

Unit by Educators from the Agents of Change team,
part of the 2022 cohort of *The 1619 Project* Education Network

UNIT OVERVIEW

Documentation of facilitation of this unit in fall 2022	Here
Unit Length	<p>10 weeks with four hours of instruction each week.</p> <p>This is an art and figurative language integrated project. Lessons were taught in the art classroom by the art teacher and the students' home classroom by their classroom teacher. There are also opportunities for co-teaching. The unit activities below outline the instructions for the art activities. Click here to review the figurative language lessons that result in the writing that accompanies the performance task. <i>(unit link will be added by early March 2023)</i>The lessons could also both be taught by the same educator in one class.</p>
Grade Level(s)/Subject(s)	<p>This project is appropriate for all grade levels. The documentation and standards for this project were shared with a third grade classroom.</p> <p>Grades 3 through 6 explored this unit. (Eight classes)</p>
Unit Overview	<p>As part of a collaborative art and figurative language-integrated project, students will examine connections with their cultural identity and aspects of U.S. history presented in “The 1619 Project.” They will explore how their cultural identity is informed by history, evaluate what new information they learn about their identities through engagement with “The 1619 Project and other historical resources, and ultimately deconstruct vintage books covering U.S. history in order to reflect their analyses from the unit (altered book art). Students will examine what stories have been underrepresented in U.S. history books by exploring news articles, primary sources, storytelling, and artwork. They will practice persuasive writing and creating writing skills, and will also develop and deepen emotional literacy, empathy, and critical thinking skills. Their finished work will construct a more inclusive and accurate history of the American People that, in</p>

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turn, informs their cultural identity. Students will then decide how they share their work with others.

This project is grounded in a continued commitment to seek truth and reconciliation for historically marginalized communities. The project explores the healing power of bearing witness to the accurate history of others and guides students in developing an intentional understanding, empathy towards others, synthesizing of differences, and exploring opportunities for authentic belonging in the social setting of schooling.

The full project is intended to be taught in the art classroom, and students' home classrooms. The project also provides individual and co-teaching opportunities.

Themes:

- Deconstruction and Reconstruction
- Cultural Identity

Art skill practiced: Deconstructive and Constructive art making, Collaborative skills, Composition skills, Drawing, Painting, Printmaking, and Collage

Figurative Language Skills practiced: Deepening descriptions, heightening the impact of ideas, emphasizing a point or idea, improving understanding by making comparisons, and heightening impact of language.

Scope and Sequence:

- Investigate Cultural Differences
- Understand the impact of historical erasure
- Develop an equitable lens to understand histories of people in America
- Deepen Understanding of Cultural Identity
- Investigate resources from "The 1619 Project"
- Make connections between art and storytelling
- Investigate how art can serve as a cultural ambassador and inform American History

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- Explore emotional literacy through engagement with Th 1619 Project
- Reading of [*Born on the Water*](#) by *Nikole Hannah-Jones, Renée Watson, Nikkolas Smith*
- Incorporating “The 1619 Project” themes and resources into Altered Book Creation
- Incorporating Cultural Ambassadors into Altered Book
- Incorporating Persuasive writing into our Altered Books
- Culminating Project: Students share their American History Altered Books

Rationale for the unit: As educators, teaching an accurate and inclusive history of the United States provides all students with equitable opportunities to learn who they are among others. Erasing the histories of groups of peoples from the teaching of U.S. history is not teaching American History accurately. It also is forcing assimilation into a school's teachings and a discriminatory practice in education. Forced erasure by stripping away, deleting, or ignoring cultural identities has instrumental, relational, and expressive consequences. The accurate teaching of the histories of historically marginalized communities has been absent in many schools' curricula. As educators, if we are not providing an inclusive history that reflects diverse cultural identities, we may unintentionally (or intentionally) promote erasure and assimilation. This can impact the instrumental beliefs and interpretations that students from historically marginalized backgrounds have about schooling and their teachers. These instrumental beliefs impact students' relational beliefs (making sense of the world through experiences or lack of) and can have a lasting negative impact on students from historically marginalized backgrounds.

Without a place of belonging for students from historically marginalized backgrounds in the teachings of history, we are forcing instrumental adaptation to a specific path for successes and survival as a minority in a white world. When considering schools' and districts' data of the success of minority students, we must also consider how a school's culture may unintentionally (or intentionally) place value on specific groups of peoples' cultural identities and representation of those cultural identities through language, learning, relationships with teachers and peers, and

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	<p>the benefits schooling provides. Forced cultural erasure in education can produce a symbolic expression of intellectual, cultural, and linguistic derogation, denigration, and stereotyping. Over time, this erasure can lead students to have relational beliefs that have educational and societal consequences. The beliefs can negatively affect the educational experiences and outcomes of students from minority backgrounds. In this article from The Educational Opportunity Project at Stanford University, researchers explain how the achievement gap between students is connected to Black students having fewer educational opportunities than White students in almost every American school district in the U.S. This disparity in equal opportunities includes a disparity in accurate historical teachings, and that disparity can further inequities in education. For example, societal and school practices of erasure may lead students from historically marginalized communities into a dual frame of reference where they may think, “Who am I in a school community that erases my cultural identity? What is my place in American History?”</p> <p>“Culture, it turns out, is the way that every brain makes sense of the world. That is why everyone, regardless of race or ethnicity, has a culture. Think of culture as software for the brain’s hardware. The brain uses cultural information to turn everyday happenings into meaningful events.” (Zaretta Lynn Hammond)</p> <p>This work aims to provide an opportunity for all students, including those who are not from marginalized backgrounds, to examine their own biases, learn about the cultural identities and histories of communities that have been marginalized, and continue on a path of truth and reconciliation by making a commitment to keep learning about communities from its members. Teaching inclusive histories also provides an opportunity for students and teachers to deepen our understanding of our experiences, expressions, struggles, and triumphs.</p>
<p>Objectives & Outcomes</p>	<p>Students will be able to..</p> <ul style="list-style-type: none"> ● Deconstruct U.S. history books to construct and altered book that tell underreported stories about the histories of American people

