

UNIT OVERVIEW

Unit Length	Eight weeks (Originally written for 55-minute lessons four days a week, and 45-minutes one day a week) = 40 lessons
Grade Level(s)/Subject(s)	U.S. History, Grades 9-12
Unit Overview	<p>In this project, students will be asked to create children’s picture books about underreported, or historically “erased,” topics in the teaching and sharing U.S. history. Students will examine why these topics and stories have been historically ‘erased’ from narratives of U.S. history. They will also develop an understanding of how a historical narrative changes when these topics are put back into the teaching of history.</p> <p>In this project, students will practice their research skills to develop a thorough understanding of a chosen topic that they believe has been underrepresented in the teaching of U.S. history. They will then practice presenting this information in a format acceptable to younger students. This project will require that students become experts on their chosen topic so that they can synthesize the material into easily understandable lessons for younger students. The culminating project will ask students to then share their products with local elementary students.</p>
Objectives & Outcomes	<p>Students will...</p> <ol style="list-style-type: none"> 1. Examine topics of historical erasure and understand why it is important to study these topics. 2. Identify a topic of historical erasure and become content area experts in their topics. 3. Conduct research about a topic and develop the skills to synthesize what they have learned. 4. Develop their own pedagogical understanding of how to teach younger students.
Standards	<p>Purdue Polytechnic High School-Specific Standards</p> <p>US-A-1: Reflect upon cultural interactions and dynamics between various cultural groups in America.</p> <p>US-A-2: Analyze the causes and effects of power and dissent among various groups in American history.</p> <p>US-A-3: Identify and examine historically underrepresented groups and their experiences in the broader historical context of America.</p>

	<p>US-A-4: Identify and analyze agents of change that precipitated expansion and migration in American history.</p> <p><u>Indiana State Standards:</u> USH.1.3 Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. USH.2.9 Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. Explain the historical significance of the denial of African American rights in the South and the effects of these policies in future years</p>
<p>Facilitation Resources</p>	<p><u>Video:</u> <i>Analyze and Discuss: The 1619 Project Video Introduction Pulitzer Center</i> Confronting hard history Hasan Kwame Jeffries TEDxOhioStateUniversity</p> <p><u>Texts:</u> Born on the Water by Nikole Hannah-Jones, Renée Watson, Nikkolas Smith Anti-Racist Children’s Books</p> <p><u>Teaching Materials:</u> Slides: Introduction to “The 1619 Project” [.pptx] 1619 Project Introduction Questions [.pdf] [.docx] Mayflower/White Lion Entrance Ticket .pptx Summarizing Nonfiction .pptx Ancestral Flag Do Now and Discussion Questions.pptx Source Sheets (excel copy of the assigned topics database) Children’s Book Review Guide storyboard template [.pptx]</p> <p><u>Additional resources:</u> The Storytelling Project Curriculum: Learning About Race and Racism through Storytelling and the Arts by Lee Anne Bell, Rosemarie A. Roberts, Kayhan Irani, Brett Murphy from Barnard University A Quick Reference Guide to Teaching Hard History from Learning for Justice Teaching Hard History Videos & Questions from Learning for Justice</p>

