

UNIT OVERVIEW

Unit Length	Ten weeks
Grade Level(s)/Subject(s)	11th grade English III
Unit Overview	<p>Essential questions:</p> <ul style="list-style-type: none"> → How can we reconcile the ideals of liberty and equality in the founding documents with the historical reality of slavery and its legacy of racism? → What techniques do writers use to make their arguments stronger? <p>Students will begin by reading and discussing the Declaration of Independence and the Bill of Rights. They will then read the first two sections of Nikole Hannah-Jones’ anchor essay for <i>The 1619 Project</i>, “The Idea of America.” As they read Hannah-Jones’ piece, they will practice finding the author’s thesis and analyzing what kinds of evidence, reasoning, and stylistic techniques Hannah-Jones uses to strengthen that thesis. After using a graphic organizer to keep track of this information, they will use their notes to write a short analytical response explaining how Hannah-Jones strengthens her argument.</p> <p>Much of the negative press <i>The 1619 Project</i> has received attempts to paint Hannah-Jones’ thesis as somehow not grounded in history. In the latter weeks of the unit, students engage with a series of primary source texts and draw their own conclusions. Each of the four additional texts included (an excerpt from David Walker’s “Appeal”; Frederick Douglass’ famous speech “What to the Slave Is the Fourth of July?”; Justice Taney’s infamous majority opinion in <i>Dred Scott v. Sanford</i>; and “Lynching: Our National Crime” by Ida B. Wells) grapples with the conflict between what the founding documents say America stands for, and the reality of the Black experience in America. As they work with each text, students will continue to practice finding an author’s claim, determining how they strengthen that claim, and communicating that information clearly in argumentative writing.</p>
Objectives & Outcomes	Students will be able to...

	<ul style="list-style-type: none"> → Identify how an author uses evidence, reasoning, and/or rhetorical techniques to strengthen their argument, in order to evaluate the effectiveness of that argument → Understand the major themes of the Bill of Rights and the Declaration of Independence, in order to evaluate how different authors interpret these texts → Analyze how historical and social context influences an author’s perspective → Use textual evidence in order to justify their claims about how an author strengthens their argument → Use context clues, morphology, and other strategies as appropriate to determine meaning of unfamiliar vocabulary.
<p>Standards</p>	<p><u>Pennsylvania Department of Education Standards</u></p> <p>CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.5.11-12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p>

	<p>CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>
<p>Unit Resources</p>	<p>These are the major texts and student-facing materials we will be using over the course of the unit. Other supplemental resources (articles for further reading, video clips, etc.) are linked as appropriate in the lesson plans below.</p> <p>Week 1:</p> <ul style="list-style-type: none"> • “How to Manufacture a Moral Panic” by Sarah Jones • “Declaration” by Tracy K Smith • The Declaration of Independence • Text of the Bill of Rights • The Bill of Rights, in simplified language <p>Weeks 2-3:</p> <ul style="list-style-type: none"> • “The Idea of America” by Nikole Hannah-Jones, broken up into sections [.pdf] • “The Idea of America” by Nikole Hannah-Jones, broken up into sections [.docx] <p>Week 4: Excerpts from David Walker’s “Appeal”</p> <p>Week 5: “What to the Slave Is the Fourth of July?” by Frederick Douglass</p> <p>Week 6: Excerpt from Roger B. Taney’s majority opinion in Dred Scott vs. Sandford</p> <p>Week 7: “Lynching: Our National Crime” by Ida B. Wells</p> <p>Weeks 8-10: Students review all texts in the unit and their written analyses of those texts in order to construct a revised portfolio</p>

