

UNIT OVERVIEW

Unit Length	Eight weeks, or 30-35 class periods
Grade Level(s)/Subject(s)	Middle school and High School World History
Unit Overview	<p>Reflecting the principles of <i>The 1619 Project</i>, this unit plan aims to critically examine a widely accepted narrative that dominates our national and global subconscious and is reflected in much of society’s thoughts, discourse, and actions. According to this narrative, the culture and institutions of today’s Western Hemisphere* are inherently superior to those of the rest of the world. In many ways, this view may seem uncontroversial. Most adults and children can easily speak to some of the anecdotal indicators that measure a country’s wealth and strength and they will accurately provide many examples that indicate western dominance – U.S. military presence around the world, its perceived economic strength and influence, and the ubiquity of western culture and language. However, many people are not aware of the historic and contemporary factors and events that shaped these outcomes. Therefore, the goals of this unit are for students to...</p> <ul style="list-style-type: none"> <li>● Examine the historical factors that benefitted western nations and people at the expense and exploitation of Black people and other persons of color (compelling question one)</li> <li>● Assess the extent that this exploitation continues today (compelling question two)</li> <li>● Analyze how western culture, values, and beliefs are used to oppress and maintain superiority (compelling question three).</li> </ul> <p>There are many topics and potential lessons that align to these goals, but this unit centers the historic and contemporary link between sugar production, sugar consumption, and oppression throughout students’ exploration of the first two compelling questions as a case study to narrow the size and scope of this unit into manageable and timely lessons. Compelling question one is explored through analyzing the history and rise of the global sugar business, the impact of the sugar business, and the benefactors and victims of the sugar industry.</p>

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

	<p>Compelling question two takes a contemporary look at how models explored in the history of the sugar industry are applied in the world today, and the continued effects of the industry. However, compelling question three extends this study of oppression into another that may seem less obvious to students initially, but that they may ultimately find to still be pernicious. After students examine the primarily economic means by which western nations and corporations established economic dominance, they will conclude the unit by examining cultural means of domination as part of their exploration of compelling question three.</p> <p><i>*Given the ideological, economic, and cultural similarities and connectivity between many North American and Western European nations, this unit implies those regions when it succinctly references the Western Hemisphere.</i></p>
Objectives & Outcomes	<ol style="list-style-type: none"><li>1. Students investigate and explain the historical factors that benefitted western nations and people at the expense and exploitation of Black people and other persons of color.</li><li>2. Students assess the extent to which this exploitation continues today.</li><li>3. Students analyze how western culture, values, and beliefs have been used to oppress and maintain superiority.</li><li>4. Students recognize and challenge varying forms of white supremacy and Western cultural domination.</li><li>5. Students correlate historic and contemporary applications of capitalism with oppression.</li></ol>
Standards	<p>Taken from <a href="#">Learning for Justice's Social Justice Standards</a></p> <p>JU.5 Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.</p> <p>JU.14 Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</p> <p>AC.20 Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</p>

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

Unit Resources	<p><b>Resources for Compelling Question 1: How did the sugar industry oppress indigenous persons from Africa and the Americas and their descendants?</b></p> <p><a href="#">Trailer to the documentary “Fed Up”</a> <a href="#">“Sugar” by Khalil Gibran Muhammad</a> Excerpt of “Sugar” by Khalil Gibran Muhammad from <i>The 1619 Project</i> <a href="#">[.pdf]</a> <a href="#">[.docx]</a> <a href="#">USDA Sugar Background data from the U.S. Department of Agriculture</a> Questions to guide exploration of the USDA Sugar Background resource <a href="#">[.pdf]</a> <a href="#">[.docx]</a> <a href="#">“How Much Sugar Do You Eat?” resource from the Department of Health and Human Services</a> <a href="#">Where does sugar come from? documentary from SciShow Kids</a> <a href="#">“How Sugar Changed the World” by Heather Whipps</a> Accompanying questions for students’ review of maps related to history of sugar cultivation <a href="#">[.pdf]</a> <a href="#">[.docx]</a> and the article <a href="#">“How Sugar Changed the World” by Heather Whipps</a> <a href="#">Map capturing the migration of sugar cultivation from slavevoyages.com</a> <a href="#">Sugar” by Khalil Gibran Muhammad</a> <a href="#">Before cotton, sugar established American reliance on slave labor from PBS Newshour</a> <a href="#">Food and the legacy of slavery podcast from BBC Radio 4</a> <a href="#">Bittersweet: Sugar, Slavery, Empire and Consumerism in the Atlantic World podcast from Dig Podcasts</a> <a href="#">Sugar Manufacture in the Antilles Isles from Learning for Justice</a> <a href="#">How did sugar feed slavery? lesson plan from Learning for Justice</a> Excerpt of “Sugar” by Khalil Gibran Muhammad <a href="#">[.pdf]</a> <a href="#">[.docx]</a> Text-dependent questions <a href="#">[.pdf]</a> <a href="#">[.docx]</a> for <a href="#">Before cotton, sugar established American reliance on slave labor from PBS Newshour</a> Excerpt of “Sugar” by Khalil Gibran Muhammad and text-dependent questions for the excerpt <a href="#">[.pdf]</a> <a href="#">[.docx]</a> <a href="#">The Atlantic Slave Trade: What too few textbooks told you Learning for Justice lesson plan</a>, which includes a portion of a TEDEd lesson <a href="#">Slave Voyages</a>, a digital memorial that, “...raises questions about the largest slave trades in history and offers access to the documentation available to answer them.” Questions to support student-exploration of the Slave Voyages digital resource <a href="#">[.pdf]</a> <a href="#">[.docx]</a> <a href="#">Enslaved People’s work on sugar plantations from The Saint Lauretia Project</a></p> <p><b>Resources exploring compelling questions 2: How has the model for the cultivation of sugar impacted the Western Hemisphere today?</b></p> <p><a href="#">“Poor, Black, and Sick Floridians Battle Big Sugar in Court” by Tony D’Souza</a></p>
----------------	--

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

[“What is Type II Diabetes?” video from Diabetes UK](#)  
[Diabetes and African Americans statistics from the U.S. Department of Health and Human Services](#)  
[Daily average sugar intake table by race and income from Healthy Food America.](#)  
[Facts on Health Disparities and Sugar Drinks from the Center for Science in the Public Interest](#)  
Questions [\[.pdf\]](#) [\[.docx\]](#) for [The Secrets of Sugar- The Fifth Estate from \*CBC News\*](#) ( video clip, 17:40-20:10)  
[“New Study Says Sugar Is Toxic—But These Old Ads Say Otherwise” by Lily Rothman for \*Time\*](#)  
[“8 Insane Vintage Ads That Make Sugar Seem Like A Health Food” by Lauren F. Friedman for \*Business Insider\*](#)  
[Survey questions created by the National Library of Medicine and National Institute of Health about targeted advertising](#)  
[Big Business: Food Marketing and Health of African Americans](#) resource from the African American Collaborative Obesity Research Network and collaborators at the University of Maryland Duke University  
[Facts on Health Disparities and Sugar Drinks resource from the Center for Science in the Public Interest](#)  
[Sugar Cane and Sugar Beets site from the nonprofit Open Secrets](#)  
[Table 2 of the study “The Context for Choice: Health Implications of Targeted Food and Beverage Marketing to African Americans,” which was published by the National Library of Medicine](#)  
Excerpt of “Sugar” by Khalil Gibran Muhammad from *The 1619 Project* [\[.pdf\]](#) [\[.docx\]](#)  
[20-minute video “Genealogist Who Tracks Down Modern-Day Slavery Practices” from \*Vice\*](#)  
[“Importing Slavery” from Food Empowerment Project](#)  
[“Shell makes deal with Cosan in Brazil despite slave labour claims” from the nonprofit Anti-Slavery](#)  
[“Are your tinned tomatoes picked by slave labor?” by Tobias Jones and Ayo Awokoya for \*The Guardian\*](#)  
[1619 podcast, episode 5: “The Land of Our Fathers, Parts 1 & 2”](#)  
[Video: “Nestle to act over child labour in cocoa industry” from \*BBC\*](#)  
[Clip from the \*PBS Frontline\* documentary \*Trafficked in America\*](#)  
Text-dependent questions [\[.pdf\]](#) [\[.docx\]](#) for [20-minute video “Genealogist Who Tracks Down Modern-Day Slavery Practices” from \*Vice\*](#)  
Text-dependent questions [\[.pdf\]](#) [\[.docx\]](#) for [“Importing Slavery” from Food Empowerment Project](#)  
Text-dependent questions [\[.pdf\]](#) [\[.docx\]](#) for [“Shell makes deal with Cosan in Brazil despite slave labour claims” from the nonprofit Anti-Slavery](#)  
[The 1619 Project Podcast Listening Guide](#)

**Resources for exploring compelling question 3: How are Western culture, values, and beliefs enforced around the world, and is that enforcement a form of oppression?**

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

[“White Culture”](#) handout from the training, [Transforming White Privilege: A 21st Century Leadership Capacity](#), ©CAPD, MP Associates, World Trust Educational Services, 2012. This resource was used in a training on racial justice conducted by the city of Seattle for its employees.