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	<ul style="list-style-type: none"> ● Tell stories about U.S. history and their own cultural identities that integrate details and themes from The 1619 project and resources by other Black cultural ambassadors ● Create art and write figurative language that expresses their cultural identities and incorporates new and developing perspectives from their learning throughout this unit. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● Who do you seek out for information, guidance, advice, and knowledge that helps you learn and discover your cultural identity? (Cultural ambassadors can be artists, dancers, musicians, actors, and writers that tell the story of different cultures through the art form.) ● Who do you seek out for information, guidance, advice, and knowledge that helps you learn and discover how your cultural identity connects to the cultural identities of others? (Cultural ambassadors can be artists, dancers, musicians, actors, and writers that tell the story of different cultures through the art form.) ● Why is it important to consider our histories and cultural narratives through a lens that applies both critical thinking and empathy? What can we gain from this practice? ● What art forms (visual and performing art and writing), artists/writers and their work serve as cultural ambassadors to help you feel most connected to and celebrate the cultures of Black Americans?
Standards	<p>Social Justice: Social Justice Standards Here</p> <ul style="list-style-type: none"> ● Identity 3 ID.3-5.3 I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too. ● Diversity 10 DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are. ● Justice 15 JU.3-5.15 I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

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	<ul style="list-style-type: none"> ● Action 20 AC.3-5.20 I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals. <p>Visual Art: Visual Art Standards Here</p> <ul style="list-style-type: none"> ● Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. ● Investigate and discuss possibilities and limitations of spaces, including electronics, for exhibiting artwork. ● Identify and explain how and where different cultures record and illustrate stories and history of life through art. ● Determine messages communicated by an image. ● Evaluate an artwork based on given criteria. ● Develop a work of art based on observations of surroundings. <p>English Language Art Standards/Writing: Writing Standards Here</p> <ul style="list-style-type: none"> ● Introduce a topic and group related information together; include illustrations when useful to aid comprehension. ● Develop the topic with facts, definitions, and details. ● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ● Conduct short research projects that build knowledge about a topic.
<p>Facilitation Resources</p>	<p>Texts:</p> <ul style="list-style-type: none"> ● Full PDF of <i>New York Times</i> Print Magazine: “The 1619 Project” Here

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- Broadsheet from *The New York Times* with primary source documents and artifacts curated by Mary Elliott, curator at the Smithsonian’s National Museum of African American History and Culture: [Here](#)
- Interact with the original *1619 Project* in a dynamic way on the [NYT Magazine website](#)
- A K-8 section of the *The New York Times* about the lasting impact of slavery in the United States [Here](#)
- [Born on the Water](#) by Nikole Hannah-Jones, Renée Watson, Nikkolas Smith
- Educators Guide: *Born on the Water* [Here](#)
- [Iraq: The Journey Home](#) by Zahra Ahmad and Brontë Wittpenn for *MLive*

Additional Resources from “The 1619 Project”

- Teaching “The 1619 Project” from the Pulitzer Center [Here](#)
- Virtual Journalist Visit to your classroom sign up [Here](#)
- “The 1619 Project” elementary Pulitzer Center-supported resources [Here](#)
- “Teaching Black History to Elementary and Middle School Students” webinar with Nikole Hannah-Jones and Dr. LaGarrett King [Here](#)
- 16 writers bring consequential moments in African-American history to life as part of *The 1619 Project* [Here](#)
- “The 1619 Project” Podcast Listening Guide [Here](#)
- The New Origin Story: The 1619 Project [Here](#) (Information about the author and illustrator of *Born on the Water*)
- The K-12 Curriculum Guide: The 1619 Project books [Here](#)
- Definitions of “erasure” [Here](#) and [Here](#)
- Cultural Identity Definitions and Reflection Questions” [[.pdf](#)] [[.docx](#)]
- Queen Nzinga Student Study [Here](#) and [Here](#) (page 5)

Teaching Materials:

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	<p>Art Teaching Resources: [.pdf] [.docx] Figurative Language Resources: [.pdf] Similarities and Differences worksheet Similarities and Differences Worksheet_Research Expanding our Connections to the World [.pdf] [.docx] Vocabulary 1 [.pdf] [.docx.] Digital Example Elements of Culture Dominant Culture Definition Example Difference worksheet Here Erasure Definition and Impact [.pdf] [.docx] The Journey Home Reflection questions [.pdf] [.docx]. Week 2, Lesson 2_Vocabulary. [.pdf] [.docx] Cultural Identity Definitions and Reflection Questions [.pdf] [.docx] Resource Here from Unite for Sight to support discussions about cultural identity Vocabulary 3_week 3_Lesson 1 [.pdf] [.docx] History Teachings Reflection Here Vocabulary 4 [.pdf] [.docx] Vocabulary 5 [.pdf] [.docx] Historical Terms to prepare for understanding. [.pdf] [.docx] Altered Book project introduction</p>
<p>Performance Task</p>	<p>Culminating Project: Students will be deconstructing, and then reconstructing, U.S. history books that they believe do not provide an accurate and inclusive history using an art form called “Altered Books.” By the end of the unit, students will use creative writing and original art to integrate essential historical information they have researched, and that they feel was missing, into the U.S. history books to include their learning and perspectives throughout this unit.</p>