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<p>Performance Task</p>	<p>The performance task for this unit will be a portfolio of short analytical responses to the texts we read. Each response will consist of two paragraphs. In the first paragraph, students will explain how the author of the text reconciles the ideals of liberty and equality in the founding documents with the historical reality of slavery and (if applicable) its legacy of racism. Students will be expected to identify the author’s thesis or main idea, and justify their choice with evidence from the text. In the second paragraph, students will identify what they believe to be the most important way the author strengthens their argument. They will choose a salient example to illustrate their point, and evaluate how effective that technique was.</p> <p>As part of the final portfolio assignment, students will choose 2-3 of the short responses they have written to polish and revise, based on peer and teacher feedback. In addition, they will prepare an additional written reflection, responding to the question “Which author made the strongest argument, and why?”</p>
<p>Assessment/Evaluation</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none">→ Daily Do Now and Exit Ticket questions→ Graphic organizers for each text→ Two-paragraph written responses for each text<ul style="list-style-type: none">◆ Writing prompt [.pdf] - used for all texts◆ Writing prompt [.docx] - used for all texts◆ Two-paragraph response rubric [.pdf] <p>Summative Assessment:</p> <ul style="list-style-type: none">→ 1619 Portfolio Reflection assessment overview [.pdf]→ 1619 Portfolio Reflection assessment overview [.docx]
<p>A Note on School Context</p>	<p>This unit was originally designed to take up most of a ten-week grading cycle, in an English class that meets for an 85-minute block each day (part of the block is devoted to independent choice reading / reading interventions). However, I have designed it so that it can be easily broken down into parts and adapted by teachers who may not have this much time available in their curriculum. Because these texts (particularly the primary sources) are a heavy lift for my students, when I facilitate this unit in the future, I plan to pick two out of the four primary source texts for students to write about. Depending on time, teacher preference, and student readiness to tackle challenging texts, other teachers may choose to adjust this. Teachers can easily include an additional primary source or two, or omit one or both of the primary</p>

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	<p>source readings depending on their preference (choosing instead to focus only on Hannah-Jones' piece). Similarly, I chose to keep students' written responses on the shorter side, but the two-paragraph responses could also easily be expanded to a longer essay or essays if teachers desire.</p>
<p>A Note on Implementation and Pacing</p>	<p>When I originally designed this unit, I was relying mostly on my best guess in determining the pacing. As it turned out, we ended up spending more time at the start of the unit reviewing the founding documents and reviewing rhetorical techniques. I also needed to slow things down when we began grappling with the texts and working on the two-paragraph responses. Students needed more time than I originally allotted, both to read and annotate the text together, and to compose their written responses. I have adjusted the pacing for the beginning of the unit to reflect some of the adjustments I made while teaching this material.</p> <p>In December 2021, when the surge in coronavirus cases began to affect student attendance, students had just wrapped up their responses about the second section of "The Idea of America." In January, when we began working on "Walker's Appeal," many of my students were absent due to quarantine or concerns around COVID safety. Then, during the last two weeks of the grading period, I also had to unexpectedly quarantine for two weeks. Because I was at home, but my students were still in person, I ended up being unable to implement the final portfolio revision and reflection as planned. I have included the writing prompt here, but unlike the other student-facing resources, that prompt has not yet been tested out with students.</p>

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> Background and Context				
Day 1	“How to Manufacture a Moral Panic” by Sarah Jones	What is the current controversy over teaching “critical race theory” in schools, and why are some people so upset about it?	<p>Do Now: <i>If I told you that the material we are studying in our next unit could cause me to lose my teaching license, get fired, or jeopardize our school’s funding in several states...</i></p> <ol style="list-style-type: none"> <i>What do you think we’re going to be learning about?</i> <i>Does this make you more or less interested in what the unit is about? Explain.</i> <p>Give overview of the unit; introduce essential questions and structure / expectations.</p> <p>Play video clip of Nikole Hannah-Jones interview to give students additional context for the CRT debate.</p> <p>Divide students up into small groups</p>	<p>Clip of Nikole Hannah-Jones in conversation with Joy Reid</p> <p>Unit Big Questions</p>

			<p>and give each group a short section of the Sarah Jones article to read. For their assigned section, they should answer the following questions and be prepared to share out:</p> <ul style="list-style-type: none"> → WHO are the major people either quoted or mentioned in the section? → What are they doing or saying? → What seems to be the author's viewpoint? <p>End by having students write individually on the following question: <i>React to the video clip, the article, and/or Big Question #1. What stood out to you the most? What questions are you left with? What do you think about the backlash against teaching what its opponents have labeled "critical race theory"? What do you think it would mean for students to learn about the history of racism in a way that is truthful and does not inflame more prejudice?</i></p>	
Day 2	Intro to rhetorical techniques	What techniques do authors use to make an argument stronger?	<p>Do Now: <i>Have you ever successfully convinced your parent or guardian to let you do something or go somewhere that they were hesitant about? If so, what worked? If not, what approaches might you try?</i></p> <p>Review second Unit Big Question.</p>	<p>Unit Big Questions</p> <p>Intro to Rhetorical Techniques slides [.pptx]</p> <p>Ethos/Pathos/Logos activity [.pdf]</p>