	<p>Anti-Racist Teaching Strategies from the Anti Racist Teaching & Learning Collective America's Censored Classrooms - PEN America Teaching Hard History Carolina Public Humanities Teaching the 'Hard History' Behind Today's News NEA Tips for Tackling Sensitive History & Controversial Current Events in the Classroom Teaching Hard History Southern Poverty Law Center Institutionalized Racism: A Syllabus - JSTOR Daily A Quick Reference Guide to Teaching Hard History If We Knew Our History - Zinn Education Project Educators Guide for Teaching <i>Born on the Water</i> from Penguin Random House</p>
<p>Performance Task</p>	<p>Students will produce a children’s book for younger students that aims to engage students in an analysis of topics that they have identified as being ‘erased’ from the teaching of U.S. history. They will determine their topics as part of their analysis during the unit of several resources. By creating a children’s book that effectively synthesizes difficult topics into media acceptable for younger children, students will show that they have mastered understanding of the key themes and details related to a historical topic.</p>
<p>Assessment/Evaluation</p>	<p>This project will be an eight-week PBL (Project Based Learning) Unit made up of regular ‘Checkpoints’ to monitor students’ progress toward specific goals. Each checkpoint will help students build toward their final product. Before moving from one checkpoint onto the next, students will need to show mastery of the previous topics (Checkpoints listed below in daily lesson plans).</p> <p>Final Project will be graded with this 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
<p><i>Week 1</i> Introduction to 1619 Project Understanding Historical Erasure</p>				
Day 1	<p><i>Lesson adapted from</i> Analyze and Discuss: The 1619 Project Video Introduction Pulitzer Center</p>	<p>Students will be able to (SWBAT):</p> <p>Explain why Nikole Hannah-Jones pitched “The 1619 Project” to editors at <i>The New York Times Magazine</i>.</p> <p>Analyze how The 1619 Project’s overall premise connects to the lasting impact of slavery on contemporary U.S. systems.</p> <p>Apply critical thinking skills to evaluate common perceptions about U.S. history.</p> <p>Evaluate the use of a</p>	<p>Introduction to “The 1619 Project”</p> <ol style="list-style-type: none"> Students will respond to the following prompt on PollEverywhere (using the WordCloud option) as they enter: “Think broadly about what you learned about American history in school, and write down the names of some of the most important people in U.S. history.” Discuss student answers. Using resources from the lesson, “Analyze and Discuss: The 1619 Project Video Introduction,” and the Project introduction slides, introduce the mission and structure of the Project to students. 	<p>Slides: Introduction to “The 1619 Project” [.pptx]</p>

		<p>children’s book as a part of the larger mission of “The 1619 Project.”</p>	<ol style="list-style-type: none"> 4. Introduce the Four Agreements of Courageous Conversations 5. Brainstorm Classroom Agreements: Use Sticky-Note Brainstorming to brainstorm further classroom agreements. Ask students to respond with: <ul style="list-style-type: none"> ● Something you need in order to feel safe enough to participate in the workshop. ● Something you need in order to fully participate. ● Something you need (that we are able to provide) to have fun. 	
<p>Days 2-4</p>	<p>Analyze and Discuss: The 1619 Project Video Introduction Pulitzer Center</p> <p>List of Anti-Racist Children’s Books</p>	<p>What is ‘erasure’ in a historical context?</p> <p>What types of narratives have historically been ‘erased?’</p>	<p>Day 2: Students will respond to the following questions on PollEverywhere (using the WordCloud option) as they enter:</p> <p><i>“What do you know about Black Americans’ contributions to the U.S.? Make a list of influential figures.”</i></p> <p>Discuss student answers and have students compare/contrast the word clouds from today’s lesson and the previous day’s lesson.</p> <ol style="list-style-type: none"> 1. What differences are there? 2. Was one question easier to answer than the other? 	<p>1619 Project Introduction Questions [.pdf] [.docx]</p> <p>Mayflower/White Lion Entrance Ticket .pptx</p> <p>Summarizing Nonfiction .pptx</p> <p>Ancestral Flag Do Now and Discussion Questions.pptx</p>