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	<p>Students use the following resources to prepare for the project: Altered Book project introduction Altered Books Planning Sheet [.pdf] [.docx]</p> <p>As part of developing this project, students will discover how stories are told through visual art, performing art, and writing. They will identify details from unit resources to include in their projects. They will also research the work of Black artists and writers who are documenting history in order to identify additional stories and resources for their altered books. For example, students will look at the work of Kerry James Marshall and his art about the experiences of Black Americans. Students will ultimately have the opportunity to add information from these artists, and their own art and writing, into the altered U.S. history book. The students will also decide where their altered history book will belong (school library, local library, city hall, or any other location they would like). The guiding question throughout this unit will be: <i>How can we learn about the stories that have been erased in U.S. History to continue on the path of truth and reconciliation and further our commitment to keep learning about marginalized communities?</i></p> <p>Students also engage in this unit by completing reflective mini lessons that deepen their knowledge about “The 1619 Project.”</p>
<p>Assessment/Evaluation</p>	<p>Assessment Goals:</p> <ul style="list-style-type: none"> ● Based on specific learning targets and success criteria ● Designed by teachers and students ● Elicit evidence of student learning ● Informs instruction ● Involves students ● Provides specific, actionable, and immediate feedback <p>Formative Assessment CATs (Classroom Assessment Techniques: [.pdf]</p> <p><i>Classroom Assessment Techniques</i> (commonly called CATs) are brief instructor-led activities designed to help shape and focus subsequent teaching, based on students’ current understanding</p>

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and ongoing learning needs. Most take only a few minutes of class time and can be used repeatedly throughout the assignment. CATs are an easy way to assess how well students are learning content. Furthermore, they allow students to monitor—and quite possibly strengthen—their own learning.

Several stages during the assignment, students will complete a CAT with the goal of answering for the students:

- Where am I going?
- Where am I now?
- How do I get from here to there?

Students will evaluate their altered books using the following resources:

Self Assessment Checklist [[.pdf](#)] [[.docx](#)]

Student Created Rubric Example [[.pdf](#)] [[.docx](#)]

[Student Created Rubric Guidelines](#)

Template Student Created Rubric [[.pdf](#)] [[.docx](#)]

Formative Assessment Figurative Language: pre and post assessment [[.pdf](#)] [[.docx](#)]

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
<p><i>Week 1</i> Exploring definitions of culture and erasure, and analyzing the importance of expanding our awareness of other cultures</p>				
Lesson 1	<ul style="list-style-type: none"> • Dominant culture definition- Oxford Dictionary Reference • Similarities and Differences worksheet 	When we erase a person's cultural identity what are the consequences in the classroom community?	<p>Similarities and Differences</p> <ol style="list-style-type: none"> 1. Discuss the following: <i>Aside from holiday celebrations and food, cultures have other customs that make them special. These customs are a big part of what makes each culture distinct.</i> 2. Instruct the students to take five minutes to research the elements of the word culture. 3. Question for the whole group: What are the elements of culture? 4. Create a group collage, or have students contribute images to a digital platform such as Sketchpad Here using symbols and words to represent the elements of culture. 	<ul style="list-style-type: none"> • Similarities and Differences worksheet Here • Dominant Culture Definition Here <p>Materials:</p> <ul style="list-style-type: none"> • Note cards • Pencils • Poster or Bulletin board • Digital Assignment Here • Sketchpad Here • Digital Example Elements of Culture • Dominant Culture Definition Example

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			<ul style="list-style-type: none">• For inspiration, share digital example elements of culture. <p>5. Discuss with students:</p> <ul style="list-style-type: none">• Some of the elements of culture are practically automatic behaviors because we learn them from our culture at an early age and they are handed down over generations.• However, there are many subcultures in America and these cultures have their own distinct customs. <p>6. Using notecards, students draw symbols to represent their cultures.</p> <p>7. Set aside note cards and then ask students to think about dominant culture</p> <ul style="list-style-type: none">• Take a moment to read Oxford dictionary definition of dominant culture• Students use symbols and words to represent the elements of dominant culture. This can be	<ul style="list-style-type: none">• Differences from Dominant Culture Here
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			<p>done as a collage or on a digital platform.</p> <ul style="list-style-type: none">• Dominant Culture Definition Example <p>8. Discuss the following questions with students:</p> <ul style="list-style-type: none">• What are some differences you know about in your own culture that are different from the dominant American culture?• How does your culture look different from another person's culture?• How do elements of your own culture look differently than another person's culture? <p>8. List the students' differences on chart paper or a digital platform like jamboard.</p> <ul style="list-style-type: none">• Digital Example here from Chicago, IL students who engaged with this unit in fall 2022. <p>9. Discuss with students:</p>	
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			<p>“Our Classroom Community” If we put all our symbols of our Culture together it is our Classroom Community!</p> <ul style="list-style-type: none">• Are there images that students do not recognize and have questions about?• Do students recognize any similarities? Let’s sort the symbols by similarities• Do students recognize any differences? Let’s sort the symbols by differences. <p>10. Explain and discuss: You are bound to discover something new and interesting about another person's culture if you learn about their history.</p> <ul style="list-style-type: none">• What do you think the consequences are if we do not learn about a person's culture in a classroom community?• What are some of the reasons we feel comfortable or uncomfortable sharing our culture with our peers?	
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			<ul style="list-style-type: none"> How can we ensure we are respectful of others when they are sharing their culture? 	
Lesson 2	Vocabulary 1 [.pdf] [.docx.]		<p>In small groups students create definitions for terms and vocabulary we will be using in future lessons.</p> <p>The whole group then reviews the vocabulary to create student-friendly definitions. Make available words and meanings for students to access.</p>	<p>Vocabulary 1 [.pdf] [.docx.]</p> <p>Vocabulary 1 Completed Example Here</p>
Lesson 3	<p>Iraq: The Journey Home by Zahra Ahmad and Brontë Wittpenn for MLive</p> <p>Similarities and Differences Worksheet_Research Expanding our Connections to the World [.pdf] [.docx]</p>	<p>What are the connections between culture and history?</p> <p>How can the differences we have with others inform our cultural identity?</p>	<p>“We are going to take time to listen and read a story about a woman’s journey home to Iraq to reconnect with her culture and her experiences in America by reviewing a story from the project, “Iraq: The Journey Home” by Zahra Ahmad and Brontë Wittpenn for MLive</p> <p>Complete the Erasure Definitions and Impact brainstorm worksheet.</p>	<p>Difference worksheet Here</p> <p>Erasure Definition and Impact [.pdf] [.docx]</p> <p>The Journey Home Reflection questions [.pdf] [.docx].</p> <ul style="list-style-type: none"> Student Sample Here Example of Student Questions for the

