

**UNIT OVERVIEW**

Unit Length	6 lessons to be completed over the course of 2 weeks
Grade Level(s)/Subject(s)	Reading Enrichment courses - 6-12 <sup>th</sup> grade
Unit Overview	During this unit, students will engage with The 1619 Project goal of reframing America’s history and consider their own place within that history as a way to support and inform their futures. Students will be able to deconstruct and analyze major sectors in America, like the economic and justice systems, via various forms of literature. Students will be expected to think critically about the framing of historical perspectives and as a result, become empowered to deepen their own experience and perspectives.
Objectives & Outcomes	<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> <li>● Accurately re-frame specific events in U.S. history from the lens of public education in order to access a learning experience that is culturally relative and inclusive</li> <li>● Trace the foundational principles of the current economic system to historical origins in order to support their understanding of the economic and social landscapes they are apart of</li> <li>● Critique the idea of linear American progress and the equality therein in order to increase understanding of judicial, sociological, and economic trends in their communities and the communities around them.</li> </ul>
Standards	<p><b>Common Core College and Career Readiness Anchor Standards for Reading</b></p> <ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>● CCSS.ELA-LITERACY.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>● CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ul> <p><b>Common Core College and Career Readiness Anchor Standards for Writing</b></p>

## Foundational Inquiry: A look at The 1619 Project

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	<ul style="list-style-type: none"><li>● CCSS.ELA-LITERACY.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>● CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</li></ul>
Unit Resources	<p><a href="#">The 1619 Project Magazine Issue</a></p> <ul style="list-style-type: none"><li>● The Idea of America - Nikole Hannah- Jones</li><li>● Chained Migration - Tiya Miles</li><li>● Capitalism - Matthew Desmond</li><li>● Good as Gold- Mehrsa Baradaran</li><li>● Municipal Bonds - Tiya Miles</li></ul> <p><a href="#">Adapted 1619 Reading Guide</a></p> <p><a href="#">Indian Removal Act: Primary Documents of American History - Library of Congress</a></p> <p><a href="#">Lincoln's Panama Plan</a></p> <p><a href="#">How the Nazis were inspired by Jim Crow - Becky Little</a></p> <p><a href="#">The Mexican-American War in a Nutshell - National Constitution Center Staff</a></p> <p><a href="#">Drug Goes from \$13.50 to \$750, Overnight - Andrew Pollack</a></p> <p><a href="#">The Clear Connection Between Slavery and American Capitalism - Dina Gerdeman</a></p>

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> Reframing America's Founding				
Day 1	The Idea of America by Nikole Hannah-Jones  Adapted 1619 Reading Guide	What do you know about slavery and how did you learn it?  How do you feel about patriotism and how does that belief differ from those in your family?	<ol style="list-style-type: none"> <li><b>Pre-reading:</b> Before reading the text, students will define the list of week 1 vocabulary terms on their reading guide. These terms will be helpful when engaging with the text throughout the week.</li> <li><b>Lesson Framing:</b> The teacher will frame the goals and objectives for the unit and share the focus for this lesson.</li> <li><b>Close Reading:</b> The class begins reading the texts together in chunked excerpts, stopping along the way to address points of interest or confusion.</li> </ol>	<a href="#">The Idea of America</a>  <a href="#">Adapted Reading guide.doc</a> <a href="#">Adapted Reading guide.pdf</a>  1:1 device with access to Google Classroom & Google Docs  Headphones (optional)
Days 2-4	The Idea of America - Nikole Hannah Jones  Lincoln's Panama Plan – Rick Beard  How the Nazis were inspired	What do you know about the contributions of Black Americans to American society, and where does that information come from?	<ol style="list-style-type: none"> <li><b>Pre-reading:</b> Before reading the text, students will share a question or takeaway they are reflecting on from the previous day's reading. They will pose to questions to each other allowing for other classmates to share their thoughts and use the questions as guideposts for reading</li> </ol>	<a href="#">The Idea of America</a>  <a href="#">Adapted Reading guide.doc</a> <a href="#">Adapted Reading guide.pdf</a>  <a href="#">Lincoln's Panama Plan</a>  <a href="#">How the Nazis were inspired by</a>

