

Unit Title	1619 Project Humanities: Research Extension
Unit Length (Timeline and/or number of lessons)	January 3- January 21 2022 (3 weeks)
Grade Level(s)/Subject(s)	7th Grade Humanities
Unit Overview (Write 1-2 paragraphs that share some or all of the following: <i>What themes and essential questions does this unit focus on? What skills will students practice? What is the pedagogical vision underlying the unit? What is the scope and sequence?</i>)	<p>The second half of the module (Unit 2) will give students the opportunity to read 'Born on the Water' by Nikole Hannah-Jones and Renee Watson, reviewing the themes they learned about in Unit 1. Then, they will choose their own project to demonstrate their learning.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does the legacy of slavery still show up today? 2. What would it mean to start our study of American History with the year 1619? Why is that significant? 3. Which stories in history are elevated, and which are hidden? Why?
Objectives & Outcomes (list about 3-5)	<ul style="list-style-type: none"> • I can explain (in writing and speaking) using evidence from my research an answer to ONE of the essential questions above • Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. • Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. • Determine the central ideas or information of a primary or secondary source
Standards	RI 7.1, RI 7.2 (Evidence from the text, summary of the text) SL 7.1 (engage in collaborative discussion). SS.Inq2.a.m, SS.Inq2.b.m, SS.Inq4.a.m, SS.Inq5.a.m, SS.Geog1.a.m, SS.Geog2.b.m, SS.Hist3.b.m
Unit Resources (Star Pulitzer Center Resources)	Resources for having tough conversations: 1619 Pedagogical Best Practices

	Activities to Extend Student Engagement *
Performance Task (Briefly describe the culminating project for your unit, and how students will engage the themes and skills this unit focuses on by completing their performance tasks. Note: Detailed instructions for performance tasks should be included in your daily lesson plans.)	Student-created project-based assessment. Link to Project Packet <i>Other Project inspiration to explore if students want to do their own project:</i> https://pulitzercenter.org/stories/shot-caught-soul https://pulitzercenter.org/stories/after-lockdown-challenges-remain-north-carolinas-ex-offenders https://pulitzercenter.org/stories/analysis-police-misconduct-record-laws-all-50-states https://pulitzercenter.org/builder/lesson/reporting-cultural-genocide-and-legacy-indian-residential-schools?utm_medium=Email&utm_source=MailChimp&utm_campaign=07-07-2021 https://www.nationalgeographic.com/history/article/residential-school-survivors-reflect-on-brutal-legacy-that-could-have-been-me?loggedin=true
Assessment/Evaluation (What tools will you use to assess formative and summative performance tasks for the unit?)	Project Presentations in small groups, with some students being nominated to present their project to parents/community members in support of the work.

Unit Pacing Template

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities (Please include specific instructions from lesson start to close. Share items like guiding questions and rubrics in the materials column)	Lesson Materials (What resources and tools will students need to complete lesson activities?)

Week 1				
Day 1	Chromebooks	Reset Expectations	N/A	N/A
Day 2	Project Packet	I can... Construct meaningful questions that initiate an inquiry.	Introduce the Project And annotate the rubric Read Aloud: Born on the Water	Project Packet
Day 3-4	Project Packet	I can... Construct meaningful questions that initiate an inquiry.	Work day-choosing my Project -Have students spend half of the class choosing a topic/writing a topic of their choice. -Organize students into groups based on project theme/choice	Project Packet
Day 5	Project Packet (checklist)	I can... Construct meaningful questions that initiate an inquiry. I can... Gather and evaluate sources. Develop claims using evidence to support reasoning. Communicate and critique conclusions.	Starting my research In themed groups, students will start completing project checklist individually, but using their peers for support	Project Packet/Chromebook/Internet
Week 2				
Days 6-7	Project Packet and Essay/Podcast for project	I can make progress on project checklist I can check-in with my teacher about my progress	<u>WORK DAY 3 & 4</u>-Checklist completion	Project Packet Chromebook/Internet
Days 8-10	Project Packet and Essay/Podcast for project	I can make progress on project checklist I can check-in with my teacher about my progress	<u>WORK DAY 5</u>-Checklist completion	Project Packet Chromebook/Internet

Week 3				
Day 11-12	Project Packet and Essay/Podcast for project Peer evaluation form	I can present my project to my small group I can evaluate my peers' presentations	WORK DAY (Make up/if finished start practicing presentations in small groups)- Checklist completion	Project Packet Chrome book/Internet Peer Evaluation form
Day 13	Project Packet and Essay/Podcast for project	I can present my project to my small group I can evaluate my peers' presentations	Presentations	Project Packet Chrome book/Internet Peer Evaluation form
Day 14	Project Packet and Essay/Podcast for project	I can present my project to my small group I can evaluate my peers' presentations	Presentations	Project Packet Chrome book/Internet Peer Evaluation form
Day 15	Project Packet and Essay/Podcast for project	I can present my project to my small group I can evaluate my peers' presentations	Presentations	Project Packet Chrome book/Internet Peer Evaluation form

Wisconsin Social Studies Standards addressed:

Inquiry Practices and Processes (all)

1. Construct meaningful questions that initiate an inquiry.
2. Gather and evaluate sources.
3. Develop claims using evidence to support reasoning.
4. Communicate and critique conclusions.
5. Be civically engaged.

History (all)

1. Use historical evidence for determining cause and effect. 2. Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. 3. Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications. 4. Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

Geography (choice 1 and 2)

1. Use geographic tools and ways of thinking to analyze the world. 2. Analyze human movement and population patterns. 3. Examine the impacts of global interconnections and relationships. 4. Evaluate the relationship between identity and place. 5. Evaluate the relationship between humans and the environment.