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			<p>In small groups students take a second read through The Journey Home to reflect on the story again discussing the following questions using The Journey Home Reflections [.pdf] [.docx].</p> <ul style="list-style-type: none">• While reviewing this story, what emotions did you feel?• What made you feel that particular emotion?• What information did you learn about the history of Iraqi people and their culture? What information was already familiar and what information was new to you?• What elements of the culture of Iraq did you notice in the story? How has Iraqi culture been informed by the histories of Americans?• Fundamental differences among people from different backgrounds can be difficult to understand? Is there some information you still do not understand?• What elements of culture did you see in this story?	<p>journalist Zahra Ahmad and her responses</p> <p>Materials:</p> <ul style="list-style-type: none">• Pencils• Worksheet
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			<ul style="list-style-type: none">• What elements of culture most interested you and why?• What elements of culture did you admire? Why?• How did those cultural elements relate to your own culture?• What are some of the connections between Culture and History?• What is a question you would like to ask the journalist of this underreported story? <p>Complete the Similarities and Differences Worksheet_Research Expanding our Connections to the World [.pdf] [.docx]</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
<p><i>Week 2</i> Defining cultural identity, and exploring the impact of erasure of forming cultural identities</p>				
Lesson 1	Definitions of “erasure” Here and Here	<p>What is the impact of erasure throughout history?</p> <p>How might historical erasure be violent?</p>	<p>Using the note cards from the previous lesson on cultural differences (Week 1 Lesson 1):</p> <ul style="list-style-type: none"> ● Randomly remove three note cards without the students knowing. ● Remind the whole group that they represented their culture symbolically using the notecards, and that today we will be grouping the cards. ● Students create groups for the note cards. Ask the students for suggestions for grouping the note cards. Categories can be similarities, differences, food, activities, greetings, holidays, family traditions, clothing, relationships with elders, 	<p>Materials:</p> <ul style="list-style-type: none"> ● Note cards from previous lesson: Cultural Differences ● Poster board to record students’ answers or jamboard ● Paper and Marker for Categories

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			<p>relationship with siblings, hobbies, games, and sports.</p> <ul style="list-style-type: none">● Place labels for the groups around the classroom.● Randomly pass out note cards in each group. Then invite the students to move the cards to a different group if they think there is a better fit. Allow the students five to seven minutes to regroup the cards.● Encourage the students to explain their reasoning to their peers if they disagree on grouping.● Review the note cards in each group.● Ask the students if they feel their note card does not belong in the group and why? Have them explain why they belong in another group and allow them to change groups.● Create a category for “Classroom Community” and place all the cards in this category. Ask the student how placing all the cultural symbols in this category represents our classroom community. This is the usual	
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			<p>point where a student will point out that their card is missing.</p> <ul style="list-style-type: none">● Three students will not be grouped. They may draw your attention to this fact. Do not point it out. Allow the students to lead how to solve the problem. Ask the question to the whole class:<ul style="list-style-type: none">○ Does it matter if everyone is included? Why?○ What feelings came up when you were not included?○ What feelings came up when you noticed someone was not included?○ What are the consequences of not including everyone for the classroom community?○ What might be the repercussions of not being included in the teachings of specific people in school?○ What does it mean to be inclusive?	
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			<p>Let’s look at the definition of erasure again from these two sources Here and Here</p> <ul style="list-style-type: none"> • What do you think the meaning of erasure is and how does it pertain to this activity? • Why do you think some histories are included more than others? • What is the impact of erasure? <p>Discuss: “If inequitable, inaccurate, and or partial histories of people have been taught causing certain people to feel excluded or ignored, how can we as teachers provide a more equitable learning of people, their cultures and their histories?” (Record their answers)</p>	
Lesson 2	Week 2, Lesson 2_Vocabulary. [.pdf] [.docx]	Students will be able to review definitions of key unit terms by creating and reviewing unit cards with vocabulary words.	<p>In small groups, students create definitions for terms and vocabulary we will be using in future lessons using the worksheet Week 2, Lesson 2_Vocabulary. [.pdf] [.docx]</p> <p>In whole group review the vocabulary to create student friendly definitions.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Note cards