	<p>by Jim Crow – Becky Little</p> <p>Adapted 1619 Reading Guide</p>		<p>during the lesson.</p> <p>2. <b>Lesson Framing:</b> The teacher will frame the focus areas and close reading tasks for this lesson.</p> <p>3. <b>Close Reading:</b> The class begins reading the texts in chunked excerpts, stopping along the way to address points of interest or confusion. Students vote on the approach to reading each day.</p>	<p><a href="#">Jim Crow - Becky Little</a></p> <p>1:1 device with access to Google Classroom &amp; Google Docs</p> <p>Headphones (optional)</p>
Day 5	<p>The Idea of America - Nikole Hannah Jones</p> <p>Lincoln’s Panama Plan- Rick Beard</p> <p>How the Nazis were inspired by Jim Crow – Becky Little</p> <p>Adapted 1619 Reading Guide</p>	<p>How has your understanding of America’s founding changed?</p>	<p>1. <b>Lesson Framing:</b> The teacher will frame this lesson as an opportunity for students to reflect on the feelings, emotions, and ideas that have come up for them this week. Teacher will invite students to use both their notes from the close readings and ideas shared in class discussion in their written reflection.</p> <p>2. <b>Extended writing:</b> Students spend the remainder of the class period reflecting in writing on if/how the lessons from the week have added to or reshaped their personal education journeys and their experiences of heritage and pride in the classroom. (Full prompt in adapted reading guide)</p>	<p><a href="#">The Idea of America</a></p> <p><a href="#">Adapted Reading guide.doc</a> <a href="#">Adapted Reading guide.pdf</a></p> <p><a href="#">Lincoln's Panama Plan</a></p> <p><a href="#">How the Nazis were inspired by Jim Crow - Becky Little</a></p> <p>1:1 device with access to Google Classroom &amp; Google Docs</p> <p>Headphones (optional)</p>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 2</i> Reframing America's Expansion & Economic Growth				
Day 1	<p>Chained Migration - Tiya Miles</p> <p>Indian Removal Act: Primary Documents of American History - Library of Congress</p> <p>The Mexican-American War in a Nutshell - National Constitution Center Staff</p> <p>Adapted 1619 Reading Guide</p>	<p>How was the expansion of the U.S. shaped and made possible by slave labor?</p>	<ol style="list-style-type: none"> <li><b>Pre-reading:</b> Before reading the text, students will define the list of week 2 vocabulary terms on their reading guide. These terms will be helpful when engaging with the text throughout the week.</li> <li><b>Lesson Framing:</b> The teacher will reframe the goals and objectives for the unit and share the focus for this lesson.</li> <li><b>Close Reading:</b> The class begins reading the texts together in chunked excerpts, stopping along the way to address points of interest or confusion.</li> </ol>	<p><a href="#">Chained Migration</a></p> <p><a href="#">Adapted Reading guide.doc</a> <a href="#">Adapted Reading guide.pdf</a></p> <p><a href="#">Indian Removal Act: Primary Documents of American History - Library of Congress</a></p> <p><a href="#">The Mexican-American War in a Nutshell - National Constitution Center Staff</a></p> <p>1:1 device with access to Google Classroom &amp; Google Docs</p> <p>Headphones (optional)</p>
Days 2-4	<p>Capitalism - Matthew Desmond</p> <p>Drug Goes from \$13.50 to \$750, Overnight - Andrew Pollack</p>	<p>How did slavery in the U.S. contribute to the development of the global financial industry?</p>	<ol style="list-style-type: none"> <li><b>Pre-reading:</b> Before reading the text, students will share a question or takeaway they are reflecting on from the previous day's reading. They will pose to questions to each other allowing for other classmates to share their thoughts and use the questions as guideposts for reading</li> </ol>	<p><a href="#">Capitalism</a></p> <p><a href="#">Adapted Reading guide.doc</a> <a href="#">Adapted Reading guide.pdf</a></p> <p><a href="#">Drug Goes from \$13.50 to \$750, Overnight - Andrew Pollack</a></p>

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	<p>The Clear Connection Between Slavery and American Capitalism - Dina Gerdeman</p> <p>Adapted 1619 Reading Guide</p>		<p>during the lesson.</p> <p>2. <b>Lesson Framing:</b> The teacher will frame the focus areas and close reading tasks for this lesson.</p> <p>3. <b>Close Reading:</b> The class begins reading the texts in chunked excerpts, stopping along the way to address points of interest or confusion. Students vote on the approach to reading each day.</p>	<p><a href="#">The Clear Connection Between Slavery and American Capitalism - Dina Gerdeman</a></p> <p>1:1 device with access to Google Classroom &amp; Google Docs</p> <p>Headphones (optional)</p>
Day 5	<p>Good as Gold- Mehrsa Baradaran</p> <p>Municipal Bonds - Tiya Miles</p> <p>Adapted Reading Guide</p>	<p>What current financial systems reflect practices developed to support industries built by the labor of enslaved people?</p> <p>How much do framing, word choice, and author's intention matter in historical narratives?</p>	<p>1. <b>Lesson Framing:</b> After the class reads the two short selections from Mehrsa Baradaran &amp; Tiya Miles, the teacher will frame this lesson as an opportunity for students to reflect on the feelings, emotions, and ideas that have come up for them this week. Teacher will invite students to use both their notes from the close readings and ideas shared in class discussion in their written reflection.</p> <p>2. <b>Extended writing:</b> Students have time to develop a short speech that will be presented to the class about the word choice, tone, and authorial intent that is commonly used in historical narratives about Native Americans and Black Americans as well as if/how The 1619 Project approaches the work differently. (Full Prompt in Adapted Reading Guide)</p>	<p><a href="#">Good as Gold</a></p> <p><a href="#">Municipal Bonds</a></p> <p><a href="#">Adapted Reading guide.doc</a> <a href="#">Adapted Reading guide.pdf</a></p> <p>1:1 device with access to Google Classroom &amp; Google Docs</p> <p>Headphones (optional)</p>