

## UNIT OVERVIEW

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| Unit Title               | Yo soy moreno; yo luchare; yo seré victorioso   |
| Unit Length              | 3+ weeks (Four lessons and a culminating project)<br><br>Each lesson should be implemented over a couple of 50-minute class periods.  |
| Grade Levels/Subjects    | 9-12 Latinx Studies, Language Arts, Social Studies and Humanities   |
| Unit Overview            | <p>This unit asks students to reexamine what they know about the enslavement of Africans, the Trans-Atlantic slave trade, and resistance movements, past and present, led by Afro-descended peoples of the Americas.</p> <p>Students begin by connecting to the images that capture enslavement, resistance, and resilience in <i>Born on the Water</i>. They explore a range of informational videos, essays, and primary source excerpts that detail the rich early history of African civilizations, the sequence of events that accelerated the Trans-Atlantic Slave Trade, and then examine stories of resistance in the Americas by focusing on Afro-Latino figures that successfully resisted slavery like Gaspar Yanga.</p> <p>Finally, students read, analyze, and discuss “Democracy,” <a href="#">The 1619 Project: A New Origin Story created by Nikole Hannah-Jones</a>. In a culminating project, students utilize the structure of <i>The 1619 Project</i> to create their own chapter that centers Afro-Latinx resistance and answers the following questions:</p> <ul style="list-style-type: none"> <li>• In what ways do you see African resistance today in the Americas?</li> <li>• What is the legacy of Africans and their descendants in the Americas?</li> </ul> |
| Important Teaching Notes | <p><u>Teaching the content mindfully:</u></p> <ul style="list-style-type: none"> <li>• Tell students, “These texts may contain information that is triggering or painful. We may experience some productive discomfort. It is critical that we take great care of one another and be mindful of others' reactions. Pay attention to body language and give each other an incredible amount of grace. Prioritize your needs and be mindful of the needs of others.”</li> </ul>   |

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|                       | <ul style="list-style-type: none"> <li>• Model using footnotes. Students should have their jacket flap in the footnote of the chapter you are reading</li> <li>• Encourage researching the writers of each chapter. Model and encourage students to reach out to the authors of their chapters with questions or reactions</li> <li>• Set the norm of saying “the n-word” instead of the actual word in any form</li> <li>• Be mindful of <i>The 1619 Project</i>’s use of language. For example: using enslaved human beings instead of slaves.</li> </ul> <p><u>Preparing to teach this unit:</u><br/>         Prior to this unit we have covered a unit on identity, including the concept of intersectionality.</p>                      |
| Objectives & Outcomes | <p>Students will...</p> <ul style="list-style-type: none"> <li>• Explore the history, culture, and characteristics of early African communities</li> <li>• Explore historical stories of resistance movements led by Indigenous and Enslaved African communities</li> <li>• Analyze and make connections to Afro-Mexicans by engaging in reporting on culture, identity, and resistance</li> <li>• Analyze the structure of <i>The 1619 Project: New Origin Story</i></li> <li>• Analyze the key assertions of Nikole Hannah Jones in the opening chapter “Democracy”</li> <li>• Write an essay that captures their own “new origin story”</li> <li>• Curate a historical fact, art object, and photograph to support their essay</li> </ul> |
| Standards             | <p><a href="#">CCSS.ELA-LITERACY.RL.11-12.1</a><br/>         Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.4</a><br/>         Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>   |

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|                        | <p><u><a href="#">Learning for Justice Social Justice Standards</a></u></p> <p>Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p> <p>Students will respond to diversity by building empathy, respect, understanding and connection.</p> <p>Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</p>   |
| Facilitation Resources | <ul style="list-style-type: none"> <li>• <u><a href="#">Born on the Water by Nikole Hannah-Jones, Renée Watson, Nikkolas Smith</a></u></li> <li>• <u><a href="#">The 1619 Project: A New Origin Story created by Nikole Hannah-Jones</a></u></li> <li>• <u><a href="#">"Afro-Mexicans Fight for Visibility and Recognition" by Jonathan Custodio</a></u></li> <li>• <u><a href="#">"Heroes of Color - Episode 2 / Gaspar Yanga" from Heredia Designs (3:16)</a></u></li> <li>• <u><a href="#">"Mexico and Peru The Black Grandma in the Closet," Black in Latin America (start at 11:15 - 18:40)</a></u></li> <li>• <u><a href="#">Coyolillo's Carnival Is a Celebration of Afro-Mexican Culture by Atlas Obscura (8:22)</a></u></li> <li>• <u><a href="#">"Democracy" by Nikole Hannah-Jones from The 1619 Project: A New Origin Story</a></u> or</li> <li>• Teacher-created worksheets and presentations linked throughout the unit</li> </ul> |
| Performance Task       | <p><u><a href="#">1619 Project Final Project: Crafting Your Own New Origin Story [.pdf] [.docx]</a></u></p> <p>Using <u><a href="#">The 1619 Project: A New Origin Story</a></u> as a model, students will create their own <i>New Origin Story</i> chapter that includes the following components:</p> <ul style="list-style-type: none"> <li>• historical fact</li> <li>• Image</li> <li>• Poem</li> <li>• Essay</li> </ul> <p><u><a href="#">Alternative Final Project: 1619 Project Mentor Research [.pdf] [.docx]</a></u></p> <p>As an alternative performance task, a student can choose to spend more time with the writers in <u><a href="#">The 1619 Project: A New Origin Story</a></u>. Students can research a writer and make connections between their other work and The 1619 Project.</p>  |

