

**UNIT OVERVIEW**

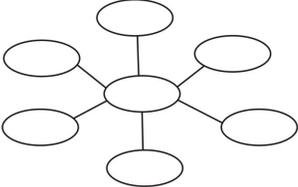
Unit Length	Two weeks/10 lessons
Grade Level(s)/Subject(s)	6th - 8th Grade Black History ELA
Unit Overview	<p>One of our core values at the Joy Village School is belonging. This value is driven by a belief that every student should have a school where they feel like they belong. This unit, entitled "Belonging and Memory in Athens, Georgia," will explore Black folks' sense of belonging in Athens, Georgia over time, with our students interviewing native Athenians to discover how the Black community's sense of belonging has been impacted over time by things like desegregation and gentrification. Students will also create photo essays to juxtapose scenes of Black belonging and scenes of Black alienation/displacement in our city, using the photo essays in "The 1619 Project" as a point of reference. Students will read Trymaine Lee's article about modern-day segregation as a jumping-off point to get them thinking about how Black belonging has been systematically eroded by housing systems steeped in capitalism. Lastly, they will write essays that reflect on the interviews they conducted, share their thoughts on how Black folks' sense of belonging has changed over time, or evaluate if they feel like Black people have ever really felt belonging here.</p>
Objectives & Outcomes	<p>Students will...</p> <ol style="list-style-type: none"> <li>1. Analyze Trymaine Lee's essay from "The 1619 Project" to understand how wealth-stripping and displacement of Black folks are foundational to the American story.</li> <li>2. Acquire the skills of a historical archivist by collecting data in the form of photography and interviews in pursuit of the essential question: <b>How have Black Athenians experienced belonging and displacement over time?</b> Students will collect data in the following ways:</li> </ol>

	<ul style="list-style-type: none"> <li>● Students will take a driving tour of historic Black neighborhoods, taking photography of scenes of belonging and scenes of alienation/displacement.</li> <li>● Students will conduct interviews of native Black Athenians, mining for information to help them answer their essential question.</li> </ul> <ol style="list-style-type: none"> <li>3. Use the information gathered from the essay, their photos, and their interviews to develop an answer to the essential question that is supported by evidence from these primary and secondary sources.</li> <li>4. Express their answer to the essential question in the form of a five paragraph essay.</li> <li>5. Emerge from this unit with this key understanding: <b>Although Black belonging has been systematically eroded by housing systems steeped in capitalism, hush harbors of belonging have emerged from Black creativity and resilience.</b></li> </ol>
<p>Standards</p>	<p><b>Georgia Standards of Excellence for English and Language Arts</b></p> <p>ELAGSE6W7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>ELAGSE6W8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>ELAGSE6W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>**The exact same wording is used for the 7th grade standards (ELAGSE7W7, ELAGSE6W8, ELAGSE7W9) and 8th grade standards (ELAGSE8W7, ELAGSE8W8, ELAGSE8W9) in this content area.</p>

<p>Facilitation Resources</p>	<p><b>Video/Audio:</b>  <a href="#">“Linnentown Documentary: Urban Renewal, White Supremacy, and the University of Georgia” Episode of the Joy Village Podcast</a></p> <p><b>Texts:</b>  <a href="#">“The Wealth Gap” by Trymaine Lee</a> for “The 1619 Project”                  An essay outlining some of the systemic causes behind the vast wealth gap between Black and white Americans today.  <a href="#">Their ancestors were enslaved by law. Today, they are graduates of the nation’s preeminent historically black law school.</a> Photo essay by Djeneba Aduayom  <a href="#">Photo of Iesha Evans</a> from “<a href="#">Black Women at the Forefront in Fight for Racial Equality</a>” by Erinn Whack for <i>NBS News</i></p> <p><b>Teaching Materials:</b>                  Project Overview sheets [<a href="#">.pdf</a>] [<a href="#">.docx</a>]  <a href="#">“The Wealth Gap” by Trymaine Lee</a> comprehension questions [<a href="#">.pdf</a>] [<a href="#">.docx</a>]                  Sample Thesis Sentence Sorting Slips [<a href="#">.pdf</a>][<a href="#">.docx</a>]                  The Essay Hamburger slides and template [<a href="#">.pptx</a>]</p> <p><b>Additional Resources and project guests:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DJ Simmons, Photojournalist</a></li> <li>• <a href="#">Pulitzer Center’s virtual journalist visit program</a></li> <li>• <a href="#">Christian Lopez, Athens Oral History Project</a></li> <li>• <a href="#">Hattie Whitehead, Linnenetown Project Spokesperson</a></li> </ul>
<p>Performance Task</p>	<p>Students will complete a five-paragraph essay explaining their answer to the essential question:  <b>How have Black Athenians experienced belonging and displacement over time?</b>                  Students will cite evidence for their claims drawn from the photo essays they collected and the interviews they conducted.</p> <ul style="list-style-type: none"> <li>• Project Overview sheets [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> </ul>