[Examining Identity and Assimilation lesson plan](#) from [Learning for Justice Resource from Learning for Justice on methods and tools to teach the resource](#), “[Students will discuss the nature, persistence and impact of the spiritual beliefs and cultures of enslaved people](#)”

[Assimilation or Acculturation? Lesson plan](#) from [PBS Point of View](#) and [documentary clips for the lesson](#)

[Assimilation Simulation lesson plan](#) from educator [Amanda Borow](#)

[What was the purpose of the Carlisle Indian Industrial School?](#) lesson plan from Stanford History Education Group

- Document A: Newspaper Excerpt [\[.pdf\]](#) [\[.docx\]](#)
- Lesson plan [\[.pdf\]](#) [\[.docx\]](#)
- Slides [\[.pdf\]](#) [\[.ppt\]](#)

[“What is Cultural Appropriation”](#) video from the web series [Origin of Everything](#) produced by PBS (:57-1:48)

The guest blog, [“Addressing Cultural Appropriation in the Classroom: Tools and Resource”](#) in [Education Week](#) by Jason Papallo and M’Liss DeWald, two staff members at the [National Conference for Community Justice](#)

[“Keeping Up with the Kardashians Is Ending. But Their Exploitation of Black Women’s Aesthetics Continues”](#) by Cady Lang for [Time](#) magazine

[“The Birth of American Music”](#) by Wesley Morris and/or the related [1619 podcast, episode 3: “The Birth of American Music”](#)

[TikTok Influencer Of Color Faced ‘Frustrating’ Obstacle Trying To Add The Word ‘Black’ To His Creator Marketplace Bio](#) by Abram Brown for [Forbes](#)

[“Black TikTok creators are on strike to protest a lack of credit for their work”](#) by Sharon Pruitt Young for [NPR](#) can introduce students to the [Black TikTok Strike](#)

[“Tik Tok’s Black Creators Go on Strike”](#) Kalhan Rosenblatt for [NBC News](#).

Discussion strategies for exploring case studies about cultural appropriation [\[.pdf\]](#) [\[.docx\]](#)

Text-dependent questions [\[.pdf\]](#) [\[.docx\]](#) for [“Keeping Up with the Kardashians Is Ending. But Their Exploitation of Black Women’s Aesthetics Continues”](#) by Cady Lang for [Time](#) magazine

Text-dependent questions for videos exploring accusations of cultural appropriation in the fashion industry [\[.pdf\]](#) [\[.docx\]](#)

Excerpt of [“Popular Music”](#) by Wesley Morris and text-dependent questions [\[.pdf\]](#) [\[.docx\]](#)

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

Text-dependent question [\[.pdf\]](#) [\[.docx\]](#) for resources from *NPR*, *NBC News*, and *Forbes* on strikes by Black creators on Tik-Tok

[Background lesson plans on imperialism and globalization from the Origins program at Ohio State University](#)

[Video from an NBC local news affiliate KTAL news in Shreveport, Louisiana about protests against a sagging pants ordinance](#)

[Lesson plan, “Hair, Identity, and Bias” from the Anti-Defamation League](#)

[“Here are some of the best reactions to Turkey Leg Hut’s new dress code” by Shelby Stewart for the Houston Chronicle](#)

Text-dependent questions [\[.pdf\]](#) [\[.docx\]](#) for [“Here are some of the best reactions to Turkey Leg Hut’s new dress code” by Shelby Stewart for the Houston Chronicle](#)

Video, [“Outrage after high school wrestler forced to cut his hair” from ABC News](#)

Text-dependent questions [\[.pdf\]](#) [\[.docx\]](#) for the video, [“Outrage after high school wrestler forced to cut his hair” from ABC News](#)

The lesson plan, [“The School-to-Prison Pipeline” by Joseph A. Scarpa from Montclair University](#)

The blog, [“Requiring Students to Walk in Straight Lines, a punitive measure or effective management?” from EdLanta](#)

[“Standardizing Imperialism” by Christine Sleeter for the nonprofit Rethinking Schools](#)

Text-dependent questions [\[.pdf\]](#) [\[.docx\]](#) for [“Standardizing Imperialism” by Christine Sleeter for the nonprofit Rethinking Schools](#)

The article and video, [“Boston Schools Have Vowed to Combat ‘Racist’ Maps. Experts Want a Better Geography Curriculum” by Kevin Mahnken for \*The 74th\*](#)

Discussion questions [\[.pdf\]](#) [\[.docx\]](#) for the video, [“Privilege Explained” produced by podcaster and blogger Jay Shetty](#)

The lesson plan, [“Talking about Race and Privilege” from the National Association of School Psychologists](#)

The lesson plan, [“The History of Minstrel Shows and Jim Crow” from the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University](#)

CBS Sunday Morning piece, [“Blackface, a cultural history of a racist art form,” by Maurice Dubois](#)

[This video](#) from *The Guardian* combines interview excerpts with Robin DiAngelo and pop culture video segments to introduce the term “white fragility” and explore how white fragility reinforces racism.

Text-dependent questions [\[.pdf\]](#) [\[.docx\]](#) for the article, [“The lengthy history of white politicians wearing blackface — and getting a pass” by Cleve R. Wootson Jr. for \*The Washington Post\*](#)

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

Performance Task	<p><b>Note:</b> The summative performance task options described below should be implemented at the conclusion of the unit, following student completion of the formative assessments for all three compelling questions. However, the teacher should actually introduce the performance task, along with the essential question, at the beginning of the unit. This will help frame for students what they are working towards with the completion of every individual lesson and compelling question. The teacher may also periodically build in time and opportunities for students to record their evolving thoughts and evidence on the essential question for the unit. This will not only support them in their completion of the performance task at the end of the unit, but it will also help smooth the transition from the final compelling question and formative assessment to the performance task.</p> <p>The writers of this unit created three different options for the performance task that all share common goals.</p> <p><b>Goal:</b> The goals of this performance task are for students to:</p> <ol style="list-style-type: none"><li>1. Recognize and challenge varying forms of white supremacy and Western cultural domination.</li><li>2. Describe the historic and current links that exist between capitalism and oppression.</li></ol> <p><b>Performance Task Option 1</b></p> <p><b>Role:</b> Students will assume the role of a grassroots organization that seeks to educate Black individuals and families throughout the Americas and create action on issues of financial and cultural dominance perpetuated in the Western Hemisphere.</p> <p><b>Audience:</b> The target audience represents Black families in America.</p> <p><b>Situation:</b> In an attempt to dismantle systems that uphold oppression, students will work in groups to simulate a grassroots organization that has determined that the best course of action is to create a protest that informs Black communities on the ways that resources like sugar have benefitted some while oppressing others both in the past and in present-day. Students then develop a call to action that encourages a boycott of specific sugar brands and provides healthy alternative sweeteners.</p> <p><b>Product/Performance:</b> The final product will be the creation of an action plan that describes what is required to plan and simulate a protest around their school campus. Students will work in groups of five and will be assigned one of the following roles:</p>
------------------	---

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

- **Speaker:** The face and spokesperson of the grassroots organization.
- **Artist:** Responsible for creating art (posters, poems, songs, commercials)
- **Historian:** In charge of taking pictures or recording video(iPad)
- **Statistician:** Responsible for collecting data
- **Social Media/Organizer:** Responsible for branding, advertising, and promoting the protest.

The action plan for this protest will include:

- Stated goals and objectives
- Means to accomplish goals and objectives
- Required resources and personnel
- Advanced planning for the action
- Agenda for the protest with minute-by-minute planning
- Descriptions or samples of materials that will be utilized

### Performance Task Option 2

**Role:** Students will assume the roles of producers, directors, writers, and historians to research and plan a documentary that highlights the challenges faced by marginalized communities as they try to preserve their culture throughout history. Students will show how cultures have been marginalized, and how marginalized cultures have been adapted and sold to mainstream audiences without benefiting the people who created the cultures.

**Audience:** PBS, National Geographic, The History Channel, Discovery, BET, and other Public Entities who represent marginalized communities and produce documentary films.

**Situation:** While students are learning that people have a history of exchanging cultural practices, they will work to exhibit how certain cultural practices that originate from certain communities are being exploited by others. Students will show how Western cultures have been influenced by outside entities, and how western culture capitalizes off of the monetization of the cultural practices from other cultures. Students will also show how the communities whose cultures have been appropriated have been oppressed for expressing that culture throughout history. The exhibition of this practice is done in hopes to bring awareness to not only the students themselves, but to the mainstream audiences that digest and invest in the appropriation of marginalized cultures.

