Reflecting on *1619* Through Research, Podcasts, and Infographics
Unit by UBUNTU: High School for Law Advocacy & Community Justice,
part of the 2021 cohort of *The 1619 Project* Education Network

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UNIT OVERVIEW

Unit Length	About two weeks, or eight class periods
Grade Level(s)/Subject(s)	9-12 Social Studies and/or English
Unit Overview	In this unit, students will read, annotate, and outline an essay of their choice from *The 1619 Project*. They will then identify a theme or issue of interest in the text to research further. Students will interview family, community members, and/or other stakeholders about this issue. The unit culminates in the creation of a mini-podcast with an accompanying infographic containing a short excerpt from the chosen *1619 Project* essay, at least two scholarly sources, and at least two interviews. As part of their studies, students will listen to the *1619* podcast and other example podcasts to analyze their structure and prepare them to emulate elements of other podcasts they enjoy. The idea guiding this project is to support students in the knowledge that nothing exists in a vacuum and all things are connected. Students will build on their skills of annotation, outlining, inquiry, and deliberation, and will emphasize technology as an essential skill in Social Studies. *Essential Questions*: ➔ How do we use multiple forms of media to deeply understand and communicate information about complex issues? ➔ How do we use a concept map to help organize and brainstorm ideas/paths/concepts? ➔ How do we conduct scholarly research to provide strong evidence for our claims? ➔ How can we better understand the nature and function of a podcast? ➔ How do we make a podcast and an infographic?
Objectives & Outcomes	Students will be able to… ➔ Engage in historical research inspired by close reading of a text from *The 1619 Project*. ➔ Investigate an issue of their choosing and present their findings through audio, visuals, and text. ➔ Develop their skills of inquiry and deliberation collaboratively.

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	➔ Connect with family, community members, and/or other stakeholders to answer questions about issues and themes that interest them from *The 1619 Project*.
Standards	**New York State Scope and Sequence Unifying Themes for Social Studies 9-12:** ● Individual Development and Cultural Identity ● Development Movement and Interaction of Cultures ● Time, Continuity and Change ● Geography, Humans and the Environment ● Development and Transformation of Social Structures ● Science, Technology and Innovation **Common Core Standards for English Language Arts 11-12:** RL.11-12-.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.11-12.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.11-12.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). RI.11.12.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. SL.11.12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. W.11.12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11.12.4 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Unit Resources	Students could explore any essay in *The 1619 Project* for this unit. Teachers may give students the option to select an essay of interest, or may assign one or a limited number to choose among. The teachers at UBUNTU: High School for Law Advocacy & Community Justice in fall 2021 anchored their unit with the essay "Sugar" by Khalil Gibran Muhammad, and one student explored "Dispossession" by Tiya Miles (available exclusively in *The 1619 Project: A New Origin Story*). Students should also explore at least one episode of the *1619* podcast, and a couple other short podcasts to help students analyze and understand podcast structure and tone. The podcasts suggested in this unit are: ➔ *1619* podcast, episode 4: "How the Bad Blood Started" ➔ *Mentally Yours* podcast, "Comparing Yourself to Others" (14:49) ➔ *Kind World* podcast, "So Chocolate Bar" (7:23)
Performance Task(s)	Students will create a mini-podcast accompanied by an infographic. The podcast will be anchored in a selected excerpt from their chosen or assigned essay from *The 1619 Project*. Students will conduct interviews as part of their mini-podcast and explore the impact of their topic on the lives of family, community members, and/or other stakeholders. This project will require independent and cooperative work. The process will engage a myriad of Social Studies skills and almost all Common Core Standards. Students will annotate, outline, create a concept map, research, interview, and use technology in order to complete their projects.
Assessment/Evaluation	Infographic rubric [.pdf]

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DAILY LESSONS AND RESOURCES

Day 1: Evaluating Podcast Structure

Lesson Objective(s) or Essential Question(s)

Essential Question: How can we better understand the nature and function of a podcast?

Objectives:

➔ Students will explore the nature and purpose of a podcast.
➔ Students will share their ideas with their peers to build understanding and community.
➔ Students will listen to three separate podcasts to listen to sounds, story, tone, structure, etc.