Assessment/Evaluation	<p>Formative Assessments</p> <ul style="list-style-type: none"><li>● Belonging Mindmap</li><li>● Comprehension Questions for <a href="#">“The Wealth Gap” by Trymaine Lee</a></li><li>● Interview Questions</li><li>● Thesis Writing Practice Brainstorm</li><li>● The Essay Hamburger slides and template [<a href="#">.pptx</a>]</li><li>● Spark Feedback Practice Sheet for each student [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li></ul> <p>Summative Performance Tasks</p> <ul style="list-style-type: none"><li>● Photo Essay<ul style="list-style-type: none"><li>○ Photo Essay Instructions [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li></ul></li><li>● Belonging and Memory Essay (Five-paragraph essay)</li></ul>

UNIT PACING/DAILY LESSONS

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 1: Information Gathering</i>				
Day 1	<a href="#">“The Wealth Gap” by Trymaine Lee</a>	<p><b>What is belonging?</b></p> <p><b>What is “The 1619 Project?”</b></p> <p><b>Why is “The 1619 Project” such an impactful resource and why is it often seen as a threat?</b></p> <p><b>How have our systems of wealth and housing impacted Black Americans’ sense of belonging?</b></p>	<p>Students will be given 10 minutes to respond to the following journal prompt:</p> <p><i>Bell Hooks once said “Many folks have no sense of place.” She was describing the fact that so many people feel like they have no place to belong. Describe a place where you feel a sense of belonging. Use the following sentence starters if you like: One place I feel like I belong is _____. I would describe this place as _____, _____, and _____. I feel like I belong there because _____.</i></p> <p>Once students have completed their journal entries, have students volunteer to share their entries. As each student shares, invite them to add their ideas to a mind map on a giant sticky note with the word “belonging” written in the center.</p> <p>Next, share with students that we are</p>	<p>Materials needed:</p> <ul style="list-style-type: none"> <li>journal or notebook paper and pencils</li> <li>giant sticky note with a mind map template drawn on it like the example below:</li> </ul>  <ul style="list-style-type: none"> <li>Project Overview sheets <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> <li>“The Wealth Gap” by Trymaine Lee comprehension questions <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> </ul>

			<p>about to embark on a two-week unit that is all about belonging. Pass out the Project Overview sheets and go over each step of the project.</p> <p>Break</p> <p>Pass out a copy of Trymaine Lee’s article and a copy of the accompanying comprehension questions to each student. Have students read through the article with a partner, pausing at the end of each section to discuss as a group and answer the corresponding questions.</p>	
<p>Day 2</p>		<p><b>What is the story of belonging in Linnentown?</b></p> <p><b>What are the habits of historians?</b></p>	<p>Students will be given 10 minutes to respond to the following journal prompt:  <i>Describe a time when you felt like you didn’t belong. Use the following sentence starters if you like: One time I felt like I didn’t belong was _____.</i>  <i>I feel like I didn’t belong there because _____.</i> <i>I feel like I didn’t belong there because _____.</i> <i>What I wish had happened is _____.</i></p> <p>Once students have completed their journal entries, have students volunteer to share their entries. As each student shares, invite them to add their ideas to the mind map from the previous day.</p>	<ul style="list-style-type: none"> <li>● Belonging mind map</li> <li>● “<a href="#">Linnentown Documentary: Urban Renewal, White Supremacy, and the University of Georgia</a>”</li> <li>● <a href="#">Photo of Iesha Evans</a> from “<a href="#">Black Women at the Forefront in Fight for Racial Equality</a>” by Erinn Whack for <i>NBS News</i></li> <li>● Photo Essay Instructions [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> <li>● <a href="#">Photojournalism   Journalist's Toolbox</a></li> </ul>