			<p>Introduce ethos / pathos / logos and related rhetorical terms (slides here). Then, have students work in groups to come up with different responses to the scenario in this activity.</p> <p>End by sharing out and determining who made the strongest argument. Students may also need additional time to catch up or finish the reflection question from the previous day.</p>	<p>Ethos/Pathos/Logos activity [.docx]</p>
Day 3	<p>The Declaration of Independence</p> <p>“Declaration” by Tracy K Smith</p>	<p>What does the Declaration of Independence actually say?</p> <p>What techniques did its author use to strengthen its argument?</p>	<p>Do Now: Read “Declaration” and ask students what they think the poet is talking about.</p> <p>After students share out their responses, reveal to students this is an erasure of the Declaration of Independence. Play video clip for background. Review rhetorical techniques, and review strategies for tackling difficult readings. Model how to break a long, complex sentence down to figure out the main idea.</p> <p>Then, in small groups, have students read a section of the Declaration of Independence. After reading their assigned section, each group should paraphrase the section in their own words, and identify what persuasive techniques (ethos / pathos / logos)</p>	<p>Slides to review strategies for tackling difficult readings</p>

			<p>Jefferson is using to build his argument that the American colonies deserve to break away from England.</p> <p>Share out / have groups present.</p> <p>Exit Ticket: <i>Do you think that Jefferson gets his argument across effectively in the Declaration? What aspect of his argument is the most effective?</i></p>	
Day 4	<p>Text of the Bill of Rights</p> <p>The Bill of Rights, in simplified language</p>	<p>What does the Bill of Rights say, and what does it look like in real life when these rights are upheld or violated?</p>	<p>Do Now: <i>The Declaration of Independence talks about unalienable rights. In your opinion, what's an important right that everyone is entitled to have? Explain why.</i></p> <p>Give a brief intro / historical background to the Bill of Rights. Review text of amendments and simplified text with students.</p> <p>Then, transition into the Bill of Rights “speed dating” activity. Prior to class, print and cut apart the scenarios. Give one scenario to each student. (You can group students randomly or intentionally; depending on the number of your students, you may need to duplicate one or more amendments.)</p> <p>Explain the directions: <i>Find the other person who has a</i></p>	<p>Bill of Rights “speed dating” activity [.pdf]</p> <p>Bill of Rights “speed dating” activity [.docx]</p>

			<p><i>scenario with your amendment. When you find them, read your scenarios and answer these two questions:</i></p> <ol style="list-style-type: none"> 1. <i>How can you prove that the amendment is violated / upheld in these scenarios?</i> 2. <i>Based on the scenarios, in your opinion why is the amendment important for a free/equal society?</i> <p>If there is time, students can share out their responses at the end.</p> <p>Exit Ticket: <i>Which amendment did you have? What detail from the scenarios stood out to you the most?</i></p>	
<p>Day 5</p>	<p>Video clip on Jefferson: Unearthing Sally Hemings' Legacy at Monticello</p> <p>Video clip on Madison (begin playing at 2:47; also note that the first two minutes of the video contain graphic video of police violence): James Madison's Montpelier</p>	<p>What are the values Jefferson and Madison put forth in the Declaration and Bill of Rights, and how do these values line up (or not) with their personal role in enslaving other human beings?</p>	<p>Do Now: <i>Based on what you read in the Declaration of Independence and the Bill of Rights, do you think the authors of those documents cared about freedom and human rights? Why or why not?</i></p> <p>Share out. Give students a brief overview of Thomas Jefferson and James Madison (bullet points including their role in drafting the founding documents AND how many people each man enslaved).</p> <p>Play two video clips, giving more info about the people enslaved by Madison and Jefferson.</p>	<p>Unit Big Questions</p>