			<p>3. Why do these differences exist?</p> <p>Show “The 1619 Project” Introduction Video and have students answer questions on the worksheet, “The 1619 Project Introduction Questions” as they are watching.</p> <p>In small groups, have students answer the following questions and record their answers:</p> <ol style="list-style-type: none"> 1. <i>Hannah-Jones uses the word "erasure" to describe how Black history has been treated in the U.S.:</i> 2. <i>What does the word “erasure” mean in this context?</i> 3. <i>Do you agree with Hannah-Jones that an erasure of Black history has taken place? Why or why not?</i> <p>Extension Question: What other histories have been erased?</p> <p>Discuss student answers.</p> <p>Day 3: Share the Mayflower/White Lion Entrance Ticket w/Peardeck and engage students in a discussion about this quote: <i>“Every American child learns about the Mayflower, but virtually no American child learned about the White Lion.”</i></p>	
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			<p>Discuss student answers.</p> <p>Independent Reading of: Whose History Matters? From <i>NewsELA</i> (subscription required)</p> <p>Break students into small groups and have them answer the basic summary questions (Slide #1) on the slides, “Summarizing Nonfiction.”</p> <p>Then independently (or for homework) assign students to write the summary paragraph for the <i>NewsELA</i> article (Slide #2).</p> <p>Day 4:</p> <p>Do Now: “Trace your roots. Draw a flag that represents your ancestral land.”</p> <p>Ancestral Flag Do Now and Discussion Questions.pptx</p> <p>Read the first page of <i>Born on the Water</i>: “Questions”</p> <p>Ask and discuss:</p> <ol style="list-style-type: none">1. “How often did you read children’s books that reflected your actual lived experience?”2. “What is the role of a children’s book in telling history?”	
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			<p><u>Option: (Read Along - one or more children’s books about topics that have been underrepresented in the teaching of U.S. history)</u></p>	
Day 5	<p>“The 1619 Project” guide on <i>Born on the Water</i></p> <p><i>Born on the Water</i> by Nikole Hannah-Jones, Renée Watson, Nikkolas Smith</p>		<p>Do Now Reflection: “How often did you read children’s books that reflected your actual lived experience?”</p> <p>Discussion: “What is the role of a children’s book in telling history.”</p> <p>Introduce the final project for the unit: Create a children’s book that reflects a theme/topic that has traditionally been erased from most retellings of history. The book should reflect research on hard history, reflect key details, and engage young readers.</p> <p>Use the “See-Think-Wonder” during a read aloud of the book <i>Born on the Water</i> from <i>The 1619 Project</i>.</p> <p>After the read-aloud, students write response to the questions from the The 1619 Project guide on <i>Born on the Water</i></p> <p>Read <i>Born on the Water</i> and respond to the exit ticket question: “What is one thing you learned from “Born on the Water?”</p>	

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> Building empathy for young readers Understanding Hard History</p>				
Day 1	Multiple Copies of Born on the Water	<p>SWBAT empathize with young readers.</p> <p>What makes a great children’s book?</p>	<p>Students will take a field trip to Paramount School of Excellence Middle School to read copies of children’s books to middle school students.</p> <p>Students will be asked to reflect for homework on the question “What makes a great children’s book,” drawing on their personal experiences reading to Middle School students.</p>	Appropriate number of copies of Born on the Water
Days 2-4	Anti-Racist Children’s Books	<p>Which voices tend to be silenced in the discussion of history?</p> <p>How can we use childrens’ books to communicate history?</p> <p>Why should we use children’s books to communicate history?</p> <p>Are young children capable of handling</p>	<p>Day 2 - Begin with a Do Now on a Peardeck slide asking the students to record observations about their experiences with the Read Aloud with middle school students. (5 minutes)</p> <p>Think-Pair-Share on the question: “What makes a great children’s book?”</p> <p>Popcorn Discussion following Think-Pair-Share.</p> <p>Review the final assignment with</p>	<p>Snowball Technique: Build Knowledge Incrementally</p> <p>Hard History: Confronting hard history Hasan Kwame Jeffries TEDxOhioStateUniversity</p> <p>Source Sheets (excel copy of the assigned topics database)</p>