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			Make available words and meanings for students to access.	
Lesson 3	<p>Teacher Note: This lesson involves very complex concepts and reflections. The teacher will need to decide how thorough the learning will be with consideration to age and learning appropriateness for their students. From our previous lessons in this unit, students now know that erasure has left an absence in historical teaching for marginalized cultures and we have collectively considered the impact that may have had. This particular lesson aims to establish with students that there is a path to truth and reconciliation by making a commitment to keep learning about the history of marginalized people, seek out that knowledge</p>	<p>What is cultural identity and what informs a person’s cultural identity?</p> <p>Where are you in developing your cultural identities?</p>	<p>Let students know that we will work together to learn more about American History, and seek to have a more equitable and accurate lens to understand and learn about people in the U.S., as we move into the next lesson.</p> <p>Discuss the worksheet, “Cultural Identity Definitions and Reflection Questions” [.pdf] [.docx] with the students. Allow them time to reflect on where they are in their cultural identities. Students will set a goal for developing their cultural identity. Allow the students to anonymously identify their goal if they prefer. Collect notecards post and review for teaching opportunities and personalized learning strategies.</p>	<ul style="list-style-type: none"> • Cultural Identity Definitions and Reflection Questions [.pdf] [.docx] • Resource Here from Unite for Sight to support discussions about cultural identity

Reconstructing American History/Art Making and Persuasive Writing 1 of 2 (ART)

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	continually, and integrate into your own cultural identity that knowledge.			
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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 3</i>				
Exploring the mission and resources from “The 1619 Project” to evaluate what stories are underrepresented in the teaching of U.S. history				
Lesson 1	Vocabulary 3_week 3_Lesson 1 [.pdf] [.docx]	Students will be able to review definitions for unit vocabulary by creating student-friendly definitions.	<p>In small groups students create definitions for terms and vocabulary we will be using in future lessons.</p> <p>The whole group will then review the vocabulary to create student friendly definitions. Make available words and meanings for students to access.</p>	Vocabulary 3_week 3_Lesson 1 [.pdf] [.docx]
Lesson 2	A K-8 section of the <i>The New York Times Magazine</i> about the lasting impact of slavery in the United States	How can we learn about the stories that have been erased in the teaching of U.S. History to continue on the path of truth and reconciliation, and further our commitment to keep learning about marginalized communities?	<p>“Moving onto our next lesson we will continue to work together to learn more about American History and seek to have a more equitable and accurate lens to understand and learn about the History of American People.”</p> <ol style="list-style-type: none"> 1. Discuss with students why it is important to have an accurate American History using the 	<ul style="list-style-type: none"> • Worksheet: Familiar information and new information [.pdf] [.docx] • “The 1619 Project” mission Here • History Teachings Reflection Here

			<p>questions in the document, “History Teaching Reflections.” This document also includes responses from students in Chicago, IL who engaged with the unit. Document.</p> <ol style="list-style-type: none">2. Read and Discuss:<ul style="list-style-type: none">● Have you ever heard about the year 1619? What do you know?3. Review with the students “The 1619 Project”mission:<ul style="list-style-type: none">● “The 1619 Project” aims to center stories that have been marginalized in history4. We will be learning more about the 1619 project. We will begin with:<ul style="list-style-type: none">● A K-8 section of the <i>The New York Times Magazine</i> about the lasting impact of slavery in the United States Here <p>Students will have a copy of this document. Working in small groups, students will identify what information is familiar and what information is</p>	
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			<p>unfamiliar. In the whole group, students will discuss what sections had more information that they were unfamiliar with and which sections were the students most familiar with.</p> <ul style="list-style-type: none">• Students begin with identifying familiar information and new information using the worksheet “Familiar/Unfamiliar Worksheet.” <p>Ask the students:</p> <ul style="list-style-type: none">• What facts from this NYT section have you heard before and are familiar to you? How did you learn them?• Who learned something new and what did you learn?• With consideration to how familiar the information is, what are your suggestions for future learning?• Why do you think students who are studying U.S. history should know these facts?• By knowing these facts, what new understanding might you have about the history of the U.S. by knowing this information?	
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Lesson 3	A K-8 section of the <i>The New York Times Magazine</i> about the lasting impact of slavery in the United State	How can the erasure of cultural identity lead to misrepresentation, misinformation, stereotyping, and discrimination?	<p>Another look: Explain to the students that we will have another opportunity to learn more about “The 1619 Project.”</p> <p>Review the K-8 section of the NYT about the lasting impact of slavery in the United States. Focus on the “4 Common Myths of Slavery” from the resource. Have students discuss the resource in small groups using the questions from the Reflection of the 4 Common Myths of Slavery. (This document also includes responses from students who engaged with the unit in fall 2022.)</p>	<ul style="list-style-type: none">• Reflection of the 4 Common Myths of Slavery (questions and student example)
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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 4</i>				
Exploring the power of art to communicate underreported stories through analysis of stories about Queen Nzinga				
Lesson 1	Vocabulary 4 [.pdf] [.docx]	Students will be able to review definitions for unit vocabulary by creating student-friendly definitions.	<p>In small groups students create definitions for terms and vocabulary we will be using in future lessons.</p> <p>The whole group, students review the vocabulary to create student-friendly definitions. Make available words and meanings for students to access.</p>	
Lesson 2	Queen Nzinga Student Study Here and Here (page 5)	How can art inform us of our history?	<p>In this lesson, students explore the connection between art and storytelling, focusing on how art can serve as an empowering, self-actualizing and even cathartic form of self-expression</p> <p>Queen Nzinga Student Study Here and Here (page 5)</p>	