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			<p>Ask students to respond, in writing, to this question: <i>One of the Big Questions we're looking at in this unit is, "How can we reconcile American ideals of liberty and equality with the historical realities of slavery and racism?" What is your response to learning more about the history of the people that James Madison and Thomas Jefferson enslaved? Do you think their personal histories as enslavers invalidate the words they wrote about freedom and human rights?</i></p>	
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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> "The Idea of America" section 1				
Day 1	<p>Nikole Hannah-Jones interview from "CBS This Morning"</p> <p>"The Idea of America" by Nikole Hannah-Jones, broken up into sections [.pdf]</p> <p>"The Idea of America" by Nikole Hannah-Jones, broken up into sections [.docx]</p>	<p>SWBAT read and understand Section 1 of "The Idea of America" in order to identify Hannah-Jones' thesis</p>	<p>Do Now: Play video clip from "CBS This Morning." Ask students to respond: <i>What stood out to you? What was interesting or surprising?</i></p> <p>Share out from Do Now. Have students scan the text of Section 1 of "The Idea of America" and identify unfamiliar vocabulary. On a second read (this can be independent or a shared reading with pauses for discussion, depending on student needs and preferences), ask students to note down clarifying questions.</p> <p>Explain to students that a good thesis statement is an opinion, not a fact; sums up an author's main argument, so a main idea, not a detail; and fits with ALL of the author's evidence. Have students read the first section of the text a third time, this time looking to identify Hannah-Jones' thesis statement, and completing the top section of the graphic organizer.</p>	<p>Graphic organizer for "The Idea of America" [.pdf]</p> <p>Graphic organizer for "The Idea of America" [.docx]</p> <p>Sample annotation of "The Idea of America" [.pdf]</p> <p>Sample completed graphic organizer for Section 1 of "The Idea of America" [.pdf]</p>

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			<p>Share out. Collect student responses in a format that can be saved, either by annotating directly on the document, or on chart paper, a smart board, etc (so students can use the collection as a resource when they go to write).</p> <p>Exit Ticket: Choose a sentence that had several words students identified on the first scan as unfamiliar. Ask them to come up with a working definition of one of those words from context.</p>	
Day 2	<p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [.pdf]</p> <p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [.docx]</p>	SWBAT identify how Hannah-Jones strengthens her argument	<p>Do Now: <i>Give me an example of arguing by ethos (proving you can be trusted), pathos (making emotional appeals), or logos (arguing with logic and facts), and tell me which it is.</i></p> <p>Share out from Do Now. Review rhetorical techniques.</p> <p>Ask students to reread Section 1 of “The Idea of America” again, looking for what Hannah-Jones does as a writer to strengthen her argument. As they read, they should work on the bottom section of the graphic organizer.</p> <p>Share out. Collect student responses in a format that can be saved, either by annotating directly on the document, or on chart paper, a smart board, etc (so</p>	<p>Graphic organizer for “The Idea of America” [.pdf]</p> <p>Graphic organizer for “The Idea of America” [.docx]</p>

			<p>students can use the collection as a resource when they go to write).</p> <p>Exit Ticket: <i>Why do you think Hannah-Jones chose to start off this piece with the anecdote about her dad and the flag?</i></p>	
Day 3	<p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [.pdf]</p> <p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [.docx]</p>	<p>SWBAT evaluate possible thesis statements in order to connect Hannah-Jones’ thesis to Big Question 1</p>	<p>Do Now: <i>How can you tell a given sentence from the text is PROBABLY NOT the author’s thesis statement?</i></p> <p>Share out from Do Now and review characteristics of a good thesis statement. Revisit student responses from Day 1, identifying possible thesis statements, and discuss them as a whole group to see if they meet all the criteria.</p> <p>Then, introduce the writing prompt and review expectations for paragraph 1. Give students time to work on their first paragraph, using their graphic organizers, and the notes from class discussions on days 1 and 2, as a resource.</p> <p>Exit Ticket: <i>What part of the paragraph was trickiest to write and why?</i></p>	<p>Graphic organizer for “The Idea of America” [.pdf]</p> <p>Graphic organizer for “The Idea of America” [.docx]</p> <p>Writing prompt [.pdf]</p> <p>Writing prompt [.docx]</p>
Day 4	<p>“The Idea of America” by Nikole Hannah-Jones,</p>	<p>SWBAT choose a salient example of how</p>	<p>Do Now: <i>Think about some of the “moves” or choices Hannah-Jones</i></p>	<p>Graphic organizer for “The Idea of America” [.pdf]</p>