			<p>Next, students will watch “<a href="#">Linnentown Documentary: Urban Renewal, White Supremacy, and the University of Georgia</a>.” Before beginning, students will be split into two teams. One team will watch the video looking for connections to the themes of Trymaine Lee’s article from the day before. The other team will watch the video looking for anything that may answer our essential question about belonging. Students will be given sticky notes to write their findings down and post on the board.</p> <p>Break</p> <p>Show students <a href="#">the iconic photo of Iesha Evans</a> and the police, and discuss how pictures can tell stories.</p> <p>Explain to the students that tomorrow they will continue to research the story of Black belonging in Athens by going on a photo scavenger hunt in Linnentown. Pass out the Photo Essay Instructions and read through them with students.</p> <p>The last activity for the day will be a Zoom call with local photojournalist DJ Simmons, who will coach the students on the habits of professional photojournalists and how photos can tell stories. <a href="#">Click here to schedule a virtual photojournalist visit for your class!</a> Students can also evaluate the video,</p>	
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			<p><a href="#">“Photojournalism Techniques”</a> from the Pulitzer Center.</p>	
Day 3		<p><b>How did Black Athenians experience displacement in Linnentown? How did Black Athenians experience belonging in Linnentown?</b></p>	<p>Students will be given 10 minutes to respond to the following journal prompt:  <i>We’re visiting Linnentown today! Complete the following sentence starters: One thing I’m expecting to see in Linnentown is _____ . One question I still have about Linnentown is _____ . I could get my question answered by _____ .</i></p> <p>Next, load students up and drive to Linnentown. Reread the photo essay instructions and then split students up into teams, giving one tablet to each team. Give students 30 minutes to complete the assignment before loading up to return to school.</p> <p>Upon returning to school, have each team present the photos they took and tell what story they think each photo tells.</p>	<ul style="list-style-type: none"> <li>• tablets or cameras for students to take photos with</li> </ul>
Day 4		<p><b>What are the habits of historians?</b></p>	<p>Students will be given 10 minutes to respond to the following journal prompt:  <i>If I could interview anyone, I would interview _____ . One question</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Episode of the Joy Village Podcast</a></li> <li>• <a href="#">Interview Techniques for Telling Under-reported Stories</a></li> </ul>

			<p><i>I would like to ask them is _____ . I think their answer would be _____ .</i></p> <p>Explain to students that the next step of their information gathering will be to interview Mrs. Hattie Whitehead, former Linnentown resident to find more answers to the essential question.</p> <p>First, have students hone their interviewing skills by watching a portion of <a href="#">an episode of the Joy Village Podcast</a> and discuss what the interviewer does well and doesn't do well. Students can also explore resources from the lesson, "Interview like a Journalist" from the Pulitzer Center.</p> <p>Next, have students split into teams and brainstorm questions to ask Mrs. Hattie Whitehead about Linnentown. After about a 10-minute work session, bring students back together to share their questions. After everyone has shared, have students select the questions that are most likely to help them answer their essential question. Type up these questions as a script for the interview, including which class member will be asking her each question.</p> <p>The last activity for the day will be a Zoom call with local historian Christian Lopez, who will share about the Athens</p>	<p><a href="#">Pulitzer Center</a></p>
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			Oral History Project and provide students some pro tips for interviewing.	
Day 5		<p><b>What are the habits of historians?</b></p> <p><b>How did Black Athenians experience displacement in Linnentown? How did Black Athenians experience belonging in Linnentown?</b></p>	<p>Students will be given 10 minutes to respond to the following journal prompt:  <i>In 100 years, I would like to be remembered as _____ . I think if someone were to write a book about me it would be called _____ . My life will inspire other people to _____ .</i></p> <p>Have students share their journal entries one at a time.</p> <p>Next, hand out a copy of the interview script to each student. Practice going through the script together. The script will be made up of questions compiled in the previous day’s lesson.</p> <p>Next, Mrs Hattie Whitehead will be welcomed to the classroom and students will conduct the interview, while one of the teachers transcribes.</p> <p>Finally, once Mrs. Hattie leaves, students will debrief the interview experience.</p>	<ul style="list-style-type: none"> <li>• Interview scripts</li> </ul>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 2: Analysis, Synthesis, and Essay Writing</i>				
Day 1		<p>Objective: Students will understand the purpose and qualities of a strong thesis statement and write their own.</p> <p>Essential Question: Why is a strong thesis statement important?</p>	<p><u>Opener</u>                      Journal Prompt - Students are shown the following Octavia Butler quote:                      “Every story I write adds to me a little, changes me a little, forces me to reexamine an attitude or belief, causes me to research and learn, helps me to understand people and grow.”</p> <p>Students write about how this project has caused them to “reexamine an attitude or belief” or “helped them understand people and grow”</p> <p>Students share journal entries, and we discuss how these ideas would be strong beginnings for their thesis statements or their findings or claims about what they think their research means.</p> <p><u>Mini-Lesson</u>                      The teacher reviews the purpose of a thesis statement and the qualities that make a thesis statement strong are the following:</p> <ol style="list-style-type: none"> <li>1. Responds directly to the prompt</li> <li>2. Expresses the main idea in one to</li> </ol>	<ul style="list-style-type: none"> <li>• Sample Thesis Sentence Sorting Slips [<a href="#">.pdf</a>][<a href="#">.docx</a>]</li> </ul>