Lesson Materials & Resources

➔ *1619* podcast, episode 4, "How the Bad Blood Started" (39:13)
➔ *Mentally Yours* podcast, "Comparing Yourself to Others" (14:49)
➔ *Kind World* podcast, "So Chocolate Bar" (7:23)

Lesson Activities

Educator's Note: This lesson plan is adapted from NPR's "Teaching Podcasting: A Curriculum Guide"

Do Now / Motivation:

1. Students Think/Pair/Share their answers to the following questions:

➔ What is a podcast?
➔ What are podcasts about?
➔ Where can you hear podcasts?
➔ Why would YOU listen to a podcast?
➔ What makes a podcaster different from a YouTuber?
➔ How does it change the way you tell a story when you're on the phone?
➔ How does it change the way you listen when you can't see someone?

2. Students discuss themes and reflections from their pair conversations as a class.

Activities:

Students listen to three separate podcasts and answer the following questions for each. (Depending on class time, this may take one-two days.)

➔ What sounds do you hear?
➔ How is the podcast structured? Like a story? A news story?
➔ What are your impressions? What do you like/dislike about this podcast?
➔ What did you learn?

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Day 2: Creating a Harvard Outline

Lesson Objective(s) or Essential Question(s)

Essential Questions: How do we create a Harvard outline to help us understand and organize information from *The 1619 Project*?

Lesson Objectives:

➔ Students will engage their meta-cognitive skills and think deeply on a topic.
➔ Students will engage in close reading and outlining of a text from *The 1619 Project*.

Lesson Materials & Resources

➔ Worksheet for this lesson [.pdf]
➔ Worksheet for this lesson [.docx]
➔ Harvard outline PowerPoint presentation [.pptx]
➔ Selected essay(s) from *The 1619 Project*

Lesson Activities

Do Now/Motivation:

How do you take notes? Why is it important to take notes?

Activities:

1. Share the Harvard outline PowerPoint with students to introduce students to the practice of writing a Harvard outline.

2. Practice creating a Harvard outline as a class using a simple and/or familiar text, such as a section from a class textbook.

3. Tell students that today, they will choose a *1619 Project* essay to explore for the rest of the unit and use as the anchor for their final projects. Alternatively, the teacher may choose the essay students will explore and introduce it to students.

4. Students read their chosen or assigned essay. While they read, they should create a Harvard outline in their worksheet.

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Day 3: Making a Concept Map

Lesson Objective(s) or Essential Question(s)
Essential Questions: How do we use a concept map to help organize and brainstorm ideas, paths, and concepts that arise from our chosen section of *The 1619 Project*? **Lesson Objectives:** ➔ Students will engage their meta-cognitive skills and think deeply on a topic. ➔ Students will engage in the inquiry and deliberation process with their peers. ➔ Students will create a concept map that will be the basis for their mini-podcast and infographic.
Lesson Materials & Resources
➔ [Worksheet for this lesson [.pdf]](#) ➔ [Worksheet for this lesson [.docx]](#) ➔ Selected essay(s) from *The 1619 Project* ➔ Students' completed Harvard outlines of their *1619 Project* essay
Lesson Activities
Do Now/Motivation: What is the best way for you to extend or push your thinking? **Activities:** 1. In class or as homework in preparation for this class, students select one quote from the *1619 Project* essay they are exploring. This quote will serve as the anchor for their mini-podcast and infographic project. 2. Students answer the following questions: ➔ Why did you choose this excerpt? ➔ What idea, concepts, history, master narrative v. hidden narrative, people, ideas do you wish to explore, challenge, and/or highlight? Why? Students Think/Pair/Share with their partner. 3. Students complete the concept map in [their worksheet](#), brainstorming themes and ideas related to their chosen quote from the *1619 Project* essay. Here are some example of concept maps created by students at UBUNTU: High School for Law Advocacy & Community Justice in winter 2021-2022: ➔ [Concept map by Kayla](#); [concept map by Ashley](#)

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Day 4: Conducting Research

Lesson Objective(s) or Essential Question(s)

Essential Questions:

➔ How do we research a topic to bring about deeper understanding and analysis?
➔ How do we access community resources to research issues important to our communities?

Lesson Objectives:

➔ Students will research and explore the ideas generated through their concept maps.
➔ Students will have functioning New York Public Library cards.
➔ Students will learn how to conduct a Boolean search.
➔ Students will learn how to use library databases.
➔ Students will learn about peer reviewed articles.