	<p>broken up into sections [pdf]</p> <p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [docx]</p>	<p>Hannah-Jones strengthens her thesis, in order to evaluate its effectiveness</p>	<p><i>makes as a writer in this section. What’s one choice she made as a writer that you thought was especially strong or impressive?</i></p> <p>Share out from Do Now.</p> <p>Explain expectations for second paragraph.</p> <p>Briefly review content from Day 2 (evidence, reasoning, stylistic techniques, rhetoric). Revisit student responses from discussion on Day 2 and pick one to use as a model. It’s best to pick a less obvious example so students aren’t tempted to use the same one. Model for students, in real time, how to build their paragraph around the piece of evidence they choose; teacher should explain their thought process out loud as they review the model paragraph. (I’ve included my own model paragraph here but I’ve found this process most effective when I can actually compose the paragraph in real time for students.)</p> <p>Give students time to work on the second paragraph of their response.</p> <p>Exit Ticket: <i>Overall, did you find Hannah-Jones’ argument in this section convincing? If so, what made it convincing? If not, why not?</i></p>	<p>Graphic organizer for “The Idea of America” [docx]</p> <p>Writing prompt [pdf]</p> <p>Writing prompt [docx]</p> <p>Model paragraph [pdf]</p> <p>Model paragraph [docx]</p>
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Day 5	<p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [pdf]</p> <p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [docx]</p>	SWBAT complete a two-paragraph response, identifying Hannah-Jones’ thesis and explaining one important way she builds her argument	<p>Do Now: <i>How close are you to finishing the two paragraphs? What do you need help with?</i></p> <p>Share out from Do Now. Review expectations for two-paragraph response. Give students time to finish writing their responses.</p> <p>If students are ready, build in time for peer review or mini-conferences.</p> <p>Exit Ticket: <i>Self-evaluate. Which paragraph do you think was stronger, the first or the second?</i></p>	<p>Graphic organizer for “The Idea of America” [pdf]</p> <p>Graphic organizer for “The Idea of America” [docx]</p> <p>Writing prompt [pdf]</p> <p>Writing prompt [docx]</p>
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<p><i>Week 3</i> “The Idea of America” section 2</p>				
Day 1	<p>Video giving a brief introduction to the Hemings family</p> <p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [.pdf]</p> <p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [.docx]</p>	<p>SWBAT read and understand Section 2 of “The Idea of America” in order to identify Hannah-Jones’ main claim in this section</p>	<p>Do Now: <i>When Thomas Jefferson was spending hours at his desk writing and rewriting the Declaration of Independence, who do you think was doing his laundry and fixing his dinner?</i></p> <p>Share out from Do Now.</p> <p>Play video about the Hemings family; give students background about Jefferson’s relationship with Sally Hemings.</p> <p>Then, introduce Section 2 and have students scan to identify unfamiliar vocabulary. On a second read, ask students to note down clarifying questions.</p> <p>Remind students of the characteristics of a thesis statement. Have students read the second section of the text a third time, this time looking to identify Hannah-Jones’ thesis statement, and completing the top section of the graphic</p>	<p>Graphic organizer for “The Idea of America” [.pdf]</p> <p>Graphic organizer for “The Idea of America” [.docx]</p>

			<p>organizer for Section 2.</p> <p>Share out. Collect student responses so students can use the collection as a resource when they go to write.</p> <p>Exit ticket: Choose a sentence that had several words students identified on the first scan as unfamiliar. Ask them to come up with a working definition of one of those words from context.</p>	
Day 2	<p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [pdf]</p> <p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [docx]</p>	<p>SWBAT identify how Hannah-Jones strengthens her argument</p>	<p>Do Now: <i>Think about Section 2 as compared to Section 1. What does Hannah-Jones do differently as a writer in this section?</i></p> <p>Share out from Do Now. Review types of evidence and rhetorical strategies discussed in Week 2. Ask students to reread section 2 again, looking for what Hannah-Jones does as a writer to strengthen her argument. As they read, they should work on the bottom section of the graphic organizer for Section 2.</p> <p>Share out. Collect student responses in a format that can be saved.</p> <p>Exit Ticket: <i>What kinds of evidence does Hannah-Jones use in this section? What’s a strategy that she does NOT use in this section?</i></p>	<p>Graphic organizer for “The Idea of America” [pdf]</p> <p>Graphic organizer for “The Idea of America” [docx]</p>