			<p>two sentences</p> <ol style="list-style-type: none"> <li>3. Takes a specific stand</li> <li>4. Helps the reader see why this topic matters</li> <li>5. Introduces the main idea of the piece</li> </ol> <p>Students will then work together in small groups for 5-10 minutes to sort the Sample Thesis Sorting Slips that respond to the question, “Why is physical exercise important” from strongest to weakest. After the time is up, the teacher will review their rankings, pointing out how the strongest thesis statement is, “Physical exercise is important because it keeps you healthy, helps relieve stress, and can be fun.” They will analyze why this has all the qualities of a strong thesis statement.</p> <p>Finally, students practice locating the thesis statement in Trymaine Lee’s article and rate it on a scale of 1-5 for how well it meets the five criteria above.</p> <p><u>Work Session</u> The teacher asks students to return to their opening journals and gather their research from the previous week.</p> <p>Students spend ten minutes brainstorming 3-5 possible thesis statements using their journal writing and research, using the sentence frame</p>	
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			<p>“In this essay I argue the conditions that create the a sense of belonging for Black Athenians are _____, _____, &amp; _____”</p> <p>After students are finished writing the drafts of their thesis statements, they will share them with their writing buddy, who will select the one they think is the strongest. Their buddy will then provide <a href="#">3-2-1 feedback</a>.</p> <p><u>Closer</u> The students create a mindmap to brainstorm the who, what, when, where, why, and how that readers would need to know beforehand to understand their thesis statement.</p> <p>The teacher will explain that these ideas will help students write their introduction paragraphs.</p>	
<p>Day 2</p>		<p>Objective: Students will complete an outline of their paper</p> <p>Essential Question: How do writers organize their ideas?</p>	<p><u>Opener</u> Journal Prompt - Students are shown the following James Baldwin quote: <i>“Writing is a political instrument Students write about why they think it might be political, especially for Black writers, to be able to write about their worlds.”.</i></p> <p>Students will be invited to write their responses to the quote in the journal on</p>	<ul style="list-style-type: none"> <li>• The Essay Hamburger slides and template <a href="#">[.pptx]</a></li> </ul>

			<p>the whiteboard.</p> <p>The teacher asks students to note similarities and differences between responses. During this debrief the teacher could point out that the ability to take a stand is political for Black writers because it gives them a position to write about the world from their experiences. She might remind them how Tyrmaine Lee's article and the Linnentown documentary both took a stand on a particular topic that brought the Black experience into focus rather than relying on dominant, white-washed accounts.</p> <p><u>Mini-Lesson.</u> . The teacher then shows students “the essay hamburger” as a model for how to think about organizing their essays. She will define what the words introduce, thesis, supporting claims, evidence, analysis and conclusion mean.</p> <p>Students then annotate using different colors where they see the introduction, the thesis, supporting claims, evidence, analysis, and conclusions in the Trymaine Lee article</p> <p><u>Work Session</u> The teacher then provides the students with the <a href="#">“hamburger outline template”</a> and tells students they will fill this out to help them organize their brilliant ideas</p>	
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			<p>in a way that is clear for others to understand.</p> <p>The teacher will tell students to take out their research and thesis statements and then tell students they will then have 30 minutes to fill out the hamburger outline template. During this time the teacher will provide students with ten-minute time checks to remind them to move through the different pieces of the template.</p> <p><u>Closer</u>          Students will share their completed templates with their writing buddy who will review their work and complete the following feedback template:  <i>Dear _____,</i></p> <p><i>I think the claim you are making is _____ . I think this is an important claim to express because _____ . You are going to help your readers learn about _____ . One thing you might consider to make your writing even stronger is _____ .</i></p> <p><i>Thanks for sharing your brilliance with me,</i>          _____</p>	