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			<p>Using these readings about Queen Nzinga, students will prepare to create a collective drawing that uses symbols to represent her story.</p> <p>Ask the students:</p> <ul style="list-style-type: none"> ● Who has heard of Queen Nzinga before? ● What are some of the emotions expressed in the story? ● What figurative language is used? ● Can a story like this change the cultural identity of a person? How? ● Why is it important to know this story about Queen Nzinga? Is there anything you have heard in the past or thought about that now changed? 	
Lesson 3	Queen Nzinga Student Study Here and Here (page 5)		<p>After reviewing the resources about Queen Nzinga, distribute 3 X 3 papers. Students will reflect, write their thoughts, and draw symbolic images to retell what they remember from Queen</p>	<p>Materials:</p> <ul style="list-style-type: none"> ● 3X3 paper ● Colored pencils or sharpies

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			Nzinga's story. The paper will then be collaged together to create a single work of art.	<ul style="list-style-type: none">• Large paper for collage
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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 5</i> Students evaluate the impact of art on healing and resistance and explore vocabulary that will support engagement with <i>Born on the Water</i></p>				
Lesson 1	<p>Queen Nzinga Student Study Here and Here (page 5)</p> <p>Visuals from "The 1619 Project"</p>		<p>Review the art that students made to represent Queen Nzinga.</p> <p>As part of a whole-group discussion, record students' responses to following questions by posting their responses in each of the following categories: Responses, Resolution, Benefits, Difficulties:</p> <ul style="list-style-type: none"> ● RESPONSES: How might people, the artist included, respond to stories reflected in art? ● RESOLUTION: What do you think the artist's purpose in creating this work is? What emotions and story is the author trying to communicate? What forms of resolution emerge from these works? (For example, the 	<p>Queen Nzinga Student Study Here and Here (page 5)</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Note cards ● Large Paper to create categories ● Student Example of reflections about Queen Nzinga Here

			<p>artist is empowered; the audience is moved by the truth the story presents, etc.)</p> <ul style="list-style-type: none">● BENEFITS: What are the benefits of using art for storytelling and self-expression? And who benefits?● DIFFICULTIES: What might be the negative impact of such art--on the artist, on those associated with the artist and so on? <p>Closing discussion:How does art inform us of U.S. history?</p> <p>Lesson extension: Examine the images from “The 1619 Project” broadsheet or magazine to reflect on how art tells the story of the Project Here.</p> <p>Questions:</p> <ul style="list-style-type: none">● What art have you seen that represents U.S. history?● Where did you see these images?● Reflecting on the images representing U.S. history, answer the following: Who were the images of, where did they take place, and what was happening?	
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Lesson 2	Vocabulary 5 [.pdf] [.docx]	Students will be able to review definitions for unit vocabulary by creating student-friendly definitions.	<p>In small groups students create definitions for terms and vocabulary we will be using in future lessons.</p> <p>The whole group then reviews the vocabulary to create student friendly definitions. Make available words and meanings for students to access.</p>	
Lesson 3	Historical Terms to prepare for understanding. [.pdf] [.docx]		<p>Discuss with the students that we will be reading a book about American History in the next lesson. To prepare for our reading we will be investigating some Historical Terms to prepare for understanding.</p> <p>With the whole group, review the historical terms to create student friendly definitions. Make available words and meanings for students to access.</p>	

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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities (Please include specific instructions from lesson start to close. Share items like guiding questions and rubrics in the materials column)	Lesson Materials (What resources and tools will students need to complete lesson activities?)
<p><i>Week 6</i> Analysis of <i>Born on the Water</i> and introducing the Altered Book final project</p>				
Lesson 1	<p><u><i>Born on the Water</i></u>: A picture book about African American history and identity</p> <ul style="list-style-type: none"> ● Born on the Water brief introduction found on page 15 Here ● Biography about the writers and illustrator of <u><i>Born on the Water</i></u> Here (page 3) ● Teacher extended learning: For a more conclusive understanding chunk, <i>Born on the Water</i>: Investigate how <i>Born on the Water</i> 	<p>Why is it important to consider our histories and cultural narratives through a lens that applies both critical thinking and empathy? What can we gain from this practice?</p>	<p><u><i>Born on the Water</i></u> Explain to your students your experience with Black History during elementary and high school. Identify what was present and what was missing, and the impact it had on your life.</p> <p>Review a brief biography about the writers and illustrator of <u><i>Born on the Water</i></u> Here (page 3)</p> <p>Give a brief introduction found on page 15 Here</p> <p>Emotion Wall. Read <u><i>Born on Water</i></u>. Have students jot down emotions felt during the story and add their responses to the emotion wall.</p>	<p>Materials:</p> <ul style="list-style-type: none"> ● Note cards

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	<p>synthesizes the facts, events, and themes laid out clearly in the K-8 section of the <i>New York Times Magazine</i> about the lasting impact of slavery in the US and weaves them together in a narrative form for younger audiences. Here</p>		<p>Connect Emotions. Group the students by identified emotions and ask students to discuss the following:</p> <ul style="list-style-type: none"> • What made you feel that particular emotion? • What information did you learn about the history of Black Americans? What information was already familiar and what information was new to you? • What elements of the culture of Black Americans did you notice in the story? How has Black culture been informed by the histories of Black Americans? • Fundamental differences among people from different backgrounds can be difficult to understand. What elements most interested you and why? • What elements did you admire? Why? • How did those cultural elements relate to your own culture? 	
Lesson 2	<p>Altered Book project introduction</p>	<p>How can we use an art form to take a social justice stance against cultural erasure and make a commitment to</p>	<p>Review the goals and elements of an Altered Book with students.</p>	