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<p>Day 3</p>	<p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [pdf]</p> <p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [docx]</p>	<p>SWBAT evaluate possible thesis statements in order to connect Hannah-Jones’ thesis to Big Question 1</p>	<p>Do Now: <i>How does Hannah-Jones’ focus shift from Section 1 to Section 2?</i></p> <p>Share out from Do Now and review characteristics of a thesis statement. Revisit student responses from Day 1, identifying possible thesis statements, and discuss them as a whole group to see if they meet all the criteria.</p> <p>Then, introduce the writing prompt and review expectations for paragraph 1. Give students time to work on their first paragraph, using their graphic organizers, and the notes from class discussions on days 1 and 2, as a resource.</p> <p>Exit Ticket: <i>Was it easier to write about Hannah-Jones’ thesis in section 1 or section 2? Explain your answer.</i></p>	<p>Graphic organizer for “The Idea of America” [pdf]</p> <p>Graphic organizer for “The Idea of America” [docx]</p> <p>Writing prompt [pdf]</p> <p>Writing prompt [docx]</p>
<p>Day 4</p>	<p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [pdf]</p> <p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [docx]</p>	<p>SWBAT choose a salient example of how Hannah-Jones strengthens her thesis, in order to evaluate its effectiveness</p>	<p>Do Now: <i>What do you think is the single strongest sentence in this section?</i></p> <p>Share out from Do Now.</p> <p>Review expectations for second paragraph.</p> <p>Revisit student responses from discussion on Day 2 and pick one to use as a model. Model for students, in real</p>	<p>Graphic organizer for “The Idea of America” [pdf]</p> <p>Graphic organizer for “The Idea of America” [docx]</p> <p>Writing prompt [pdf]</p> <p>Writing prompt [docx]</p>

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			<p>time, how to build their paragraph around the piece of evidence they choose; teacher should explain their thought process out loud as they compose the model paragraph.</p> <p>Give students time to work on the second paragraph of their response.</p> <p>Exit Ticket: <i>Which section do you think made a stronger argument, section 1 or section 2? Explain your answer.</i></p>	
<p>Day 5</p>	<p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [.pdf]</p> <p>“The Idea of America” by Nikole Hannah-Jones, broken up into sections [.docx]</p>	<p>SWBAT complete a two-paragraph response, identifying Hannah-Jones’ thesis and explaining one important way she builds her argument</p>	<p>Do Now: <i>How close are you to finishing the two paragraphs? What do you need help with?</i></p> <p>Share out from Do Now. Review expectations for two-paragraph response.</p> <p>Give students time to finish writing their responses.</p> <p>If students are ready, build in time for peer review or mini-conferences.</p> <p>Exit Ticket: <i>Self-evaluate. Which response do you think was stronger, your response to section 1 or your response to section 2?</i></p> <p>Optional Homework / Extension:</p>	<p>Graphic organizer for “The Idea of America” [.pdf]</p> <p>Graphic organizer for “The Idea of America” [.docx]</p> <p>Writing prompt [.pdf]</p> <p>Writing prompt [.docx]</p> <p>Example formative assessment, completed by a student in the author’s class during the 2021-2022 school year [.pdf]</p>

			Have students preview article comparing the reaction to David Walker's Appeal to the current response to the prospect of critical race theory being taught in schools.	
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 4</i> Walker's Appeal</p>				
Day 1	<p>Article giving historical context for Walker's Appeal, and connecting it to current anti-CRT hysteria</p> <p>Video clip to introduce Walker's Appeal</p> <p>Excerpts from David Walker's "Appeal"</p>	<p>What is Walker's Appeal about? How did people react to this text when it originally was published?</p>	<p>Do Now: <i>What are some reasons people might want to ban a book?</i></p> <p>Share out from Do Now. Remind students of background info on "CRT" debate that we discussed at the beginning of the unit; connect that to the current push to ban books with content that some people find questionable. Then, play clip introducing Walker's Appeal.</p> <p>Guided / shared close read of David Walker text. Because this text is more difficult than "The Idea of America," it may work better to go a paragraph or two at a time. On the first read, students should scan for unfamiliar vocabulary; on the second read, the teacher should ask questions to check for comprehension; on the third read, have students identify rhetorical / persuasive techniques. As the class reads together, students should take notes on their graphic organizers as well as</p>	<p>Graphic organizer for Walker's Appeal [.pdf]</p> <p>Graphic organizer for Walker's Appeal [.docx]</p>

