

UNIT OVERVIEW

Unit Length	This unit includes lessons for twenty 60-80 minute class periods. Implementation took 5-6 Weeks. Most lessons can be easily divided into two days and teachers can adjust instruction by choosing to isolate one or more of the 4 parts as a focus.
Grade Level(s)/Subject(s)	10th Grade / World History
Unit Overview	<p>This unit has four parts:</p> <ol style="list-style-type: none"> 1. Enslavement in America: Prior Knowledge Check (Days 1-3) 2. Contextualizing Enslavement in the Atlantic World (Days 4-12) 3. How Should Enslavement Be Taught: A Structured Academic Controversy Protocol (13-15) 4. Performance Task: Podcast Analysis and Creation (Days 16-20). <p>In this unit, students critically reflect on how they learned about enslavement, analyze enslavement systems in the Atlantic World, engage in academic discussions using primary and secondary sources, and produce a podcast script that demonstrates strong persuasive commentary.</p> <p>During part one, students critically reflect on how they learned about enslavement going back to their early educational experiences to understand what they know and how they were taught about enslavement.</p> <p>In the second part, students learn about slavery in the Atlantic World, which connects Africa, the Americas, and Europe. Students compare elements of enslavement systems by looking at forms of servitude and unfreedom in the Americas and enslavement as a world system.</p> <p>In the third part, students utilize rich primary and secondary sources from the 1930s to the present to engage in an academic discussion on how enslavement has been and should be taught in school. Students analyze six sources and develop an argument about how the history of enslavement should be taught.</p>

	<p>In the summative performance task, students will use their discussion to write a script for a podcast episode in which they support their argument. Students will analyze 1619 podcast episodes as a scaffold to support their scripting. Using intentional language and the importance of explicit naming, students will write a script using the Persuasive Commentary Script template provided in resources.</p>
<p>Essential Questions</p>	<p>Compelling Question How should the history of enslavement be taught?</p> <p>Supporting Questions</p> <ol style="list-style-type: none"> 1. How does teaching and learning about African American history change if you begin with cultural ancestors in the African continent vs. the Middle Passage? 2. How does the teaching and learning about slavery change if you focus on the institution of slavery vs. the fight of the enslaved for freedom? 3. Why do we try to avoid the violent parts of our country's history? What is the best way to teach and acknowledge those violent parts?
<p>Unit Objectives</p>	<ul style="list-style-type: none"> ● I can analyze secondary sources to understand how historians have taught enslavement or avoided the topic. ● I can engage in collaborative discussions with my peers that help deepen my understanding of how enslavement is taught and reflect on my learning experiences. ● I can craft an argument using evidence that answers the selected prompt.
<p>Standards</p>	<p>C3 Framework D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</p> <p>CCSS.ELA-LITERACY.Writing 9-10.1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-LITERACY.Speaking Listening.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