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

	<p><b>Product/Performance:</b> Students will create a documentary that highlights the origin of appropriated and oppressed cultures, beginning with cultural practices adopted and restricted by Western Europeans in Mid Century Europe/America (ex: Covering of black women’s hair during Chattel Slavery- the increased popularity of cornrows in high fashion), and they will show how this practice of appropriating cultures has progressed to modern-day appropriation by contemporary artists and other public figures and institutions.</p> <p><b>Performance Task Option 3</b></p> <p><b>Role:</b> Students will assume the role of social activists who seek to educate Black individuals and families throughout the Americas and create actions on the issues of financial and cultural dominance perpetuated in the Western Hemisphere.</p>
Assessment/Evaluation	<p><b>Formative Assessment #1</b> (To be implemented upon completion of all compelling question 1 lessons)</p> <ul style="list-style-type: none"><li>• Students list reasons for and against sugar corporations that used enslaved labor having to pay reparations to the descendants of those people. Time permitting, students may then turn their list into brief letters to members of Congress that advocate for or against paying reparations.</li></ul> <p><b>Formative Assessment #2</b> (To be implemented upon completion of all compelling question 2 lessons)</p> <ul style="list-style-type: none"><li>• Students identify causes and corresponding effects of sugar’s impact on the Western Hemisphere. Students can then determine the most significant effect, and provide reasoning. Time permitting, students can create a billboard advertisement highlighting their position on the lasting impact of the sugar industry. The billboard should provide data to substantiate the arguments made on the billboard.</li></ul> <p><b>Formative Assessment #3</b> (To be implemented upon completion of all compelling question 3 lessons)</p> <ul style="list-style-type: none"><li>• Students will identify current examples of ways that western culture, values and beliefs are enforced in society and mass media. Students then develop and support a series of claims over whether or not these are forms of oppression. Time permitting, students may design a basic plan for a documentary that highlights the origin and evolution of cultures that have been appropriated and oppressed.</li></ul> <p><b>Summative Assessment</b> For the performance task, teachers should build a rubric <a href="#">[.pdf]</a> <a href="#">[.docx]</a> based on the following descriptions.</p>

**Performance Task Option 1**

A successful protest (group project)

- **Speaker:** Record video of speech bringing awareness to the community about an injustice centered around an issue we discussed.
- **Artist:** Must produce two forms of art that capture the message you are bringing to the intended audience
- **Historian:** Must produce a short documentary/photo slideshow of your group’s activism.
- **Statistician:** Must collect and present signatures for petition/assembly.
- **Social Media/Organizer:** Must create \_\_\_ posts/tweets that are seen, liked, or shared at least \_\_\_ times.

**Performance Task Option 2**

The documentaries shall:

- Inform viewers of the historical relevance of Western cultures appropriating and capitalizing off of cultures created by communities that have been marginalized.
  - Inform viewers of how historically marginalized communities rarely profit from the ways that their cultures have been appropriated.
  - Inform viewers of the impact of cultural appropriation
1. The documentaries will be judged by a rubric that highlights...
    - the depth of historical content shown in the film, and how the students were able to tie the history of cultural appropriation to modern-day occurrences (ex: Minstrel Shows v. Black Face worn by public figures or the appropriation of sound and performance from Black artists by White artists)
    - How well documentaries expose the ways that historically marginalized communities and their cultures are exploited, and capitalized upon.

The documentaries will encourage students to do research on multiple cultures and show how those cultures are experienced through multiple perspectives.

**Performance Task Option 3**

Videos should be evaluated using a rubric that analyzes how well videos to the following:

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

- |  |  |
|--|--|
|  | <ol style="list-style-type: none"><li>1. Inform viewers on the history of the increased desire for sugar, which led to the oppression of Black populations in the past and present.</li><li>2. Include and explain the significance of at least two specific data points relating to sugar and health disparities, or economic and political activity by sugar corporations.</li><li>3. Include a call to action/boycott of at least two specific sugar brands.</li><li>4. Provide at least two alternative options for sweeteners.</li><li>5. Present information and arguments in a creative, accurate and compelling way.</li></ol> |
|--|--|

UNIT PACING/DAILY LESSONS

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 1</i>				
Compelling Question 1: How did the sugar industry oppress indigenous persons from Africa and the Americas and their descendants?				
Day 1	<p><a href="#">Trailer to the documentary "Fed Up"</a></p> <p>Excerpt of "Sugar" by Khalil Gibran Muhammad from <i>The 1619 Project</i> [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p>	<p>Compelling Question1, Supporting Question 1:</p> <p>Who in the world today benefits from the production of sugar and how?</p>	<p><u>Potential Hook</u></p> <ul style="list-style-type: none"> <li>As a possible hook to the unit and this first lesson, educators can share the <a href="#">trailer to the documentary "Fed Up,"</a> which introduces the dangers and dependency on sugar that the world faces. Teachers would need to explain that this unit will explore the negative impacts of sugar on Black Americans specifically, and how the sugar industry has enriched nations in the Western Hemisphere for over 300 years.</li> </ul> <p><u>Potential Material</u></p> <ul style="list-style-type: none"> <li><a href="#">This excerpt</a> of "Sugar" by Khalil Gibran Muhammad from <i>The 1619 Project</i> describes the production of sugar today, and historically, and the vast amount</li> </ul>	<p><a href="#">USDA Sugar Background data from the U.S. Department of Agriculture</a></p> <p>Questions to guide exploration of the USDA Sugar Background resource [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p>

			<p>of wealth generated from sugar production. While reading, students can annotate or record the amount of money generated today, and who seems to be the primary recipients of that wealth. Annotation directions are included. Modified reading levels may be available <a href="#">through Newsela</a>.</p> <p><u>Additional Resource:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">USDA Sugar Background</a> includes key facts and data points re: sugar production that teachers may pull to create observation, analysis, and inference questions for students. Students can read the section title titled “U.S. Sugar Production and answer questions such as <a href="#">these</a>.</li> </ul> <p><u>Optional Activity:</u>  <i>Students may create a news report based on the supporting question using the provided resources.</i></p>	
3-5 days	<p><a href="#">“How Much Sugar Do You Eat?” resource from the Department of Health and Human Services</a></p>	<p>Compelling Question1,          Supporting Question 2:          How is sugar made and where does it come from?</p>	<p><b>Suggested implementation:</b>  <i>Teachers may compile and organize information from the provided sources into stations that students rotate</i></p>	<p>Resource to analyze data on sugar production <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p> <p>Accompanying questions for students’ review of maps</p>

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

	<p><a href="#">Where does sugar come from? documentary from SciShow Kids</a></p> <p><a href="#">“How Sugar Changed the World” by Heather Whipps</a></p>		<p><i>through in order to answer the essential question.</i></p> <p><u>Text Sources</u></p> <ul style="list-style-type: none"><li>• The <a href="#">“How Much Sugar Do You Eat?”</a> resource from the Department of Health and Human Services describes the popularity of sugar and how much sugar Americans consume per year. Students can read through the infographic and complete an activity such as a <b>3-2-1</b> (3 new facts they learned, 2 implications for their own life, and 1 change in their lifestyle they can commit to based on what they learned.)</li></ul> <p><u>Videos</u></p> <ul style="list-style-type: none"><li>• <a href="#">Where does sugar come from?</a> is a three-minute video from SciShow Kids that describes how sugar is made. Teachers can use the video to teach the sugar production process, identify environments ideal for cultivating sugarcane, and lead students to speculate the labor that is required to produce sugar.</li></ul> <p><u>Maps and Data Sources</u></p> <ul style="list-style-type: none"><li>• <a href="#">Sugar Production and Consumption by Country</a> (data</li></ul>	<p>related to history of sugar cultivation <a href="#">[.pdf]</a> <a href="#">[.docx]</a> and the article <a href="#">“How Sugar Changed the World”</a> by Heather Whipps</p> <p><a href="#">Map capturing the migration of sugar cultivation from slavevoyages.com</a></p>
--	---	--	---	---

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

			<p>from Statista) reveals the countries that produce the most sugar in the world today and how much sugar they consume. Students may use <a href="#">this resource</a> to analyze data with observations and inferences.</p> <ul style="list-style-type: none"> <li>• <a href="#">Map 1</a> and <a href="#">Map 2</a> show where sugarcane originated and spread.</li> <li>• Students can compare this information with sugar production today and then <a href="#">read how sugar spread to the Western Hemisphere</a>. Students may answer <a href="#">these accompanying questions</a>. <a href="#">This additional map</a> from Slave Voyages may also be used.</li> </ul>	
3-5 days	<p><a href="#">“Sugar” by Khalil Gibran Muhammad</a></p> <p><a href="#">Before cotton, sugar established American reliance on slave labor from PBS Newshour</a></p> <p><a href="#">Food and the legacy of slavery podcast from BBC Radio 4</a></p> <p><a href="#">Bittersweet: Sugar, Slavery, Empire and Consumerism in</a></p>	Compelling Question <sup>1</sup> , Supporting Question 3: How did sugar production feed slavery?	<p><b>Implementation:</b> <i>Teachers may elect to implement the full C3 inquiry, including the introduction, sources, and formative and summative assessments. The teacher may also select specific resources for either an alternate lesson or condensed inquiry. Teachers may also choose to use any of the additional resources as a supplement or supplement.</i></p> <p><b>Existing Lesson Plan and Inquiry:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">How did sugar feed slavery?</a> is a C3 inquiry from Learning for</li> </ul>	<p><a href="#">How did sugar feed slavery?</a> Lesson plan</p> <p>Excerpt of “Sugar” by Khalil Gibran Muhammad [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p> <p>Text-dependent questions [<a href="#">.pdf</a>] [<a href="#">.docx</a>] for <a href="#">Before cotton, sugar established American reliance on slave labor</a> from <i>PBS Newshour</i></p>

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

	<p><a href="#">the Atlantic World podcast from Dig Podcasts</a></p> <p><a href="#">Sugar Manufacture in the Antilles Isles from Learning for Justice</a></p>		<p>Justice that includes all required resources, materials, and guiding questions. This inquiry can also answer the supporting question below. <b>Note: This inquiry is designed for ES/MS. HS teachers may choose to increase rigor by substituting resources and/or tasks.</b></p> <p><u>Additional Potential Material:</u></p> <p><i>Text Sources</i></p> <ul style="list-style-type: none"><li>• <a href="#">Excerpt of “Sugar” by Khalil Gibran Muhammad</a> from <i>The 1619 Project</i> describes the conditions of enslaved persons working in sugar cane plantations and mills. Annotation directions are included.</li><li>• Strategies like <a href="#">S-I-T</a> or <a href="#">Graffiti Boards</a> may help students process the difficult material and can be used before, during, or after the readings.</li><li>• Modified reading levels may be available <a href="#">through Newsela</a>.</li></ul> <p><i>Podcasts and Videos</i></p> <ul style="list-style-type: none"><li>• <a href="#">Before cotton, sugar established American reliance on slave labor</a> is a seven-minute interview with</li></ul>	
--	--	--	--	--