			<p>collaboratively annotating the text.</p> <p>Exit Ticket: <i>Which technique in the first paragraph do you think gets the author’s point across more strongly: the rhetorical questions or the simile? Explain.</i></p>	
Day 2	Excerpts from David Walker’s “Appeal”	<p>What points does David Walker make in the next section of the text? What techniques does he use to build his argument?</p>	<p>Do Now: <i>In the first paragraph, Walker asks a series of rhetorical questions to make a point. Pick ONE and rewrite it as a regular (declarative) statement.</i></p> <p>Share out from Do Now; review what a rhetorical question is and how that technique might work on the reader.</p> <p>Continue guided / shared close read of David Walker text, in short chunks. On the first read, students should scan for unfamiliar vocabulary; on the second read, the teacher should ask questions to check for comprehension; on the third read, have students identify rhetorical / persuasive techniques. As the class reads together, students should take notes on their graphic organizers as well as collaboratively annotating the text.</p> <p>Exit Ticket: <i>What technique that Walker uses in what we read today do YOU think gets his point across the most strongly? Explain your answer.</i></p>	<p>Graphic organizer for Walker’s Appeal [.pdf]</p> <p>Graphic organizer for Walker’s Appeal [.docx]</p>

<p>Day 3</p>	<p>Excerpts from David Walker’s “Appeal”</p>	<p>What is David Walker’s main claim / thesis? What techniques does he use to build his argument?</p>	<p>Do Now: <i>What one point that Walker makes, in what we’ve read so far, do you think is the most compelling and why?</i></p> <p>Share out from Do Now; review major points of Walker’s argument so far as well as the main techniques the class has noticed that he uses.</p> <p>Finish guided / shared close read of David Walker text, in short chunks. As the class reads together, students should take notes on their graphic organizers as well as collaboratively annotating the text.</p> <p>Once students have finished reading the text, have them reread to find a sentence that they think could be Walker’s thesis. Share out and review student responses. Students should complete the graphic organizer once they have identified a workable candidate for the thesis.</p> <p>Exit Ticket: <i>As a percentage, how well do you think you understand the David Walker reading (what we’ve read of it so far)? Explain briefly.</i></p>	<p>Graphic organizer for Walker’s Appeal [.pdf]</p> <p>Graphic organizer for Walker’s Appeal [.docx]</p>
<p>Day 4</p>	<p>Excerpts from David Walker’s “Appeal”</p>	<p>SWBAT begin a two-paragraph response, identifying</p>	<p>Do Now: <i>In your opinion, does David Walker defend his main claim / thesis effectively? Explain.</i></p>	<p>Graphic organizer for Walker’s Appeal [.pdf]</p>

		Walker’s thesis and explaining one important way he builds his argument	<p>Share out from Do Now.</p> <p>Review format of two-paragraph response. If needed, model for students, in real time, how to build one of their paragraphs around the piece of evidence they choose; teacher should explain their thought process out loud as they compose the model paragraph.</p> <p>Give students time to work on their response.</p> <p>Exit Ticket: <i>Which paragraph do you think will be trickier to write, the first or the second?</i></p>	<p>Graphic organizer for Walker’s Appeal [.docx]</p> <p>Writing prompt [.pdf]</p> <p>Writing prompt [.docx]</p>
Day 5	Excerpts from David Walker’s “Appeal”	SWBAT complete a two-paragraph response, identifying Walker’s thesis and explaining one important way he builds his argument.	<p>Do Now: <i>How close are you to finishing the two paragraphs? What do you need help with?</i></p> <p>Share out from Do Now. Review expectations for two-paragraph response</p> <p>Give students time to finish writing their responses. They may need additional independent writing time at home. If students are ready, build in time for peer review or mini-conferences.</p> <p>Exit Ticket: <i>Self-evaluate. Which paragraph do you think was stronger, your first or your second?</i></p>	<p>Writing prompt [.pdf]</p> <p>Writing prompt [.docx]</p> <p>Example formative assessment, completed by a student in the author’s class during the 2021-2022 school year [.pdf]</p>

Educator’s note: *The following lessons build on rhetorical analysis, annotation, and writing skills students practice in weeks 1-4. Weeks 5-10 are presented in outline form.*

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> “What to the Slave Is the Fourth of July?”				
Day 1	Video of Douglass’ young descendants reading and discussing excerpts from the speech “What to the Slave Is the Fourth of July?” by Frederick Douglass	Who was Frederick Douglass? What is he saying in this speech?	Intro and historical background for Frederick Douglass More in-depth review of rhetorical strategies First read, to scan for unfamiliar vocabulary and identify thesis	Graphic organizer
Days 2-4	“What to the Slave Is the Fourth of July?” by Frederick Douglass	What is Douglass’ thesis? What techniques does he use to build his argument?	Identify thesis; identify techniques Douglass uses; discuss and collect student responses to use as a resource when writing Students complete graphic organizer and begin working on responses	Graphic organizer Writing prompt [.pdf] Writing prompt [.docx]
Day 5	“What to the Slave Is the Fourth of July?” by Frederick	SWBAT complete a two-paragraph	Students complete two-paragraph response	Graphic organizer