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| Assessment/Evaluation | <u>Final Project Criteria and Overview</u> <a href="#">[.pdf]</a> <a href="#">[.docx]</a> |
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## DAILY LESSONS AND RESOURCES

### Lesson One: Opening Act: Born on the Water [\[.pdf\]](#) [\[.docx\]](#)

| Lesson Objectives   |
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| Students will... <ul style="list-style-type: none"> <li>Consider new origin stories</li> <li>Examine the complexity of experiences and legacies of the enslavement of Africans</li> <li>Identify the author's and artist's purpose</li> <li>Identify themes</li> </ul>  |
| Lesson Materials & Resources  |
| <ul style="list-style-type: none"> <li><i>1619 Project</i> Opening Act: Born on the Water Graphic Organizer <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> <li>Copies of <a href="#">Born on the Water</a></li> <li>Post-it notes</li> <li>Printable List of Emotions from The Berkley Well-Being Institute <a href="#">[.pdf]</a></li> </ul>  |
| Lesson Activities   |
| <p><u>Preparation:</u><br/>           Have each of the chapters listed on the whiteboard with room for students to attach post-it notes.</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>In small groups, have students focus on Nikkolas Smith's artwork in <i>Born on the Water</i>.               <ol style="list-style-type: none"> <li>Pass out the 1619 Project Opening Act: Born on the Water Graphic Organizer to complete through the exploration.</li> <li>For each page pair, have students identify an emotion that the images trigger. They can use the Printable List of Emotions from The Berkley Well-Being Institute for guidance. Students should write the emotion down on a post-it note and attach it to the image. Encourage students not to use the same emotion more than once.</li> </ol> </li> <li>Have students place their post-it notes to the corresponding chapter title written on the whiteboard.</li> <li>Have each student choose one negative emotion and one positive emotion from the board. Using their copy of the 1619 Project Opening Act: Born on the Water Graphic Organizer, have students try one</li> </ol> |

Harvard Thinking Strategy to explore the negative emotion and a different Harvard Thinking Strategy to explore the positive emotion.

4. Students can choose any chapter to answer the following questions in their graphic organizer:
  - a. How does Nikkolas Smith's artwork add to the meaning of Hannah-Jones and Watson's text?
  - b. How does Hannah-Jones and Watson's text add to the meaning of Smith's artwork?
5. Have students read the entire book and answer the following questions in their graphic organizers.
  - a. Identify Hannah-Jones and Watson's purpose?
  - b. Identify Smith's purpose.
  - c. Identify a theme and provide evidence from both the text and images to support your analysis.
6. In their graphic organizers, encourage students to list as many ways as possible that *Born on the Water* is a "New Origin Story"?
7. Hold time for students to create a slide that responds to *Born on the Water* and add it to a class slideshow.
  - a. Review the instructions in their graphic organizers.
  - b. Review each slide as a class and encourage students to discuss their peers' slides.

*Educator note: You know your students best. I created a combination of responding to jamboards and small and large group discussions. I've also provided ideas for questions, but once again, I encourage you to make this work for you and your students. If you discover anything that works really well, please let me know: [charlesdsanderson@gmail.com](mailto:charlesdsanderson@gmail.com)*

## Lesson 2: Afro-Latinidad

### Lesson Objectives

Students will...

- Explore examples of the rich histories of African communities before European arrival
- Analyze the history of resistance movements by Indigenous and Enslaved African communities
- Identify Gaspar Yanga, el primer libertador de las Américas, and describe his legacy of resistance in the Americas

### Lesson Materials & Resources

- Afro-Latinidad Slide Deck [\[.pdf\]](#)
- Afro-Latinidad Graphic Organizer [\[.pdf\]](#) [\[.docx\]](#)
- Resistance in the Americas Graphic Organizer [\[.pdf\]](#) [\[.docx\]](#)
- [The Trans-Atlantic Slave Trade Infographic, Tableau Public](#)
- [The Atlantic slave trade: What too few textbooks told you - Anthony Hazard, TED-Ed](#) (5:38)
- [Brazil: The Story of Slavery, United Nations](#)
- ["El Primer Libertador de las Americas"/The First Liberator of the Americas: The Editor's Notes, The John Hopkins University Press](#)
- ["Heroes of Color - Episode 2 / Gaspar Yanga" from Heredia Designs](#) (3:16)
- ["Mexico and Peru The Black Grandma in the Closet," Black in Latin America](#) (start at 11:15 - 18:40)