<p>Day 3</p>		<p>Objective: Students will type the first draft of their essays</p> <p>Essential Question: What is the purpose of your first draft?</p>	<p><u>Opener</u> The students respond to the journal prompt about writing about their writing histories.</p> <p><i>Describe a time when you had to write something. What did you have to write? How did you feel during this experience? Do you consider yourself a writer? Why or why not?</i></p> <p>The teacher then asks students to respond to the prompt, “I consider myself a writer...” The teacher then asks a few students to share their reasoning by reading their journals.</p> <p>After letting 3-5 students share, the teacher may share a story about her history with writing and then remind students that all it takes to be a writer who uses words for a specific purpose. So for example, when you write a social media post, a grocery list, or a text message, you are being a writer!</p> <p><u>Mini-Lesson</u> The teacher then tells the students that today they will write the first draft of their essays using their hamburger templates. The teacher will then go over <a href="#">Anne Lamott’s concept of the “crappy first draft”</a> and explain that there is no pressure to make a great or even good first draft. The whole point is just to get</p>	<ul style="list-style-type: none"> <li>• The Essay Hamburger slides and template <a href="#">[.pptx]</a></li> </ul>
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			<p>your ideas out and produce a complete copy of the draft so that you can edit it and make it perfect in the next step!</p> <p><u>Work Session</u> The students will have the majority of class time to type their first drafts of their essays focusing on getting a crappy and complete first draft down.</p> <p>The teacher will give students ten-minute time check-ins and reference students to their “Getting Unstuck Strategies” on the board if needed.</p> <p><u>Closer</u> Students will take a selfie with their first draft and add the following caption. “I am a writer. Today writing felt like _____. I am a writer”</p>	
Day 4		<p>Objective: Students will review a peer’s first draft and provide feedback</p> <p>Essential Question: How do you provide helpful feedback to fellow writers?</p>	<p><u>Opener</u> Students will be given 10 minutes to respond to the following journal prompt.</p> <p><i>A time when someone provided me with really helpful advice was when _____.</i></p> <p><i>The advice they gave me was _____.</i></p> <p><i>This advice was helpful because</i></p>	<ul style="list-style-type: none"> <li>• Students’ completed first drafts</li> <li>• Spark Feedback Practice Sheet for each student [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> </ul>

			<p>_____.</p> <p>Once students have completed their journal entries, have students volunteer to share their entries. As each student shares, the teacher will write the reasons why they found certain pieces of advice helpful on the board, pointing out any similarities between responses.</p> <p><u>Mini-Lesson</u> The teacher will then explain that today the class is going to learn how to give their classmates helpful advice to make their essays stronger.</p> <p>Using the SPARK Feedback Practice Sheet, The teacher will review with students the SPARK feedback method created by <a href="#">Mark Gardner</a>. The teacher will then lead the class in creating some feedback on the provided writing sample. Throughout the process, the teacher will explain her thought process about the effective or ineffective elements of the writing sample and brainstorm with the class on how to offer quality SPARK-based comments.</p> <p><u>Work Session</u> Students will then work in small groups for 15 minutes and work together providing at least three pieces of feedback on the provided writing</p>	
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			<p>sample. After 10 minutes, each group will share the piece of feedback they created they felt was their best SPARK-based comment and why.</p> <p>Students will then swap essays with a classmate and spend 15-20 minutes providing feedback on their peer’s essay, making sure to</p> <ul style="list-style-type: none"> <li>• Write in complete sentences</li> <li>• Provide at least one comment per paragraph (Five pieces of feedback total)</li> <li>• Comment on parts of the essay that are effective and ineffective.</li> </ul> <p><u>Closer</u> Students will complete the provided exit ticket reflecting on what they felt was the best feedback they offered, as well as the best feedback they received.</p>	
Day 5		<p>Objective: Students will complete their final edits and publish their essays.</p> <p>Essential Question: How do writers show their brilliance to the world?</p>	<p><u>Opener</u> Students will reflect on what they have learned about writing through this process by completing the sentences below:</p> <p><i>Throughout this process, I have learned that writing is _____.</i> <i>I used to think that writing was _____.</i> <i>Now I know that writing is _____.</i></p>	

			<p><u>Mini-Lesson &amp; Work Session</u> Students will have the majority of the class period to type the second draft of their essays and finalize their ideas for publication. The teacher will remind them to make sure to include in their final drafts:</p> <ul style="list-style-type: none"><li>● An Attention Grabbing Title</li><li>● Their Names</li><li>● The References at the Bottom</li><li>● Double Spacing</li></ul> <p><u>Closer</u> Students will read their favorite line of their essay to the class.</p>	
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