			<p>Khalil Gibran Muhammad, author of the sugar article in <i>The 1619 Project</i>. Muhammad explains how American sugar production cemented slavery within the U.S. economy -- and how its legacy endures. Text-dependent questions are included <a href="#">here</a> for <a href="#">Before cotton, sugar established American reliance on slave labor</a> from PBS <i>Newshour</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Food and the legacy of slavery</a> is a podcast that investigates the hidden story of slavery in our food.</li> <li>• <a href="#">Bittersweet: Sugar, Slavery, Empire and Consumerism in the Atlantic World</a> is a podcast that aligns to the supporting question.</li> </ul> <p><i>Illustrations</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Sugar Manufacture in the Antilles Isles</a> from Learning for Justice includes an illustration from the Library of Congress depicting a scene in which enslaved people are working on a sugar mill in the Antilles. The resource also includes written commentary for the photo by Charles de Rochefort. Text-dependent questions are included.</li> </ul>	
--	--	--	---	--



Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 2</i></p> <p>Continuing to Explore Compelling Question 1:            How did the sugar industry oppress indigenous persons from Africa and the Americas, and their descendants?</p>				
2-3 days	<p><a href="#">Enslaved People's work on sugar plantations from The Saint Lauretia Project</a></p> <p>Excerpt of "Sugar" by Khalil Gibran Muhammad from <i>The 1619 Project</i> <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>	<p>Compelling Question1, Supporting Question 4: How did the sugar trade reinforce inequalities throughout the Western Hemisphere?</p>	<p>Students engage with the compelling question by examining a combination of the resources below.</p> <p><u>Potential Material:</u></p> <p><i>Text Sources</i></p> <ul style="list-style-type: none"> <li>• <a href="#">This excerpt</a> of "Sugar" by Khalil Gibran Muhammad from <i>The 1619 Project</i> describes wealth generated from sugar throughout colonial America. Text-dependent questions are included. Modified reading levels may be available <a href="#">through Newsela</a>.</li> <li>• The article, "<a href="#">Enslaved People's work on sugar plantations</a>" from the University of Glasgow's Saint Lauretia Project describes the conditions in which enslaved people on sugar plantations lived and worked. As the piece points</li> </ul>	<p>Excerpt of "Sugar" by Khalil Gibran Muhammad and text-dependent questions for the excerpt <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p> <p><a href="#">The Atlantic Slave Trade: What too few textbooks told you</a> Learning for Justice lesson plan, which includes a portion of a TEDEd lesson</p> <p><a href="#">Slave Voyages</a>, a digital memorial that, "...raises questions about the largest slave trades in history and offers access to the documentation available to answer them."</p> <p>Questions to support student-exploration of the Slave Voyages digital resource <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>

			<p>out, primary source <a href="#">lithographs and illustrations</a> of sugar cultivation and production are unreliable given the illustrator and their motive. As an activity, students can compare the text descriptions with the images, point out differences, assess accuracy, and make inferences re: the motives behind the way the lithographs were created.</p> <p><i>Podcasts and Videos</i></p> <ul style="list-style-type: none"><li>• <a href="#">The Atlantic Slave Trade: What too few textbooks told you</a> is a portion of a TEDEd lesson that includes a six-minute video with text-dependent questions from Learning for Justice.</li></ul> <p><i>Digital Sources</i></p> <ul style="list-style-type: none"><li>• <a href="#">Slave Voyages</a> is a digital memorial that “raises questions about the largest slave trades in history and offers access to the documentation available to answer them.” Key resources include <a href="#">maps</a>, a <a href="#">3-D video of a slave ship</a>, <a href="#">estimates of the numbers of persons who embarked and disembarked</a> on slave ships that can be viewed by year, flagship country, and disembarkation region, and a</li></ul>	
--	--	--	--	--

			<p><a href="#">time-lapse that displays</a> the movement of people across the Atlantic.</p> <ul style="list-style-type: none"> <li>Teachers may use the database for students to investigate and answer <a href="#">questions</a> that are presented to them or that they themselves create. Additional resources include an Intra-American Database that shows the movement of people within the Western Hemisphere, an African Names Database, and Image Galleries.</li> </ul>	
1 day		<p>Compelling Question1 formative assessment:                  How did the sugar industry oppress indigenous persons from Africa and the Americas and their descendants?</p>	<p><b><u>Formative Assessment #1:</u></b>                  Students list reasons for and against sugar corporations that used enslaved labor having to pay reparations to the descendants of people who were enslaved on sugar plantations. The lists should incorporate details from the resources explored in the previous lessons.</p> <p>Time permitting, students may then turn their list into a brief letter to members of Congress that advocates for or against paying reparations.</p>	

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 3 and 4</i>				
Compelling Question 2: How has the model for the cultivation of sugar impacted the Western Hemisphere today?				
2-3 days	<p><a href="#">“Poor, Black, and Sick Floridians Battle Big Sugar in Court” by Tony D’Souza</a></p> <p><a href="#">“What is Type II Diabetes?” video from Diabetes UK</a></p> <p><a href="#">Diabetes and African Americans statistics from the U.S. Department of Health and Human Services</a></p> <p><a href="#">Daily average sugar intake table by race and income from Healthy Food America</a></p> <p><a href="#">Facts on Health Disparities and Sugar Drinks from the Center for Science in the Public Interest</a></p>	<p>Compelling Question 2, Supporting Question 1:</p> <p>What impact has sugar had on the health of Black communities in the Western Hemisphere?</p>	<p><u>Suggested Implementation for this compelling question:</u> Exploration of this supporting question is broken up into two min-lessons. Teachers may design a performance task for these mini-lessons that requires groups of students to create a one-minute Public Service Announcement, or a one-page flyer, that informs targeted groups of the dangers of sugar consumption and provides alternative nutritional options for sugar. Students should include and explain supporting and relevant data. They should also utilize information from the unit to demonstrate historical connections between the negative impacts of sugar on various communities and the growth of the sugar industry in the U.S.</p> <p><b>Day 1: Environmental impacts of sugar production</b></p> <p><u>Potential Hook:</u></p>	

			<p><i>What would you do?:</i> Students are presented with the following scenario. They then engage in a <a href="#"><i>Think, Pair, Share</i></a> using the questions following each scenario in order to generate a class discussion about each scenario.</p> <p>Scenario: Imagine that you live in a small community located near a car factory that has employed most of your family and friends for several generations. You’ve seen your loved ones able to purchase small homes and vehicles, send their children to community college, etc as a result of their jobs. You’ve also seen members of your family and community suffer from health issues as a result of the old-school methods that emit pollution from the factory and into the atmosphere surrounding the town. The car factory claims that the air quality is safe, and attempts to convince local lawmakers of the same, despite evidence of sickened community members.</p> <ul style="list-style-type: none"> <li>o What is the issue?</li> <li>o What is at stake for the community? The company?</li> <li>o What should your community do to resolve this issue? Why?</li> </ul> <p><u>Resource for Day 1:</u></p>	
--	--	--	--	--

			<p><a href="#">“Poor, Black, and Sick Floridians Battle Big Sugar in Court”</a> a news article that details a very recent class action lawsuit filed mostly by African-American community members who reside near sugarcane fields in Western Palm Beach County, FL. The lawsuit claims that the annual burning of the sugar stalks result in numerous respiratory illnesses that impact the members of these economically disadvantaged communities. Teachers may elect to facilitate a discussion that consider the following:</p> <ul style="list-style-type: none"> <li>● What is the basis of the lawsuit?</li> <li>● Why would some community members speak out against the lawsuit?</li> <li>● What evidence from the text supports the theory that race and economic status play a key role in this issue?</li> <li>● What can the residents do to further their cause? What can we do to assist?</li> </ul> <p><b>Day 2: Health impacts of sugar production</b></p> <p><u>Resources:</u>  <a href="#">“What is Type II Diabetes?” video from Diabetes UK</a> - This video details the causes and effects of Type II diabetes and preventative measures to reduce the</p>	
--	--	--	---	--

			<p>risk. Teachers may use this video to provide background information on diabetes and elicit a discussion that may connect their experiences to the topic.</p> <p><u>Data Analysis:</u>        Students use the <a href="#">Say, Mean, Matter</a> strategy to analyze various statistics in order to make sense of the impact of diabetes on African American communities, and the role that sugar has played in increasing the prevalence of Type II diabetes.</p> <ul style="list-style-type: none"> <li>• <a href="#">Diabetes and African Americans:</a>          This site from the U.S. Department of Health and Human Services compares diabetes diagnosis rates, death rates, and complication and hospitalization rates of Black, white and Hispanic people in the United States.</li> <li>• <a href="#">Daily average sugar intake table by race and income from Healthy Food America.</a></li> <li>• <a href="#">Facts on Health Disparities and Sugar Drinks from the Center for Science in the Public Interest:</a>          This one-page summary includes facts and statistics on economic and intentional social factors that contribute to disparities within the Black and Hispanic</li> </ul>	
--	--	--	---	--