### Lesson Activities

#### Lesson Steps:

Using the slide deck, lead a discussion about Afro-Latinidad: the cultural identity and history of Latinos of full or partial African descent. Students should complete the Afro-Latinidad Graphic Organizer and the Resistance in the Americas Graphic Organizer.

### Lesson 3: Afro-Mexicans Fight for Visibility and Recognition

#### Lesson Objectives

Students will.,,

- Learn about Afro-Mexicans and the community of Coyolillo
- Make connections between Coyolillo and their own community
- Make connections between Coyolillo and previous lessons in this unit

#### Lesson Materials & Resources

- [Coyolillo's Carnival Is a Celebration of Afro-Mexican Culture](#) by Atlas Obscura (8:22)
- ["Afro-Mexicans Fight for Visibility and Recognition" by Jonathan Custodio](#)
- Afro-Mexicans Fight for Visibility and Recognition Graphic Organizer [\[.pdf\]](#) [\[.docx\]](#)
- Afro-Latinidad Slide Deck

#### Lesson Activities

##### Lesson Steps:

1. Screen [Coyolillo's Carnival Is a Celebration of Afro-Mexican Culture](#) by Atlas Obscura. Have students use the Afro-Mexicans Fight for Visibility and Recognition Graphic Organizer [\[.pdf\]](#) [\[.docx\]](#) to record their thinking.
2. Read ["Afro-Mexicans Fight for Visibility and Recognition" by Jonathan Custodio](#). Students should answer the corresponding questions in their graphic organizers.

*Educator note: We are hoping that students will be able to connect the past with the present; moreover, the deep pride that the Veracruz community has in their Blackness is directly connected to Yanga and Yanga's legacy.*

Lesson 4: A New Origin Story: The 1619 Project

Lesson Objectives

Students will...

- Analyze the structure of *The 1619 Project*
- Analyze the key assertions of Nikole Hannah Jones in the opening chapter “Democracy”
- Evaluate how *The 1619 Project* describes a new origin story and then think about how this telling of history differs from what they have previously been taught

Lesson Materials & Resources

- A New Origin Story Graphic Organizer [\[.pdf\]](#) [\[.docx\]](#)
- “Democracy,” [The 1619 Project: A New Origin Story](#) or [Democracy by Nikole Hannah-Jones](#)  
*Educator note about this resource: I used this document in my classroom to demonstrate how to include the elements of the performance task: historical fact, poem and photo. You can use any chapter in the book as a model in proxy of this pdf.*

Lesson Activities

Lesson Steps:

1. Students will read and analyze the first chapter of *The 1619 Project*, “Democracy,” or the attached copy of “The Idea of America.”
  - a. Have students use A New Origin Story Graphic Organizer to record their thinking. In the graphic organizer, students will:
    - i. Determine the central thesis of Nikole Hannah-Jones’s essay
    - ii. Provide evidence to support their thinking
    - iii. Make connections from history to the present
    - iv. Reflect on why some histories are underrepresented and the importance of *The 1619 Project* today



### Lesson 5: Culminating Project

| Lesson Objective and Guiding Question  |
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| <p><u>Objectives:</u><br/>         Students will...</p> <ul style="list-style-type: none"> <li>• Write an essay that tells their own “new origin story”</li> <li>• Curate a historical fact, art object, and photograph to support their essay</li> </ul> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> <li>• In what ways do you see African resistance today in the Americas?</li> <li>• What is the legacy of Africans and their descendants in the Americas?</li> </ul>  |
| Lesson Materials & Resources   |
| <ul style="list-style-type: none"> <li>• 1619 Project Final Project: Crafting Your Own New Origin Story <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> <li>• Alternative Final Project: 1619 Project Mentor Research <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> </ul>  |
| Lesson Activities  |
| <p><u>Lesson Steps:</u><br/>         Review the culminating project options with students.</p> <ul style="list-style-type: none"> <li>• Review the 1619 Project Final Project: Crafting Your Own New Origin Story <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> <li>• Review the Alternative Final Project: 1619 Project Mentor Research <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> <li>• Review the Final Project Criteria <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> </ul> <p><i>Educator note: the guidelines listed for the essay on the Final Project Criteria <a href="#">[.pdf]</a> <a href="#">[.docx]</a> can be used for both culminating project options.</i></p> |