		<p>‘hard history?’</p> <p>What is ‘hard history?’</p> <p>Why is hard history important?</p>	<p>students: Create a children’s book that reflects a theme/topic that has traditionally been erased from most retellings of history. The book should reflect research on hard history, reflect key details, and engage young readers.</p> <p>Share and discuss the resource Children’s Book Review Guide</p> <p>Next, each student will choose a different children’s book and answer the questions from the above link.</p> <p>Students will then compare the similarities and differences between their answers in a snowball discussion to have students compile a list of “Must Have” criteria or recommendations for their own books.</p> <p>Day 3 -</p> <p>Watch the Ted Talk” Confronting Hard History with Professor Hassan Kwame Jeffries.</p> <p>While students are watching, have them use the Head-Heart-Conscience framework to think about the video.</p> <p>Discuss “Hard History” and why it is important to teach.</p> <ul style="list-style-type: none"> • How does the speaker describe hard history and why it is important? 	
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			<ul style="list-style-type: none"> • How would you define hard history? What do you think is the value of teaching hard history, and why? <p>Day 4 -</p> <p>Teach the “CRAAP Test” for source evaluation.</p> <p>In order to get students thinking about what topics they might enjoy for their final projects, have the students perform a “Research Sprint” in which students have 20 minutes to find as many credible sources about one aspect of historical fact that is taught in “Born on the Water.”</p> <p>Introduce students to the Source Sheets to keep track of their sources.</p> <p>The Source Sheets will be used through the remainder of the project for all sources the students use.</p>	
Day 5		<p>SWBAT use research to converge upon a topic for a children’s book.</p> <p>What is a story I’d like to tell?</p>	<p>Students use Google Jamboard to brainstorm “erased” historical topics.</p> <p>Students rank their interest in specific topics and topics are assigned to students.</p>	

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?)
<i>Week 3</i> Initial Research Bibliographies				
Day 1	Benchmark 1 - Students identify their research topics.	SWBAT use research to converge upon a topic for a children’s book.	Students use Google Jamboard to brainstorm “erased” historical topics. Students rank their interest in specific topics and topics are assigned to students. This document contains some potential topics for students to research. Begin Initial Research on Final Book Topic.	
Days 2-4		SWBAT evaluate a source for credibility. SWBAT annotate and summarize sources. SWBAT create an annotated bibliography using credible sources.	Introduce the idea of the annotated bibliography. Students are expected to create a running annotated bibliography that keeps track of the sources they use for their research, as well as a summary for each source that includes: <ol style="list-style-type: none"> 1. The information collected from the source. 2. How the student knows the source is credible. 	Students will be provided these annotated bibliography templates and create their bibliographies in Google Docs.

			<p>3. The usefulness of the source.</p> <p>Independent Research Time for students.</p> <p>Daily progress checks and Workshops as needed. By the end of day four, students should have organizers full of their research notes.</p>	
Day 5	Benchmark 2 - Origami Children’s Book	<p>SWBAT synthesize research from multiple credible sources to draft a children’s book.</p> <p>SWBAT develop a low-fidelity prototype of a children’s book.</p>	<p>Introduce one-day Children’s Book Sprint: Students will make an eight-page origami children’s books based on their previously chosen topic.</p>	<p>Each student will need one sheet of paper and a marker to draft their origami children’s book. The process for folding the book is here.</p> <p>An 8 Page Book From a Piece of Paper : 7 Steps (with Pictures) - Instructables</p>

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<p><i>Week 4</i> Diving Deeper Into Research Book Storyboarding</p>				
Day 1		SWBAT create a storyboard utilizing research from multiple, credible sources.	Peardeck Do Now: “How do you plan a story?” Popcorn discussion on student answers. Introduce the concept of Storyboarding and have the students begin work on their own storyboards for their books using the provided template slides.	Intro to Storyboarding Students will use this storyboard template [.pptx]
Days 2-4		SWBAT conduct independent research on a hard history topic. SWBAT create a storyboard utilizing research from multiple, credible sources.	<p>Days 2-4: Independent Research/Work Time for students</p> <p>Day 3: Introduce storyboarding and have students continue. Conduct daily progress checks and Workshops as needed.</p>	
Day 5	Benchmark 3 - Storyboards Due	SWBAT conduct independent research on a hard history topic.	Independent Research Time for students. Conduct daily progress checks and Workshops as needed.	