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

			communities as related to sugar consumption and health risks.	
2 days	<p><a href="#">“New Study Says Sugar Is Toxic—But These Old Ads Say Otherwise” by Lily Rothman for <i>Time</i></a></p> <p><a href="#">“8 Insane Vintage Ads That Make Sugar Seem Like A Health Food” by Lauren F. Friedman for <i>Business Insider</i></a></p> <p><a href="#">Survey questions created by the National Library of Medicine and National Institute of Health about targeted advertising</a></p> <p><a href="#">Big Business: Food Marketing and Health of African Americans resource from the African American Collaborative Obesity Research Network and collaborators at the University of Maryland Duke University</a></p> <p><a href="#">The Secrets of Sugar- The Fifth Estate from <i>CBC News</i> (video clip, 17:40- 20:10)</a></p>	<p>Compelling Question 2, Supporting Question 2:</p> <p>How have advertising and politics impacted sugar consumption in Black communities?</p>	<p>Students explore supporting question 2 for this compelling question by engaging with two mini-lessons. Potential structures and resources for the mini-lessons are outlined below:</p> <p><u>Potential hook(s):</u></p> <p><b>Day 1</b> Students review the articles, <a href="#">“New Study Says Sugar Is Toxic—But These Old Ads Say Otherwise”</a> from <i>Time</i> and <a href="#">“8 Insane Vintage Ads That Make Sugar Seem Like A Health Food”</a> from <i>Business Insider</i>. Both articles provide images of ads that previously misled consumers about the impact of sugar on the body.</p> <p>Working in groups, students analyze several images in order to identify and explain misinformation presented in each. Students then discuss their findings as a class. Students should then consider the following:</p> <ol style="list-style-type: none"> <li>1. What is the purpose of each ad and who is each ad targeting?</li> <li>2. What is the intended message of each ad?</li> <li>3. What groups of people do these ads impact? How?</li> </ol>	<p>Questions for <a href="#">The Secrets of Sugar- The Fifth Estate from <i>CBC News</i></a> ( video clip, 17:40-20:10) <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

	<p><a href="#">Facts on Health Disparities and Sugar Drinks resource from the Center for Science in the Public Interest</a></p> <p><a href="#">Sugar Cane and Sugar Beets site from the nonprofit Open Secrets</a></p> <p><a href="#">Table 2 of the study “The Context for Choice: Health Implications of Targeted Food and Beverage Marketing to African Americans,” which was published by the National Library of Medicine</a></p>		<p><b>Day 2</b> Teachers can elect to present students with youth and/or adult <a href="#">survey questions created by the National Library of Medicine and National Institute of Health about targeted advertising</a> in order to stimulate a classroom discussion about how targeting advertising is connected to sugar consumption.</p> <p><u>Possible Lessons:</u></p> <p><b>Day 1: Advertising</b></p> <ul style="list-style-type: none"><li>● <b>Advertising:</b> The resource <a href="#">Big Business: Food Marketing and Health of African Americans</a> from the African American Collaborative Obesity Research Network and collaborators at the University of Maryland Duke University discusses the four P’s of advertising (product, price, promotion, and placement) and how each is used to influence Black consumers.</li><li>● This resource can be explored as part of a jigsaw activity that requires student groups to explain one of the four P’s to their classmates, and how that marketing strategy has been used</li></ul>	
--	--	--	---	--

			<p>to advertise sugar to Black communities.</p> <p><b>Day 2: Politics</b></p> <ul style="list-style-type: none"><li>• Students review the YouTube video clip, <a href="#">The Secrets of Sugar- The Fifth Estate</a> ( video clip, 17:40- 20:10) from <i>CBC News</i>, which details the sugar industry’s involvement in quelling scientific studies that may have identified sugar as a life-altering substance that results in failing health for those who regularly consume specific products.<ul style="list-style-type: none"><li>◦ Teacher may wish to pose <a href="#">these questions</a> in order to generate a discussion.</li></ul></li><li>• Students review the <a href="#">Sugar Cane and Sugar Beets</a> site from the nonprofit Open Secrets, which details the contributions of specific sugar companies to U.S. political parties and members of Congress.<ul style="list-style-type: none"><li>◦ Teachers may encourage students to individually explore data, or preselect several infographics for student analysis. Students can use the <a href="#">Notice and Wonder</a> strategy to help draw conclusions about the involvement and</li></ul></li></ul>	
--	--	--	---	--

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

			<p>influence that the sugar industry has had on American politics.</p> <p><b>Other Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Facts on Health Disparities and Sugar Drinks resource from the Center for Science in the Public Interest:</a> The last section of this one-page summary includes facts and statistics on the beverage industry’s intentional targeting of low-income and minority consumers.</li> <li>• Teachers may engage students in exploring data points from Table 2 of the study <a href="#">“The Context for Choice: Health Implications of Targeted Food and Beverage Marketing to African Americans,”</a> published by the National Library of Medicine.</li> </ul>	
2 days	<p>Excerpt of “Sugar” by Khalil Gibran Muhammad from <i>The 1619 Project</i> <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p> <p><a href="#">20-minute video “Genealogist Who Tracks Down Modern-Day Slavery Practices” from Vice</a></p>	<p>Compelling Question 2, Supporting Question 3:</p> <p>How does the production and consumption of sugar in the modern world still contribute to injustice and inequality?</p>	<p><b>Implementation:</b></p> <p>Students engage with supporting question 3 of compelling question 2 by exploring the following resources on their own or in small groups.</p> <p>Teachers may design an abridged mini-research lesson as a part of this exploration in which small groups of students are provided with</p>	<p>Text-dependent questions for 20-minute video <a href="#">“Genealogist Who Tracks Down Modern-Day Slavery Practices”</a> from <i>Vice</i> <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p> <p>Text-dependent questions for <a href="#">“Importing Slavery” from Food Empowerment Project</a> <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

<p><a href="#">“Importing Slavery” from Food Empowerment Project</a></p> <p><a href="#">“Shell makes deal with Cosan in Brazil despite slave labour claims” from the nonprofit Anti-Slavery</a></p> <p><a href="#">“Are your tinned tomatoes picked by slave labor?” by Tobias Jones and Ayo Awokoya for <i>The Guardian</i></a></p> <p><a href="#">1619 podcast, episode 5: “The Land of Our Fathers, Parts 1 &amp; 2”</a></p> <p><a href="#">Video: “Nestle 'to act over child labour in cocoa industry” from <i>BBC</i></a></p> <p><a href="#">Clip from the <i>PBS Frontline</i> documentary <i>Trafficked in America</i></a></p>		<p>teacher-selected materials and excerpts that will guide them in answering the supporting question. Students will then have the opportunity to demonstrate understanding through a creative and collaborative group effort. A suggested project is outlined below.</p> <p><b>Potential Material for Student Research (use for day 1 of lesson)</b></p> <p><i>Text Sources</i></p> <ul style="list-style-type: none"><li>• <a href="#">This excerpt</a> of “Sugar” by Khalil Gibran Muhammad from <i>the 1619 Project</i> describes the challenges faced by how many formerly enslaved people (and their descendants) following the abolition of slavery. Modified reading levels may be available <a href="#">through Newsela</a>.</li><li>• Students can follow up the reading by watching the 20-minute video <a href="#">“Genealogist Who Tracks Down Modern-Day Slavery Practices”</a> from <i>Vice</i> that highlights the work of a genealogist in Louisiana who records ways that slavery continued after the Civil War and tracks down cases of modern slavery. Text-dependent questions are included <a href="#">here</a>.</li></ul>	<p>Text-dependent questions for <a href="#">“Shell makes deal with Cosan in Brazil despite slave labour claims”</a> from the nonprofit Anti-Slavery <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p> <p><a href="#">The 1619 Project Podcast Listening Guide</a></p>
---	--	---	--

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

			<ul style="list-style-type: none"><li>• This brief article, “<a href="#">Importing Slavery</a>” from Food Empowerment Project, explores how countries like the United States have a history of supporting and doing business with companies that use modern slave labor. Text-dependent questions are included <a href="#">here</a>.</li><li>• This article, “<a href="#">Shell makes deal with Cosan in Brazil despite slave labour claims</a>” from the nonprofit Anti-Slavery describes a 2010 multi-billion dollar deal between the oil giant Royal Dutch Shell Company and a sugar producer that has been accused of using slave labor. Text-dependent questions are included <a href="#">here</a>.</li><li>• The article, “<a href="#">Are your tinned tomatoes picked by slave labor?</a>” by Tobias Jones and Ayo Awokoya for <i>The Guardian</i> describes the use Eastern European and African immigrants as slave laborers in Italy.</li></ul> <p><i>Podcast</i></p> <ul style="list-style-type: none"><li>• <a href="#">1619 podcast, episode 5: “The Land of Our Fathers, Parts 1 &amp; 2”</a> from <i>The New York Times</i> that explores the history of Black land</li></ul>	
--	--	--	--	--