<p>Facilitation Resources for Academic Discussion</p>	<p>Rachel L. Swarns, “The Search for a Meaningful Clue to the Mystery of an Enslaved Ancestor,” <i>The New York Times</i>, August 6, 2022.</p> <p>Nikita Stewart, “‘We are committing educational malpractice’: Why slavery is mistaught — and worse — in American schools.” The 1619 Project, New York Times (2019).</p> <p>Stephanie P. Jones, “Ending Curriculum Violence,” Learning for Justice (2020).</p> <p>K.C.B ., “A Student’s Take on Sugar-coated History,” Learning for Justice (2022).</p> <p>Carter G. Woodson, “Preface,” in <i>The Mis-Education of the Negro</i> (1933).</p> <p>W.E.B. Du Bois, “The Propaganda of History,” in <i>Black Reconstruction</i> (1935).</p>
<p>Performance Task</p>	<p>Podcasts can reach a broad audience and make an argument shortly and succinctly. Students will have the opportunity to practice their argumentative skills through a persuasive commentary incorporating a claim supported by evidence that is also deeply personal and reflective. The podcast will showcase students’ products to a wider audience and impact how teachers approach and teach about enslavement.</p> <p>Sustained inquiry:</p> <ul style="list-style-type: none"> ● Content Critique / Teachers support students in questioning the dominant discourses and power dynamics in their disciplinary context and encourage students to offer and seek out counternarratives when necessary. ● Explicit Naming / Teacher supports students in explicitly naming how power, white supremacy, racism, patriarchy, and other oppressions may manifest within school policies, culture, and curricula.
<p>Assessment/Evaluation</p>	<p>History of Enslavement Close Reading Guide (.pdf/.docx)</p> <p>Persuasive Commentary Script Template (.pdf/.docx)</p> <p>Podcast Rubric (.pdf/.docx)</p> <p>Primary Source Rubric (.pdf/.docx)</p> <p>Structured Academic Controversy Rubric (.pdf/.docx)</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>Part 1</i> Enslavement in America: Prior Knowledge Check				
Day 1	Create or revisit Classroom Agreements	We can co-construct classroom agreements that are important to creating a strong classroom culture.	Print the Sample Agreements and having students draw a "*" for agreement; "↓" for disagreement. Invite students to write additional comments on the papers. Review notes together, select norms the class wants to uphold and put them on a large poster board paper. It's a living document. Feel free to revisit, add/ or change the norms.	Sample Classroom Agreements
Day 2	Rachel L. Swarns, " The Search for a Meaningful Clue to the Mystery of an Enslaved Ancestor ," <i>The New York Times</i> , August 6, 2022.	I can utilize a close reading strategy to analyze an article. I can articulate why and how learning about the past can help individuals to heal in the present.	Students utilize the Three Close Reads strategy to engage in a reading that connects the past and present through learning about post-emancipation advertisements. Students can also create their own questions for analysis and discussion.	Three Close Reads Strategy (.pdf/.docx)
Day 3	Learning for Justice American Slavery Quiz Student Written Reflection	I can demonstrate my prior knowledge about slavery in the United States. I can write a personal narrative about how I was taught the history of enslavement.	Students will take a baseline twelve-question multiple-choice quiz to see how much they know about slavery in the United States. Students use a graphic organizer to scaffold their reflective writing on how they first learned about enslavement.	Google Form Quiz Graphic Organizer: Reflective writing about their learning of enslavement. (.pdf/.docx)

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<i>Part 2</i> Contextualizing Enslavement in the Atlantic World				
Day 4	History of Enslavement Close Reading Guide: Language of Enslavement	I can explain how naming has power and reflect on how I learned to speak about the history of enslavement.	Students review guidance on language and word choice when discussing slavery in reflection. Students document comprehension through written reflection questions.	Close Reading Guide (Pages 1-4)
Day 5	“The African Americans: Many Rivers to Cross” Episode 1: “The Black Atlantic”	I can explain the events that led to the American Revolution and the role of African Americans in building the nation.	Students will watch a documentary that connects enslavement and the development of the United States. Students utilize the documentary viewing guide to take guided notes.	Many Rivers to Cross Viewing Guide (.pdf / .docx)
Day 6	History of Enslavement Close Reading Guide: Mansa Musa	I can analyze primary and secondary sources to answer the question: Was Mansa Musa the richest person ever?	Students will analyze a blog post and two primary sources to answer: Was Mansa Musa the richest person ever? Students discuss how Mansa Musa’s story challenges modern and contemporary narratives about the continent of Africa.	Close Reading Guide (Pages 5-9)
Day 7	History of Enslavement Close Reading Guide: Egyptian Pyramids	I can analyze primary and secondary sources to answer the question: Did slaves build the Great Pyramid at Giza?	Students analyze ancient slavery in Egypt by exploring who built the Great Pyramid of Giza in the 26th century BCE.	Close Reading Guide (Pages 10-16)
Day 8	History of Enslavement	I can compare enslavement	Split the students into small groups and divide	Close Reading Guide

Learning and Teaching about Enslavement

Unit by Fremont Tigers, part of the 2022 cohort of *The 1619 Project* Education Network