	Douglass	response, identifying Douglass' thesis and explaining one important way he builds his argument		Writing prompt [.pdf] Writing prompt [.docx]
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Grappling with the Paradox of American Liberty

Unit by the Kensington Health Sciences Humanities 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> Dred Scott v. Sandford				
Day 1	Video about the campaign to rename Taney Street in Philadelphia Excerpt from Roger B. Taney's majority opinion in Dred Scott vs. Sandford	<p>What is the context of Taney's majority opinion in Dred Scott v. Sandford (the text we are reading this week)?</p> <p>What argument is Taney trying to make about the founding documents?</p>	<p>Introduction to Taney and the Dred Scott case</p> <p>First read, to scan for unfamiliar vocabulary and identify thesis</p>	Graphic organizer
Days 2-4	Excerpt from Roger B. Taney's majority opinion in Dred Scott vs. Sandford	<p>What is Taney's thesis?</p> <p>What techniques does he use to build his argument?</p> <p>What is the central flaw in his reasoning?</p>	<p>Identify thesis; identify techniques Taney uses; discuss and collect student responses to use as a resource when writing</p> <p>Students complete graphic organizer and begin working on responses</p>	<p>Graphic organizer</p> <p>Writing prompt [.pdf]</p> <p>Writing prompt [.docx]</p>
Day 5	Excerpt from Roger B. Taney's majority opinion in Dred Scott vs. Sandford	<p>SWBAT complete a two-paragraph response, identifying Taney's thesis,</p>	<p>Students complete two-paragraph response</p>	<p>Graphic organizer</p> <p>Writing prompt [.pdf]</p>

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		explaining one important way he tries to build his argument, and evaluating whether or not it works		Writing prompt [.docx]
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 7</i> "Lynching, Our National Crime"				
Day 1	<p>"An Outrage" documentary on lynching from Learning for Justice</p> <p>TedEd clip giving brief bio of Wells</p> <p>Obituary of Wells from the New York Times "Overlooked" project</p> <p>"Lynching: Our National Crime" by Ida B. Wells</p>	<p>Who was Ida B. Wells?</p> <p>What argument is she making in this piece?</p>	<p>Background and context on Ida B. Wells and lynching</p> <p>First read, to scan for unfamiliar vocabulary and identify thesis</p>	Graphic organizer
Days 2-4	<p>"Lynching: Our National Crime" by Ida B. Wells</p>	<p>What is Wells' thesis?</p> <p>What techniques does she use to build her argument?</p>	<p>Identify thesis; identify techniques Wells uses; discuss and collect student responses to use as a resource when writing</p> <p>Review of Bill of Rights, which Wells references in the piece</p> <p>Students complete graphic organizer and begin working on responses</p>	<p>Graphic organizer</p> <p>Writing prompt [.pdf]</p> <p>Writing prompt [.docx]</p>

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Day 5	“Lynching: Our National Crime” by Ida B. Wells	SWBAT complete a two-paragraph response, identifying Wells’ thesis, and explaining one important way she tries to build her argument	Students complete two-paragraph response	Graphic organizer Writing prompt [.pdf] Writing prompt [.docx]
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Weeks 8-10</i> Portfolio Reflection				
Weeks 8-9	All texts read in the unit	Of all the texts we read, which one does the most convincing job of getting the author's point across?	Introduce expectations for portfolio reflection Review the 5 texts we read over the course of the unit; discuss strengths and flaws of each text	1619 Portfolio Reflection assessment overview [.pdf] 1619 Portfolio Reflection assessment overview [.docx] All graphic organizers and student paragraphs written in the unit
Weeks 8-9	All texts read in the unit	SWBAT compare multiple texts in order to evaluate which is the strongest, and argue for their choice in writing	Wrap-up any revisions and work on portfolio reflection	All graphic organizers and student paragraphs written in the unit
Weeks 9-10	All texts read in the unit	What did I learn or get better at in this unit that I will take away with me afterwards?	Peer review One-on-one mini-conferences for teacher feedback Debrief, unit evaluation, sharing and celebration of student work	All graphic organizers and student paragraphs written in the unit