			<p>ownership in America through the experience of the Provost family, Black sugarcane farmers from Louisiana. <a href="#">The Pulitzer Center link here</a> also includes a listening guide and visual guide.</p> <p><i>Video Sources</i></p> <ul style="list-style-type: none"> <li>• The video, "<a href="#">Nestle 'to act over child labour in cocoa industry'</a>" from <i>BBC</i> includes a video that describes Nestle Corporation's use of child slave labor in the Ivory Coast.</li> <li>• <a href="#">This clip</a> from the PBS <i>Frontline</i> documentary <i>Trafficked in America</i> describes the experiences of Guatemalan teens who migrated to the United States for financial opportunity. The story explores how the teens, who now work at a factory in Ohio, are now held in debt bondage to the smuggler who transported them across the US-Mexico border.</li> </ul> <p><b>Potential Assessments (use for day 2 of lesson)</b></p> <ul style="list-style-type: none"> <li>• Students present a brief news report on the links between sugar</li> </ul>	
--	--	--	---	--

			<p>production and modern day slavery. Students create a script and visual, such as a physical/digital poster board or PowerPoint presentation, to supplement their presentation.</p> <ul style="list-style-type: none"> <li>• Teacher facilitates a class discussion using one of the <a href="#">discussion strategies</a> described in Facing History and Ourselves or the blog, <a href="#">“The Big List of Class Discussion Strategies”</a> from educator Jennifer Gonzalez.</li> </ul>	
1 day		<p>Compelling Question 2 formative assessment:</p> <p>How has the model for the cultivation of sugar impacted the Western Hemisphere today?</p>	<p>Students respond to compelling question 2 by identifying causes, and corresponding effects, of sugar’s impact on the Western Hemisphere. Students then synthesize information from the previous lessons, determine the most significant effect, and provide reasoning for what they have identified as the most significant effect in a written assignment or discussion.</p> <p>Time permitting, students can create a billboard advertisement that highlights their position and provides data to substantiate.</p>	

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 5</i>				
Compelling Question 3: How are Western culture, values, and beliefs enforced around the world, and is that enforcement a form of oppression?				
1 day	<p><a href="#">“White Culture” handout from the training.</a>  <a href="#">Transforming White Privilege: A 21st Century Leadership Capacity.</a>            ©CAPD, MP Associates, World Trust Educational Services, 2012. This resource was used in a training on racial justice conducted by the city of Seattle for its employees</p>	<p>Compelling Question 3, Supporting Question 1:</p> <p>Does our society view all cultures as equal?</p>	<p><b>Potential Hook and Implementation</b></p> <ul style="list-style-type: none"> <li>Using a teacher-created graphic organizer, students brainstorm different topics and examples that speak to dominant cultural values in America. Examples may include what is and is not considered professional dress, speech, hair styles, music, tone, words, etc. Students then explain how they know which examples are considered appropriate or inappropriate, and where they have seen these norms demonstrated and reinforced.</li> <li>Students then examine the handout, <a href="#">“White Culture” from World Trust Educational Services</a> that was used in a training on racial justice conducted by the city of Seattle for its employees.</li> <li>The teacher and students should discuss each question and</li> </ul>	

			<p>discuss possible/likely responses. When discussing responses, teachers may either ask students to place themselves in the perspective of professionals in the workplace or they may consider these questions in the context of a school (substituting “organization” for “school”.)</p> <ul style="list-style-type: none"> <li>• The teacher should then facilitate a discussion around the implication of the likely responses identified. Teachers can ask, “How does our society establish and reinforce a dominant culture and practices? What are the consequences for not adhering to these standards?”</li> <li>• Students can then return to their original responses from the graphic organizer and use what they learned in the discussion to either modify or reinforce their original ideas.</li> </ul>	
1-2 days		<p>Compelling Question 3,                  Supporting Question 2:</p> <p>How are some people forced to hide their cultures? Why?</p>	<p><u>The following lesson plans can be used to guide students in an exploration of the supporting question:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Examining Identity and Assimilation</a> is a Learning for Justice lesson plan that is built around the question, “Was there</li> </ul>	<p><a href="#">Examining Identity and Assimilation</a> lesson plan from Learning for Justice</p> <p>Resource from Learning for Justice on methods and tools to teach the resource, <a href="#">“Students</a></p>

			<p>ever a part of your identity you had to hide?” Discussion questions and activities are included.</p> <ul style="list-style-type: none"> <li>• <a href="#">This resource</a> provided by Learning for Justice, explores ways that Africans were forced to hide their cultures when they were enslaved in the U.S. It includes key points to know and teach, as well as possible resources and teaching suggestions.</li> <li>• <a href="#">Assimilation or Acculturation?</a> is a PBS Point of View lesson that centers around a series of video clips that depict the journey of a young Chinese girl after a family in New York adopts her. Ultimately, students consider how much they think immigrants should maintain or let go of their cultures when they move to the United States. Activities and guiding questions are included. Note: The links to the video clips provided in the lesson plan may be broken. If so, use <a href="#">these</a>.</li> <li>• <a href="#">Assimilation Simulation</a>, a lesson plan from educator Amanda Borow, places students in the perspective of a member of an Irish immigrant family who faces a number of scenarios that deal</li> </ul>	<p><a href="#">will discuss the nature, persistence and impact of the spiritual beliefs and cultures of enslaved people”</a></p> <p><a href="#">Assimilation or Acculturation?</a> Lesson plan from PBS Point of View and documentary clips for the lesson <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p> <p><a href="#">Assimilation Simulation</a> lesson plan from educator Amanda Borow</p> <p>What was the purpose of the Carlisle Indian Industrial School? lesson plan from Stanford History Education Group</p> <ul style="list-style-type: none"> <li>• Document A: Newspaper excerpt <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> <li>• Lesson plan <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> <li>• Slides <a href="#">[.pdf]</a> <a href="#">[.ppt]</a></li> </ul>
--	--	--	--	--

**Understanding and Interrogating Dominant Culture**

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

			<p>with cultural differences. For each scenario, students must decide how they will act. If interested, teachers can modify the identity of the family in the simulation. Tasks and discussion questions are included.</p> <ul style="list-style-type: none"><li>• What was the purpose of the Carlisle Indian Industrial School? is a Stanford History Education Group lesson that uses primary sources to show how Indigenous people in the U.S. were forced to hide their cultures as part of a government-mandated residential school system for Indigenous children that lasted decades.</li></ul>	
--	--	--	---	--

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 6</i>				
Continuing with Compelling Question 3: How are Western culture, values, and beliefs enforced around the world, and is that enforcement a form of oppression?				
2-3 days	<p><a href="#">“What is Cultural Appropriation” video from the web series Origin of Everything produced by PBS (:57-1:48)</a></p> <p><a href="#">The guest blog, “Addressing Cultural Appropriation in the Classroom: Tools and Resource” in Education Week by Jason Papallo and M’Liss DeWald</a>, staff members at the <a href="#">National Conference for Community Justice</a></p> <p><a href="#">“Keeping Up with the Kardashians Is Ending. But Their Exploitation of Black Women’s Aesthetics Continues” by Cady Lang for Time magazine</a></p>	Compelling Question 3, Supporting Question 3: How have current Western cultural practices been appropriated from other cultures?	<p><b>Implementation:</b> After introducing students to the concept of cultural appropriation and allowing students to create working definitions, students can engage in an in-depth case study about cultural appropriation using some of the provided examples. Several of the <a href="#">discussion strategies</a> included in the unit plan may be used with the case study resources.</p> <p><b>Possible Hooks</b></p> <ul style="list-style-type: none"> <li>Students watch the video, <a href="#">“What is Cultural Appropriation”</a> from the web series Origin of Everything produced by PBS (:57-1:48) to define appropriation and explore examples of cultural appropriation.</li> <li>Students examine images from the media of cultural</li> </ul>	<p>Discussion strategies for exploring case studies about cultural appropriation <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p> <p>Text-dependent questions for <a href="#">“Keeping Up with the Kardashians Is Ending. But Their Exploitation of Black Women’s Aesthetics Continues”</a> by Cady Lang for <i>Time</i> magazine <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p> <p>Text-dependent questions for videos exploring accusations of cultural appropriation in the fashion industry <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p> <p>Excerpt of “Popular Music” by Wesley Morris and text-dependent questions <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

	<p><a href="#">“The Birth of American Music” by Wesley Morris and/or the related 1619 podcast, episode 3: “The Birth of American Music”</a></p> <p><a href="#">“TikTok Influencer Of Color Faced ‘Frustrating’ Obstacle Trying To Add The Word ‘Black’ To His Creator Marketplace Bio” by Abram Brown for Forbes</a></p> <p><a href="#">“Black TikTok creators are on strike to protest a lack of credit for their work” by Sharon Pruitt Young for NPR can introduce students to the Black TikTok Strike</a></p> <p><a href="#">“Tik Tok’s Black Creators Go on Strike” Kalhan Rosenblatt for NBC News</a></p>		<p>appropriation and compare how the individuals who are appropriating cultural elements are viewed similarly or differently from individuals who are engaging in these elements as part of their own cultures. (ex: fashion, hair styles, music, etc.)</p> <p><b>Possible Resources and Case Studies</b></p> <ul style="list-style-type: none"><li>• The guest blog, <a href="#">“Addressing Cultural Appropriation in the Classroom: Tools and Resource”</a> in <i>Education Week</i> by Jason Papallo and M’Liss DeWald, two staff members at the <a href="#">National Conference for Community Justice</a>, includes several useful definitions, videos, text selections, discussion questions, and activities that teachers can utilize.</li></ul> <p><b>Fashion and Beauty Case Study</b></p> <ul style="list-style-type: none"><li>• <a href="#">“Keeping Up with the Kardashians Is Ending. But Their Exploitation of Black Women’s Aesthetics Continues”</a> is an article from <i>Time</i> magazine. Discussion questions are available <a href="#">here</a>.</li><li>• The following videos express commentary about appropriation</li></ul>	<p>Text-dependent question for resources from <i>NPR</i>, <i>NBC News</i>, and <i>Forbes</i> on strikes by Black creators on Tik-Tok <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>
--	---	--	---	---