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		<p>seek out truth and reconciliation?</p>	<p>Prior to lessons, collect Outdated American History Books and textbooks. These can be found on ebay or used book stores.</p> <p>Share the textbooks. with the students Discuss the American History we have learned from the <i>Born on the Water</i> Book and other resources. Ask students what information they've learned in the unit was new to them and what information they wish would be reflected more prominently in U.S. history textbooks.</p> <p>Ask the students: How can we use the art form of altered books as a social justice stance against this cultural erasure?</p>	
<p>Lesson 3</p>	<p>Altered Book project introduction</p>	<p>Who are the Black Cultural Ambassadors that you connect to your cultural identity?</p>	<p>Group students into three or four groups.</p>	<p>Altered Books Planning Sheet [.pdf] [.docx]</p>

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			Review the resources section of the Altered Books Planning Sheet [.pdf] [.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> Students plan their altered books in small groups through research and analysis of altered book examples				
Lesson 1	Altered Books Planning Sheet [.pdf] [.docx]	What are altered books and how can I best use them to address cultural erasure?	<p>Groups complete the Altered Book Planning Sheet. The planning sheet reflects that altered books should include the following:</p> <ul style="list-style-type: none"> • Elements from “The 1619 Project” • Vocabulary words from the unit • References to works by Black artists and authors explored in the unit(ambassadors of Black culture) <p>When groups complete their planning sheet, have them create a self assessment checklist.</p>	Self Assessment Checklist [.pdf] [.docx]
Lesson 2		Students will be able to plan and create altered books that reflect their learning from the unit.	<p>Groups Discuss and List Project Criteria</p> <p>Demonstrate a technique for students from the list of resources.</p>	<p>Altered Books Planning Sheet [.pdf] [.docx]</p> <p>Self Assessment Checklist [.pdf] [.docx]</p>

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Lesson 3	<p>Altered Book Resources:</p> <ul style="list-style-type: none"> ● Altered Book Techniques Here ● Altered Book Flip Through Here ● Altered Books Tips and Tricks Here ● Altered Books Basics Here ● How to Glue Flat Pages Here ● How to Use Soft Chalk Pastels with Water for Pages That Really Pop Here ● Altered Books Flip through Techniques Here ● Collage Basics in an Altered Book Layout Here 	<p>How can we best tell the stories through art forms that are important to my cultural identity?</p> <p>Students will be able to plan and create altered books that reflect their learning from the unit</p>	Groups construct their altered books	<p>In class have available: Altered Books Workshop by Bev Brazelton in class Here</p> <p>Altered Book Examples:</p> <ul style="list-style-type: none"> ● Altered Books Samples: Here ● Pinterest Altered Books: Here and Here <p>Altered Books Planning Sheet [.pdf] [.docx]</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
<p><i>Week 8</i> As students continue working on their Altered Books, they also develop rubrics to evaluate their work</p>				
Lesson 1		What is the criteria of completing this project?	<p>Groups create rubrics for their projects</p> <p>Categories can include:</p> <ul style="list-style-type: none"> • Vocabulary • 1619 Resources • Multi-media artist 	<p>Student Created Rubric Example [.pdf] [.docx]</p> <p>Student Created Rubric Guidelines</p> <p>Template Student Created Rubric [.pdf] [.docx]</p>
Lesson 2	<p>Altered Book Resources:</p> <ul style="list-style-type: none"> • Altered Book Techniques Here • Altered Book Flip Through Here • Altered Books Tips and Tricks Here • Altered Books Basics Here • How to Glue Flat Pages Here • How to Use Soft Chalk Pastels with 		<p>Groups construct their alter books</p> <p>Demonstrate a technique for students from the list of resources.</p>	<p>In class have available: Altered Books Workshop by Bev Brazelton in class Here</p> <p>Altered Book Examples:</p> <ul style="list-style-type: none"> • Altered Books Samples: Here • Pinterest Altered Books: Here and Here

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	<p>Water for Pages That Really Pop Here</p> <ul style="list-style-type: none"> • Altered Books Flip through Techniques Here • Collage Basics in an Altered Book Layout Here 			
Lesson 3		<p>Where am I in the process of creating my altered book?</p> <p>What are the steps I'll need to take to finish my altered book project?</p>	<p>Groups complete a peer review of the project process, make suggestions, ask questions and learn new techniques from peers.</p> <p>Use this tool to select a peer assessment that is right for your students Here</p> <p>Students create a rubric to formatively assess where they are and need to go in their art making.</p> <p>Completed Student Rubric Example</p>	<p>Peer Assessment Tool</p> <p>Student Created Rubric Example [.pdf] [.docx]</p> <p>Student Created Rubric Guidelines</p> <p>Template Student Created Rubric [.pdf] [.docx]</p> <p>Example of a completed Student Rubric</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
<p><i>Week 9</i> Students continue constructing their Altered Books and integrate figurative writing they developed in their ELA classes</p>				
Lesson 1	<p>Altered Book Resources:</p> <ul style="list-style-type: none"> ● Altered Book Techniques Here ● Altered Book Flip Through Here ● Altered Books Tips and Tricks Here ● Altered Books Basics Here ● How to Glue Flat Pages Here ● How to Use Soft Chalk Pastels with Water for Pages That Really Pop Here ● Altered Books Flip through Techniques Here ● Collage Basics in an Altered Book Layout Here <p>In class have available: Altered Books Workshop by Bev Brazelton in class Here</p>	<p>How can I retell American History using artistic representation of Black Cultural Ambassadors?</p>	<p>Groups construct their altered books by adding elements of Black cultural ambassadors that informed their knowledge of American History.</p> <p>Students will have xeroxed copies of various resources from the “The 1619 Project” to use in the creation of their images for the altered book including original photography and illustrations from the Project Here</p> <p>Review list of altered book resources for techniques.</p>	<p>Altered Book Resources:</p> <ul style="list-style-type: none"> ● Altered Book Techniques Here ● Altered Book Flip Through Here ● Altered Books Tips and Tricks Here ● Altered Books Basics Here ● How to Glue Flat Pages Here ● How to Use Soft Chalk Pastels with Water for Pages That Really Pop Here ● Altered Books Flip through Techniques Here ● Collage Basics in an Altered Book Layout Here