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<p><i>Week 5</i> Additional Research Research Presentations</p>				
Day 1		<p>SWBAT utilize the Praise-Ponder-Polish protocol to provide feedback on storyboards.</p> <p>SWBAT utilize the silent conversation protocol to give feedback on storyboards.</p> <p>How can my perspective and experience help enhance the work of someone else?</p>	<p>Use the Praise-Ponder-Polish to facilitate a silent conversation protocol to give feedback on storyboards.</p> <p>While students are offering each other feedback, there will also be student feedback sessions with the teacher.</p>	
Days 2-4		<p>SWBAT conduct independent research on a hard history topic.</p> <p>SWBAT summarize research in a slide presentation.</p>	<p>Independent Research Time for students</p> <p>Daily progress checks and Workshops as needed.</p> <p>A 20-slide presentation must be completed by the end of class that</p>	

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		How can I find information from credible sources that are not commonly taught in schools? How can I summarize what I've learned?	reflects what they learned from their research.	
Day 5		SWBAT present research findings. What did I learn from my research?	Student presentations on the topics they have been researching.	

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<p><i>Week 6</i> Book Rough Drafts Peer Feedback</p>				
Day 1		SWBAT enhance a text using expert input. What can I learn from experts that will enhance my work?	Have students sign up for bookcreator.com and join the class library. Students can use this resource to design their book covers. Book Covers Due at end of class.	https://bookcreator.com/
Days 2-4	Visual Journalist Visit Click here to schedule a free virtual journalist visit for your class!	SWBAT draft a book text.	<p>Day 2:</p> Visual Journalist Visit (ideally this would be with a journalist who is familiar with presenting difficult topics to younger readers or book illustrators) <p>Day 3:</p> Independent Work Time for students Daily progress checks and Workshops as needed. Rough Drafts Due at the end of Day 4.	

<p>Day 5</p>	<p>Benchmark 4 - Rough Drafts</p>	<p>SWBAT provide peer feedback using the praise-ponder-polish protocol.</p> <p>SWBAT provide peer feedback using the silent conversation protocol.</p> <p>How can my perspective and experience help enhance the work of someone else?</p>	<p>Use the Praise-Ponder-Polish to facilitate a silent conversation protocol to give feedback on storyboards.</p> <p>Student Feedback sessions with the teacher.</p>	
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<i>Week 7</i> Responding to Feedback Preparing Final Drafts				
Day 1-4		SWBAT create a revised draft of their books, responding to feedback given throughout the project.	Student Independent Work Time. Daily Progress Checks and Workshops as needed. Example workshop topics: -Illustration Support -Story Structure -Test Book with External Audience -Peer Review for nearly finished books	Day 1-4
Day 5	Final Drafts Due		Final Drafts Due	Day 5

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<i>Week 8</i> Celebration and Reflection of Work				
Day 1		<p>SWBAT will write a children’s book.</p> <p>How can we most effectively convey a story from history?</p>	<p>When books have been printed, students will again visit a local middle school to ‘test’ their books on middle school students and receive feedback.</p>	<p>Students will utilize Google Slides to draft their books and illustrations, these will be converted into .pdfs and uploaded to Walgreens or Snapfish for book printing.</p>
Day 2		<p>SWBAT will reflect upon the experience of writing a Hard History book.</p> <p>SWBAT self-evaluate their work.</p> <p>What did I learn from this experience?</p>	<p>Students will draft a one-page summary reflecting upon the process of the project, successes, struggles, and tweaks to their approach.</p> <p>Students will collect evidence of their process from throughout the project to provide a self-evaluation in the style of ungrading.</p>	<p>Ungrading form to provide self-evaluation for the project.</p>
Day 3-5		<p>SWBAT will provide critical feedback to inform iteration of the project.</p> <p>What worked well with this project? How could</p>	<p>Students will share their final books with each other in small pods in an end-of-project party.</p> <p>Students will complete a coach & project feedback form to inform the next instance of the project.</p>	<p>Snacks Printed Books Reflection Form to Provide Feedback on the Project</p>

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		this experience have been improved?		
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