			<p>in the fashion industry (<i>Note: Teachers may want to discuss how this source differs from the other news sources and primary sources explored in the unit.</i>):</p> <ul style="list-style-type: none"> <li>o <a href="#">Cultural appropriation in the creative industry</a></li> <li>o <a href="#">Gucci's 'blackface' jumper and major fashion controversies</a></li> <li>o <a href="#">Deon Cole On fashion's blackface problem</a> (start at: 50) is from an interview on Conan O'Brien's show</li> <li>o Discussion questions for all three sources are included <a href="#">here</a>.</li> </ul> <p><b>Music Case Study</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Is Bruno Mars a cultural appropriator?</a> is an episode from <a href="#">The Grapevine</a>, which is a YouTube series featuring panels on various topics. The teacher may have students track varying ideas and claims offered in the video. Following the episode, the teacher can facilitate a class discussion with the same question using a discussion activity like <a href="#">philosophical chairs</a>. <i>Note: Teachers may want to discuss how this source differs from the other news sources and</i></li> </ul>	
--	--	--	--	--

			<p><i>primary sources explored in the unit.</i></p> <ul style="list-style-type: none"> <li>The article <a href="#">“The Birth of American Music” by Wesley Morris</a> and/or the related <a href="#">1619 podcast, episode 3: “The Birth of American Music”</a> can be used in full, or the teacher may provide excerpts. Sample discussion questions from the Pulitzer Center are included <a href="#">here</a>. The Pulitzer Center activities <a href="#">Highlighting Black American Innovators</a> and <a href="#">Erasure Poetry</a> may be used with the article or podcast.</li> </ul> <p><b><i>Dance Case Study</i></b></p> <ul style="list-style-type: none"> <li>The articles <a href="#">“TikTok Influencer Of Color Faced ‘Frustrating’ Obstacle Trying To Add The Word ‘Black’ To His Creator Marketplace Bio”</a> by Abram Brown for <i>Forbes</i> or <a href="#">“Black TikTok creators are on strike to protest a lack of credit for their work”</a> by Sharon Pruitt Young for <i>NPR</i> can introduce students to the Black TikTok Strike, as can the video, <a href="#">“Tik Tok’s Black Creators Go on Strike”</a> from <i>NBC News</i>. Discussion questions are included <a href="#">here</a>.</li> </ul>	
--	--	--	---	--

			<ul style="list-style-type: none"><li>• As an activity, students can conduct a virtual gallery walk where they are put into groups and assigned to watch two videos. The videos will be of Black content creators and a white content creator performing the same dances on Jimmy Fallon. Here is the <a href="#">white content creator, Addison Rae</a>, who first performed on Jimmy Fallon. <a href="#">Here is the link</a> to the follow-up segment where Fallon interviewed each of the Black content creators before they performed their dances.</li><li>• Provided the teacher wants students to view the dances first without context, here are start/stop points for each of the dances performed by the Black content creators (1:28-1:44, 3:47-4:09, 5:47-6:04)</li><li>• Have students discuss why they believe the white content creator was featured on Jimmy Fallon and not the Black content creator at first.</li><li>• Have students place their findings on a poster paper, presentation slide, or post it on sites like <a href="#">mentimeter</a> before presenting to the class.</li></ul>	
--	--	--	--	--

<p>2-3 days</p>		<p>Compelling Question 3,          Supporting Question 4:</p> <p>How have traditional Western values, as well as appropriated cultural practices, been enforced upon others?</p>	<p><b>Implementation:</b>          This lesson concerns the legacy of imperialism. Students will engage with the following resources and activities to support their exploration of the compelling question. The teacher or students may select a case study to examine in-depth in order to answer the supporting question. The provided discussion strategies may again be used to supplement the case study resources.</p> <p>If students are unfamiliar with imperialism, <a href="#">a background lesson</a> may be necessary.</p> <p><b><u>Case Study: School and Workplace Dress, Appearance, and Professionalism Case Study</u></b></p> <p><b>Possible Hook</b></p> <ul style="list-style-type: none"> <li>• Pose the following question and discuss: <i>Should people be arrested for sagging their pants?</i></li> <li>• Then, show <a href="#">this video</a> from an NBC local news affiliate KTAL news in Shreveport, Louisiana about protests against a sagging pants ordinance with students and discuss.</li> </ul>	<p><a href="#">Background lesson plans on imperialism and globalization from the Origins program at Ohio State University</a></p> <p><a href="#">Video from an NBC local news affiliate KTAL news in Shreveport, Louisiana</a> about protests against a sagging pants ordinance</p> <p>The lesson plan, “<a href="#">Hair, Identity, and Bias</a>” from the Anti-Defamation League</p> <p>“<a href="#">Here are some of the best reactions to Turkey Leg Hut’s new dress code</a>” by Shelby Stewart for the <a href="#">Houston Chronicle</a></p> <p>Text-dependent questions for “<a href="#">Here are some of the best reactions to Turkey Leg Hut’s new dress code</a>” by Shelby Stewart for the <a href="#">Houston Chronicle</a> [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p> <p><a href="#">Video, “Outrage after high school wrestler forced to cut his hair” from ABC News</a></p> <p><a href="#">Text-dependent questions</a> for</p>
-----------------	--	--	---	--

			<p><u>Existing Lesson Plan</u></p> <ul style="list-style-type: none"> <li>The lesson, <a href="#">“Hair, Identity, and Bias” from the Anti-Defamation League</a> asks students to analyze the case of a Massachusetts charter school that disciplined several Black girls for wearing their hair in braids with extensions. Texts, discussion questions, and activities are included.</li> </ul> <p><u>Additional Resources</u></p> <ul style="list-style-type: none"> <li>This 2021 article, <a href="#">“Here are some of the best reactions to Turkey Leg Hut’s new dress code” by Shelby Stewart for the Houston Chronicle</a> covers a dress code that a popular restaurant implemented, which has been accused of having anti-Black undertones. Text-dependent questions are included <a href="#">here</a>.</li> <li>This video, <a href="#">“The History of Black Hair” from YouTube content-creator Chime</a> provides a history of Black hair, connects hair to African cultures and traditions, and examines how hair has been policed since slavery. The teacher may have</li> </ul>	<p>the video, <a href="#">“Outrage after high school wrestler forced to cut his hair” from ABC News [pdf] [docx]</a></p> <p>The lesson plan, <a href="#">“The School-to-Prison Pipeline”</a> by Joseph A. Scarpa from Montclair University</p> <p>The blog, <a href="#">“Requiring Students to Walk in Straight Lines, a punitive measure or effective management?”</a> from EdLanta</p> <p><a href="#">“Standardizing Imperialism”</a> by Christine Sleeter for the nonprofit Rethinking Schools</p> <p>Text-dependent questions for <a href="#">“Standardizing Imperialism”</a> by Christine Sleeter for the nonprofit Rethinking Schools [pdf] [docx]</p> <p>The article and video, <a href="#">“Boston Schools Have Vowed to Combat ‘Racist’ Maps. Experts Want a Better Geography Curriculum” by Kevin Mahnken for The 74th</a></p>
--	--	--	---	--

			<p>students track and record significant moments and stories, as well as perspectives shared in the eight-minute video. Following the video, the teacher can facilitate a class discussion using a discussion activity like <a href="#">conver-stations</a>.</p> <ul style="list-style-type: none"> <li>● This video, "<a href="#">Outrage after high school wrestler forced to cut his hair</a>" from <a href="#">ABC News</a> focuses on a Black high school wrestler who was forced to cut his hair in order to compete in a match. Discussion questions are included <a href="#">here</a>.</li> <li>● Teachers may present students with contrasting pictures and, one-at-a-time, ask students to respond to the images using the following questions:             <ul style="list-style-type: none"> <li>○ How is the individual dressed?</li> <li>○ What words are associated with their appearance?</li> <li>○ How might others in society describe the image?</li> <li>○ Examples of images: <a href="#">1</a>, <a href="#">2</a>, <a href="#">3</a>, and <a href="#">4</a>.</li> </ul> </li> </ul> <p><b>School Policies and Curriculum Case Study</b></p>	
--	--	--	---	--

			<p><u>Existing Lesson Plan</u></p> <ul style="list-style-type: none"><li>• The lesson plan, “<a href="#">The School-to-Prison Pipeline</a>” by Joseph A. Scarpa from Montclair University examines the hidden factors that promote negative consequences for marginalized students and the way that the American education system perpetuates the School-to-Prison pipeline. Resources are included in the bibliography, and discussion questions and activities are included in the lesson plan.</li></ul> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"><li>• The blog, “<a href="#">Requiring Students to Walk in Straight Lines, a punitive measure or effective management?</a>” from EdLanta, questions whether school policies (i.e. walking in a straight line) are effective management strategies or punitive measures. Teachers may have students annotate the article by underlining or marking up claims/evidence for both positions in two different colors. Following the article, students may record their reactions and</li></ul>	
--	--	--	--	--