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	<p>Altered Book Examples:</p> <ul style="list-style-type: none"> ● Altered Books Samples: Here ● Pinterest Altered Books: Here and Here 			<ul style="list-style-type: none"> ● Original photography and illustrations from the 1619 project Here <p>In class have available: Altered Books Workshop by Bev Brazelton in class Here</p> <p>Altered Book Examples:</p> <ul style="list-style-type: none"> ● Altered Books Samples: Here ● Pinterest Altered Books: Here and Here
Lesson 2	<p>Altered Book Resources:</p> <ul style="list-style-type: none"> ● Altered Book Techniques Here ● Altered Book Flip Through Here ● Altered Books Tips and Tricks Here ● Altered Books Basics Here ● How to Glue Flat Pages Here ● How to Use Soft Chalk Pastels with Water for Pages That Really Pop Here ● Altered Books Flip through Techniques Here 	<p>Students will be able to integrate figurative writing pieces as they continue creating their Altered Books.</p> <p>Students will be able to demonstrate a technique from the resource list.</p>	<p>Students will add text completed in their figurative language lessons. (<i>see the Agents of Change: Reconstructing American History Figurative Language Unit, which will be published in March 2023</i>)</p> <p>Demonstrate a technique from the resource list.</p>	<p>Figurative Writing Journals</p> <p>In class have available: Altered Books Workshop by Bev Brazelton in class Here</p> <p>Altered Book Examples:</p> <ul style="list-style-type: none"> ● Altered Books Samples: Here ● Pinterest Altered Books: Here and Here

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	<ul style="list-style-type: none"> ● Collage Basics in an Altered Book Layout Here 			
Lesson 3	<p>Altered Book Resources:</p> <ul style="list-style-type: none"> ● Altered Book Techniques Here ● Altered Book Flip Through Here ● Altered Books Tips and Tricks Here ● Altered Books Basics Here ● How to Glue Flat Pages Here ● How to Use Soft Chalk Pastels with Water for Pages That Really Pop Here ● Altered Books Flip through Techniques Here ● Collage Basics in an Altered Book Layout Here 	<p>Students will be able to integrate figurative writing pieces as they continue creating their Altered Books.</p> <p>Students will be able to demonstrate a technique from the resource list.</p>	<p>Groups construct their altered book and add their Figurative Writing</p> <p>Demonstrate a technique from the resource list.</p>	<p>In class have available: Altered Books Workshop by Bev Brazelton in class Here</p> <p>Altered Book Examples:</p> <ul style="list-style-type: none"> ● Altered Books Samples: Here ● Pinterest Altered Books: Here and Here

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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 10</i> Students complete, present, and evaluate their final projects				
Lesson 1	<p>Altered Book Resources:</p> <ul style="list-style-type: none"> Altered Book Techniques Here Altered Book Flip Through Here Altered Books Tips and Tricks Here Altered Books Basics Here How to Glue Flat Pages Here How to Use Soft Chalk Pastels with Water for Pages That Really Pop Here Altered Books Flip through Techniques Here Collage Basics in an Altered Book Layout Here 	<p>Students will be able to demonstrate a technique from the resource list.</p> <p>Students will be able to create an Altered Book that reflects their analyses throughout the unit.</p>	<p>Groups construct their altered books</p> <p>Groups demonstrate a technique from the resource list.</p>	<p>In class have available: Altered Books Workshop by Bev Brazelton in class Here</p> <p>Altered Book Examples:</p> <ul style="list-style-type: none"> Altered Books Samples: Here Pinterest Altered Books: Here and Here
Lesson 2		How can we best share our work to promote our	Groups decide how to share their work. Ideas can be (but not limited to)	

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		<p>ideas about an inclusive and accurate representation of American History?</p>	<p>displaying books in the school, donating books to a local library, or photographing books and posting online.</p> <p>As part of a whole-group discussion, students reflect on the following questions to assess their learning throughout the project:</p> <p>Questions:</p> <ul style="list-style-type: none">• How do you feel about our 1619 Project?• What is something that stands out about the project?• What was a significant lesson that we completed that impacted you?• This is a collaborative project. Do you think it is important to share it with others?• Who would you want to share the project with? Why?• In what ways can the project be shared?• Would you want to share your experience?• How can we share our experiences?	
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			<ul style="list-style-type: none">• If you had to sum up your experience in one sentence what would that be?• If our books had a home where would that be?	
Lesson 3		How have I made a commitment to seeking truth and reconciliation of an accurate and inclusive representation of American History?	Groups share their work and complete final assessment.	Student Created Rubric Example [.pdf] [.docx] Student Created Rubric Guidelines Template Student Created Rubric [.pdf] [.docx] Example of a completed Student Rubric