Lesson Materials & Resources

➔ [Worksheet for this lesson [.pdf]](#)
➔ [Worksheet for this lesson [.docx]](#)
➔ [Research PowerPoint presentation [.pptx]](#)

Lesson Activities

Do Now/Motivation:

What does the word *research* mean to you? How do you do research?

Activities:

1. Students listen to and take notes on [PowerPoint given by the school librarian](#). (This PowerPoint was designed by Ms. Teresa Tartaglione, librarian at UBUNTU: High School for Law Advocacy and Community Justice.) In this presentation, students will learn how to properly research on Google and how to use the New York Public Library Databases.

2. Students answer the following questions on their worksheet:

➔ What does Boolean mean?
➔ What is [the CRAAP test](#)?
➔ How do we narrow a Google search for a more refined research experience?
➔ How do we research databases using the New York Public Library website?
➔ Why are peer reviewed articles more reliable?

3. Using the research tools presented, students find two sources to use in their infographics and/or podcasts. At least one should be a peer-reviewed source, and at least one should be an academic source.

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Days 5-6: Creating Infographics

Lesson Objective(s) or Essential Question(s)
Lesson Objective: Students will create an infographic for their chosen text excerpt.

Lesson Materials & Resources
➔ ["How to Make Infographics Using Google Slides"](#) video OR ["How to Create Infographics in Minutes (Canva)"](#) video ➔ Selected essay(s) from *The 1619 Project* ➔ Students' completed Harvard outlines and concept maps

Lesson Activities

Do Now/Motivation:

Why is it important to know how to use technology in order to present/communicate information?

Activities:

1. Decide whether you would like students to create infographics using Canva or Google Slides. As a class, students should watch one of the following tutorials:

➔ ["How to Make Infographics Using Google Slides"](#)
➔ ["How to Create Infographics in Minutes (Canva)"](#)

If students create their infographics in Canva, they may also refer to this [guide for creating infographics in Canva](#). (Note: this guide references some paid features accessible to Canva subscribers. Teachers should assure students that high-quality graphics can be made using the free version of Canva.)

2. Students use class time to complete their infographics. All infographics must have the following elements:

➔ A reference to a peer reviewed article.
➔ A quote from the anchor text.
➔ At least four images.
➔ At least one graph or chart.
➔ Must tell their story creatively.
➔ Be ready to be published to the larger school community.

Students should refer to their Harvard outlines and concept maps to guide their infographic creation.

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Days 7-8: Creating Mini-Podcasts

Lesson Objective(s) or Essential Question(s)
Lesson Objectives: ➔ Students will generate questions to ask family members, community members, and societal stakeholders questions, based on their research. ➔ Students will create their mini-podcast (5-15 minutes).
Lesson Materials & Resources
➔ Students' completed Harvard outlines, concept maps, and infographics ➔ Selected essay(s) from *The 1619 Project*
Lesson Activities
Do Now/Motivation: What is one major takeaway you want people who see your infographic and listen to your mini-podcast to have? **Activities:** 1. Students review their Harvard outlines, concept maps, and completed infographics. From all of this information and note-taking, they should synthesize and write down: ➔ What are the most important themes I want to highlight from my *1619 Project* essay and my related research? 2. Students brainstorm two or more people they would like to interview for their podcast, and why. 3. As a class, in small groups, or individually, students generate questions to ask their interviewees based on their reading, note-taking, and research. These questions should correspond to the important themes they want to highlight from their chosen essay and related research. Here are some example questions brainstormed as a class by students using "Sugar" by Khalil Gibran Muhammad as an anchor text. These questions were crafted by students at UBUNTU: High School for Law Advocacy & Community Justice in winter 2021-2022. 4. Students create a Harvard outline for their podcast. Sub-headers can include their interviewees, and details can include the questions they will ask. 5. Students record their podcasts outside of class, including their interviews and their commentary. To help prepare students to record at home, review the following tips for recording: ➔ Find a private/quiet space.

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➔ Practice what you are going to say before you start to record.
➔ If you are reading from a prepared document, 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.

6. Students edit their podcasts together during class time. Here is a link to a list of software that students can use to record and/or edit together their podcasts, all of which are free or offer free trials at the time of this unit's publication.