			<p>thoughts based on their experiences with similar school policies and practices. Next, the teacher may facilitate a class discussion using strategies like <a href="#">philosophical chairs</a> or <a href="#">fishbowl</a>.</p> <ul style="list-style-type: none"> <li>• The article, “<a href="#">Standardizing Imperialism</a>” by Christine Sleeter for the nonprofit Rethinking Schools correlates the way that U.S. imperialism is taught (or ignored in schools) with U.S. foreign policy. Text-dependent questions are included <a href="#">here</a>.</li> <li>• Similarly, the article and video, “<a href="#">Boston Schools Have Vowed to Combat ‘Racist’ Maps. Experts Want a Better Geography Curriculum</a>” by <a href="#">Kevin Mahnken</a> for <i>The 74th</i>, describe efforts and demands within the Boston school system to teach geography in a more culturally responsive, inclusive, and accurate manner.</li> </ul>	
--	--	--	--	--

Pacing	Focus text(s) / resource(s) for today’s lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 7</i></p> <p>Formative Assessment for Compelling Question 3: How are Western culture, values, and beliefs enforced around the world, and is that</p>				

**Understanding and Interrogating Dominant Culture**

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

enforcement a form of oppression?				
2-3 days		<p>Compelling Question 3, Supporting Question 5: What are the long-lasting effects of cultural supremacy for people from dominant cultural groups?</p>	<p><u>Implementation:</u> In answering this final supporting question, students explore a combination of the following resources. The resources incorporate topics that are frequently heard and discussed in contemporary news stories and the public discourse. Examples include white privilege, white fragility, and the use of blackface by dominant communities to ridicule marginalized communities.</p> <p><u>Potential Hook/Introduction</u></p> <ul style="list-style-type: none"> <li>● Have students answer the question, “What is privilege?” in their own words. Have students share their answers out loud.</li> <li>● Watch the following video, <a href="#">“Privilege Explained”</a> produced by podcaster and blogger Jay Shetty and have students look for examples of privilege throughout the video. Stop the video periodically to show the first few examples of privilege.</li> <li>● Have students note the interactions between the three characters and the role they play in this skit.</li> </ul>	<p>Discussion questions for the video, <a href="#">“Privilege Explained”</a> produced by podcaster and blogger Jay Shetty <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p> <p>The lesson plan, <a href="#">“Talking about Race and Privilege”</a> from the National Association of School Psychologists</p> <p>The lesson plan, <a href="#">“The History of Minstrel Shows and Jim Crow”</a> from the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University</p> <p><a href="#">CBS Sunday Morning piece, “Blackface, a cultural history of a racist art form,”</a> by Maurice Dubois</p> <p><a href="#">This video</a> from <i>The Guardian</i> combines interview excerpts with Robin DiAngelo and pop culture video segments to introduce the term “white fragility” and explore how white fragility reinforces racism.</p>

			<ul style="list-style-type: none"> <li>• Ask students any of these <a href="#">potential discussion questions</a>.</li> <li>• Discuss answers with the class and have the class reflect on how they see examples from the video play out in their lives.</li> <li>• As a possible extension, discuss with students possible intersections of marginalized people who have less power than others (i.e. the privileges afforded to multicultural women vs. multicultural men.)</li> </ul> <p><b>Existing Lesson Plans</b></p> <ul style="list-style-type: none"> <li>• The lesson plan, “<a href="#">Talking about Race and Privilege</a>” from the National Association of School Psychologists helps students define the concept of privilege and identify examples of privilege (or lack of) in their lives or the worlds in which they live. Resources include common definitions, teacher notes, student discussion questions, a privilege aptitude test, and reflection questions.</li> <li>• The lesson plan, “<a href="#">The History of Minstrel Shows and Jim Crow</a>” from the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale</li> </ul>	<p>Text-dependent questions for the article, “<a href="#">The lengthy history of white politicians wearing blackface — and getting a pass</a>” by Cleve R. Wootson Jr. for the <i>The Washington Post</i> [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p>
--	--	--	--	--

			<p>University provides a history of minstrel shows and Jim Crow laws and policies. All required resources are included.</p> <p><b>Additional Potential Material</b></p> <p><i>Video Sources</i></p> <ul style="list-style-type: none"> <li>• This CBS Sunday Morning piece, <a href="#">“Blackface, a cultural history of a racist art form,”</a> by Maurice Dubois provides a history of blackface in America.</li> <li>• <a href="#">This video</a> from <i>The Guardian</i> combines interview excerpts with Robin DiAngelo and pop culture video segments to introduce the term “white fragility” and explore how white fragility reinforces racism.</li> </ul> <p><i>Text Sources</i></p> <ul style="list-style-type: none"> <li>• The article, <a href="#">“The lengthy history of white politicians wearing blackface — and getting a pass”</a> by Cleve R. Wootson Jr. for <i>The Washington Post</i> provides a history of white politicians – throughout the country and across the political spectrum – getting caught wearing blackface with few consequences.</li> </ul>	
--	--	--	---	--

## Understanding and Interrogating Dominant Culture

Unit by Friendship Public Charter School team,  
part of the 2021 cohort of *The 1619 Project* Education Network

			Discussion questions are included <a href="#">here</a> .	
1 day		<p>Compelling Question 3 formative assessment:</p> <p>How are Western culture, values, and beliefs enforced around the world, and is that enforcement a form of oppression?</p>	<p>Students will identify current examples of ways that western culture, values and beliefs are enforced in society and mass media. Students then develop and support a series of claims about whether or not these are forms of oppression.</p> <p>Time permitting, students may design a basic plan for a documentary that highlights the origin and evolution of appropriated and oppressed cultures.</p>	

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 8</i> Performance Task				
Several days		Students will be able to... <ol style="list-style-type: none"> <li>1. Recognize and challenge varying forms of white supremacy and Western cultural domination.</li> <li>2. Describe the historic and current links that exist between capitalism and oppression.</li> </ol>	Students apply their analyses from the unit to one of the following performance tasks.  <b>Performance Task Option 1</b>  <b>Role:</b> Students will assume the role of a grassroots organization that seeks to educate Black individuals and families throughout the Americas and create action on issues of financial and cultural dominance perpetuated in the Western Hemisphere.  <b>Audience:</b> The target audience represents Black families in America.  <b>Situation:</b> In an attempt to dismantle systems that uphold oppression, students will work in groups to simulate a grassroots organization that has determined that the best course of action is to create a protest that informs Black communities on the ways that resources like sugar have benefitted some while	

			<p>oppressing others both in the past and in present-day. Students then develop a call to action that encourages a boycott of specific sugar brands and provides healthy alternative sweeteners.</p> <p><b>Product/Performance:</b> The final product will be the creation of an action plan that describes what is required to plan and simulate a protest around their school campus. Students will work in groups of five and will be assigned one of the following roles:</p> <ul style="list-style-type: none"> <li>● <b>Speaker:</b> The face and spokesperson of the grassroots organization.</li> <li>● <b>Artist:</b> Responsible for creating art (posters, poems, songs, commercials)</li> <li>● <b>Historian:</b> In charge of taking pictures or recording video(iPad)</li> <li>● <b>Statistician:</b> Responsible for collecting data</li> <li>● <b>Social Media/Organizer:</b> Responsible for branding, advertising, and promoting the protest.</li> </ul> <p>The action plan for this protest will include:</p> <ul style="list-style-type: none"> <li>● Stated goals and objectives</li> <li>● Means to accomplish goals and objectives</li> </ul>	
--	--	--	--	--

			<ul style="list-style-type: none"> <li>• Required resources and personnel</li> <li>• Advanced planning for the action</li> <li>• Agenda for the protest with minute-by-minute planning</li> <li>• Descriptions or samples of materials that will be utilized</li> </ul> <p><b>Performance Task Option 2</b></p> <p><b>Role:</b> Students will assume the roles of producers, directors, writers, and historians to research and plan a documentary that highlights the challenges faced by marginalized communities as they try to preserve their culture throughout history. Students will show how cultures have been marginalized, and how marginalized cultures have been adapted and sold to mainstream audiences without benefiting the people who created the cultures.</p> <p><b>Audience:</b> PBS, National Geographic, The History Channel, Discovery, BET, and other Public Entities who represent marginalized communities and produce documentary films.</p> <p><b>Situation:</b> While students are learning that people have a history of exchanging cultural practices, they will work to exhibit how certain cultural practices</p>	
--	--	--	--	--

			<p>that originate from certain communities are being exploited by others. Students will show how Western cultures have been influenced by outside entities, and how western culture capitalizes off of the monetization of the cultural practices from other cultures. Students will also show how the communities whose cultures have been appropriated have been oppressed for expressing that culture throughout history. The exhibition of this practice is done in hopes to bring awareness to not only the students themselves, but to the mainstream audiences that digest and invest in the appropriation of marginalized cultures.</p> <p><b>Product/Performance:</b> Students will create a documentary that highlights the origin of appropriated and oppressed cultures, beginning with cultural practices adopted and restricted by Western Europeans in Mid Century Europe/America (ex: Covering of black women’s hair during Chattel Slavery- the increased popularity of cornrows in high fashion), and they will show how this practice of appropriating cultures has progressed to modern-day appropriation by contemporary artists and other public figures and institutions.</p> <p><b>Performance Task Option 3</b></p>	
--	--	--	--	--

			<p><b>Role:</b> Students will assume the role of social activists who seek to educate Black individuals and families throughout the Americas and create actions on the issues of financial and cultural dominance perpetuated in the Western Hemisphere.</p>	
--	--	--	--	--