listen to the *1619* podcast, episode 2: "The Economy That Slavery Built" (6:20-15:05). 3. As a class, students discuss: ➔ How did the invention of the cotton gin influence both the economy and the treatment of enslaved people? ➔ How were Native American people impacted by the expansion of cotton plantations in the United States? 4. Students participate in small group discussion focusing on one of the following questions. Students should document responses using chart paper. ➔ How did the Cotton Gin impact slavery? ➔ What were the social, political, and economic issues surrounding the production of cotton? ➔ New inventions or technology can have a positive or negative effect on society. Based on what you have learned, identify one positive and one negative effect of the Cotton Gin. 5. Groups present their question and share a summary of responses.	Cotton gin worksheet [.pdf] Cotton gin worksheet [.docx]

Day 4	"Sugar" by Khalil Gibran Muhammad (first two pages of text). See below for accessible copies of the article. ➔ "Sugar" [.pdf] ➔ "Sugar" [.docx] Optional: PBS video: Before cotton, sugar established American reliance on slave labor *Smithsonian Magazine*: The Unsavory History of Sugar, the Insatiable American Craving (includes a graph of sugar consumption)	Students will be able to distinguish among and discuss the social, political, and economic issues surrounding slavery in the U.S.	1. Students examine and discuss visual documents from the article "Sugar" by Khalil Gibran Muhammad, using a worksheet. 2. Students read and discuss the article "Sugar" by Khalil Gibran Muhammad (first two pages of text). ➔ What were the social, political, and economic issues surrounding the production of sugar? ➔ Who controlled the mass production of this product? ➔ How powerful was the production of sugar in the United States and beyond? ➔ How did the production of sugar violate human rights? ➔ What type of disputes/conflicts emerged based on the production of sugar? ➔ Based on the article, what are some major concerns or main points made about sugar production past and present? ➔ Why does the author classify sugar as "white gold"? Students may use these reflective questions to continue their analysis. 3. Students select a focus area for their culminating project (infographic) from the list below: ➔ Power: How powerful was the production of sugar in the United States and beyond? ➔ Human Rights Violation: How did the production of sugar violate human rights? ➔ Conflict: What type of disputes/conflicts	Worksheet with visual documents from "Sugar" [.pdf] Worksheet with visual documents from "Sugar" [.docx] Reflective questions for analyzing "Sugar" [.pdf] Reflective questions for analyzing "Sugar" [.docx]

			emerged based on the production of sugar?	
Day 5	"Sugar" by Khalil Gibran Muhammad (first two pages of text). See below for accessible copies of the article. ➔ "Sugar" [.pdf] ➔ "Sugar" [.docx]	Students will be able to distinguish among and discuss the social, political, and economic issues surrounding slavery in the U.S.	1. Introduce the culminating/summative project: Students will create an infographic with audio and media image component based on "Sugar" by Khalil Gibran Muhammad and *The 1619 Project*. This project is divided into three parts: visual, audio, and media. **Text** - When choosing a section or quote from "Sugar," students will consider the following: ➔ Relevance: Why is this important to self, society, and/or the world? ➔ Reframe: How would you reframe this topic to make it appealing to others? ➔ Revisit: Revisit the text to think about which section that made you think critically or shifted your thinking. ➔ Share the dialogue. Infographics must contain significant words or phrases from the article. **Audio**- Students will create a recording (audio or video) in which they read aloud the article section included in the infographic. After students have read their section, they will briefly share thoughts about why the section was important to them. Review the following tips for recording: ➔ Find a private/quiet space. ➔ Practice your reading before you start to record.	Infographic rubric [.pdf] Infographic rubric [.docx]

			➔ Read in your normal voice. ➔ Take brief pauses when necessary. Remember it is not a race. ➔ During your recording, stay focused. ➔ Record with emotion. Remember you selected this section from the article because you made a connection. ➔ Refrain from recording giggles, laughs or odd sounds. **Visual**: The image(s) should be relevant and connect to some aspect of the article section. When selecting or creating an image, students will consider the following: ➔ How can I capture the viewers' attention? ➔ What is the central message? What do I want people to know about the article or topic? ➔ How can I visually display the words from "Sugar" by Khalil Gibran Muhammad? 5. Students work individually, in class or as homework, to create their infographic.	