	Close Reading Guide: Orlando Patterson, “Large Scale Slave Systems” in <i>Slavery and Social Death</i>	systems across the globe.	the Patterson reading into nine regions: Europe, Africa, Spanish Caribbean, Asia, Dutch Caribbean, British Caribbean, French Caribbean, Danish West Indies, and The US South. Students respond to three question prompts about their region.	(Pages 17-24) Slide Deck with Regions and Questions
Day 9	History of Enslavement Close Reading Guide: Roman Slavery	I can analyze primary sources to explain how people became enslaved in the Roman Empire and forms of resistance.	Students will analyze slavery in the ancient world to understand how slavery existed. This inquiry's central historical question is how the Romans enslaved people in the 4th and 5th centuries.	Close Reading Guide (Pages 25-30)
Day 10	The Forgotten Slavery of Our Ancestors Video History of Enslavement Close Reading Guide: The Mita System	I can analyze and examine primary and secondary sources to understand coerced systems of labor practiced by the Incas.	Students will analyze the Incan Empire as a form of unfreedom, particularly the mita system. In a labor system, the Inca's required their provinces to work for a few months rotating to build roads and provide artisan labor and other services.	The Forgotten Slavery of Our Ancestors Close Reading Guide (Pages 31-39)
Day 11	History of Enslavement Close Reading Guide: Olaudah Equiano	Using Equiano's autobiography, I can analyze how he was kidnapped, sold, and his experience through the Middle Passage.	Utilize the slide presentation to provide additional context for Enslavement in the Atlantic world Students read Equiano's narrative to understand the experience of being enslaved, the Middle Passage, and being brought to the Americas.	Close Reading Guide (Pages 40-48) Instagram @equiano.stories Enslavement in Atlantic World Pear Deck (.pdf / .pptx)
Day 12	History of Enslavement Close Reading Guide: How Slavery was Written into the Laws of Virginia	I can analyze court cases dealing with the evolution of the Virginia slave system.	Students will examine continuity and change by looking at the gradual development of slave laws in the Virginia Colony.	Close Reading Guide (Pages 49-55)

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<i>Part 3</i> How Should Enslavement Be Taught: A Structured Academic Controversy Protocol				
Day 13	Argumentative Structured, Academic Controversy: How should we teach the history of enslavement?	I can engage in a structured academic controversy (SAC) on how the history of enslavement should be taught. I can develop an argument and find evidence to support my case.	Utilize the materials to frame and facilitate a Structured-Academic Controversy protocol for students. Focus on four sources from which students will find evidence to support one side and engage with each other in a debate using evidence.	SAC Preparation Guide (.pdf/.docx) Four Sources Jigsaw (.pdf/.pptx) Argumentative Structured Academic Controversy Protocol (.pdf/.docx)
Day 14	Debrief	I can share my thoughts and ideas about the structured-academic controversy with the larger class.	Students use a Fishbowl Discussion structure to present the arguments they developed during the Structured-Academic Controversy Protocol.	
Day 15	Legacies of American Chattel Slavery	I can analyze the relationship between mass incarceration and slavery by reading Bryan Stevenson's article. I can analyze Nicole Hannah-Jones's article to understand the contradictions between ideals and reality.	Bryan Stevenson, "Slavery Gave America..." "The Idea of American" Nikole Hannah Jones	Bryan Stevenson, "Slavery Gave America..." (.pdf/.docx) "The Idea of American" Nikole Hannah Jones (.pdf/.docx)

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<i>Part 4</i> Performance Task: Podcast Analysis and Creation				
Day 16	1619 Podcast Episodes	I can analyze The 1619 Podcasts to understand how the stories are crafted and what I can do to prepare my script.	Students select one podcast from The 1619 Project to analyze using the activity guide..	Podcasts and Audio Stories Activity Guide (.pdf/.docx)
Days 17	Podcast Brainstorming	I can brainstorm ideas for my podcast script	Students will select their topic and focus on the script.	Graphic Organizer (.pdf/.docx)
Days 18-19	Draft Script	I can draft my podcast script.	Students craft a persuasive commentary using personal experience and evidence from readings.	Persuasive Commentary Script Template (.pdf/.docx) Podcast Rubric (.pdf/.docx)
Day 20	Feedback	I can provide and receive feedback on my podcast and revise my script.	Students provide feedback to peers on their script and also receive feedback. Edit and make revisions as needed.	Peer Feedback (.pdf/.docx)