

UNIT OVERVIEW

Unit Length	30 60-minute lessons implemented 3 times a week over the span of 10 weeks
Grade Level /Subject	5 th Grade: Project-based learning
Unit Overview	<p>The African Civilizations & African Diaspora Project is a collection of thirty lessons that focus on three essential questions:</p> <ol style="list-style-type: none"> 1. Why is it important to learn about the history of early African civilizations? 2. What is the history of enslavement in America? 3. Who were the abolitionists and what impact did their work leave on America's history? <p>Scholars will begin this unit by examining the history, culture and achievements of early African civilizations. Scholars will research and create a multimedia presentation on one African civilization highlighting their leaders, art/culture, and achievements. Then, scholars will examine the long, multidimensional history of enslavement. As a culminating task, scholars will research an abolitionist and the impact they made on ending enslavement.</p> <p><u>Teacher's Pre-work:</u></p> <ul style="list-style-type: none"> • "Teaching About Slavery in the United States? Start with Honesty," by Larry Ferlazzo, <i>Education Week</i> • "Teaching African History and Cultures Across the Curriculum," by Elsa Wiehe, <i>Edutopia</i> • "Common Misconceptions and Stereotypes About Africa," <i>Africa.com</i> • 1619 Podcast
Objectives & Outcomes	<p>Scholars will...</p> <ul style="list-style-type: none"> • Utilize curricular resources centering <i>The 1619 Project</i> to further analyze the readings and have rich class discussions • Describe how learning the history of African civilizations before the Trans-Atlantic slave trade is disrupts stereotypes about Africa.

	<ul style="list-style-type: none"> • Research an African kingdom and its influence on American culture by creating a multimedia presentation. • Analyze why the institution of enslavement existed • Research and write an informative essay highlighting the strategies and impact of abolitionist leaders
Standards	<p><u>CCSS.ELA-LITERACY.RI.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.5.2</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><u>CCSS.ELA-LITERACY.RI.5.3</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>CCSS.ELA-LITERACY.RI.5.7</u> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><u>CCSS.ELA-LITERACY.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>CCSS.ELA-LITERACY.W.5.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><u>CCSS.ELA-LITERACY.W.5.2.A</u> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><u>CCSS.ELA-LITERACY.W.5.2.B</u> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><u>CCSS.ELA-LITERACY.W.5.2.C</u> Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p>

	<p><u>CCSS.ELA-LITERACY.W.5.2.D</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>CCSS.ELA-LITERACY.W.5.2.E</u> Provide a concluding statement or section related to the information or explanation presented.</p> <p><u>H2.5.1</u> Analyze and explain how individuals have caused change in United States history</p> <p><u>H2.5.2</u> Analyze and explain how people from various cultural and ethnic groups have shaped United States history</p> <p><u>H3.5.2</u> Explain connections among historical context and people’s perspective</p> <p><u>H3.5.3</u> Describe how people’s perspectives shaped the historical sources they created</p> <p><u>H4.5.6</u> Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic</p>
Facilitation Resources	<p><u>Preparation Materials:</u> African Civilizations: Teacher Talking Points [.docx] [.pdf] Family letter [.docx] [.pdf] Project Read Aloud Guide [.docx] [.pdf] African Civilization Project Vocabulary [.docx] [.pdf]</p> <p><u>Resources from <i>The 1619 Project</i>:</u></p> <ul style="list-style-type: none"> • Born on the Water by Nikole Hannah-Jones & Renée Watson • August 1619: poem by Clint Smith <p><u>All Resources</u></p> <ul style="list-style-type: none"> • A True Book: The Seven Continents: Africa by Zukiswa Wanner • Review : Africa Amazing Africa by Atinuke (5:48) • "Africa’s Physical Geography," Mr. Clark's World Geography and History Channel (5:20) • Reading of Africa is Not a Country (19:29)

	<ul style="list-style-type: none"> • African History for Kids: A Captivating Guide to the History of Africa (Read Aloud) • "What happened to the lost Kingdom of Kush? - Geoff Emberling" Ted-ED (4:53) • "The Kingdom of Aksum: Sub-Saharan Empire of Late Antiquity," National Geographic, adapted by Newsela • The Spider Weaver by Margaret Musgrove Readaloud (5:44) • "The Ancient Kingdom of Mali, ruled by the Lion King," UShistory.org, adapted by Newsela • Idia of the Benin Kingdom by Ekiuwa Aire - Read Aloud (9:42) • "Benin Plaques - Lost Kingdoms of Africa - West Africa" BBC (1:42) • "Four Tips for an Effective Interview: A StoryCorps Education Tool," StoryCorps (4:51) • "The World's Only All-Female Army Article," Washington Post, adapted by Newsela • "The Atlantic slave trade: What too few textbooks told you - Anthony Hazard," Ted-Ed (5:38) • "America's early Economy was Built on Cotton and Slavery," by History.com adapted by Newsela • "In the Shadow of Plantations," from Alachua County (30:00) • Folk Stories from Southern Nigeria by Elphinstone Dayrell • Northwest African American Museum • The Abolitionist Movement - America's Journey Through Slavery on the Learning Videos Channel (11:34) • Your Legacy: A Bold Reclaiming of Our Enslaved History by Schele Williams (Read Aloud) (11:24) • Profiles of 24 Black Abolitionists Who Fought Against Enslavement," Zinn Education Project, adapted by Newsela [pdf] • Various teacher-created materials including powerpoints and worksheets
<p>Performance Task</p>	<p><u>Present on an African Kingdom</u> In this project, scholars will examine the history and achievements of one African kingdom. They will create a multimedia presentation highlighting the art/culture, leaders, achievements, connection to the slave trade and influence on American culture.</p> <p><u>Article on Abolitionist Leader</u> Scholars will write an informative piece about abolitionist leaders and how their actions impacted the end of enslavement. They will engage in a 6-lesson writing cycle which include the steps of unpacking the</p>

	prompt, research and planning, drafting, revising, editing, and publishing. These articles will be compiled into a newspaper for display at a showcase for families and community members.
Assessment/Evaluation	<p><u>Formative Assessment</u> Throughout the project, teachers will be using journal entries as formative assessment opportunities. These formative assessment opportunities help give a snapshot of trends in their class and provide valuable insight when adapting lesson plans to meet the needs of your students.</p> <p><u>Summative Assessment</u> See the Informational Writing Rubric [.pdf]</p>

UNIT PACING/WEEKLY LESSONS

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s)	Lesson / Activities	Lesson Materials
<p align="center"><i>Week 1: All About Africa</i></p> <p align="center">What makes African geography unique? Where are the major physical features and nations of Africa located? How is Africa culturally diverse?</p>				
Day 1	<p>A True Book: The Seven Continents: Africa by Zukiswa Wanner</p> <p>Review : Africa Amazing Africa by Atinuke (5:48)</p>	<p>Scholars will be able to...</p> <p>Share what they know and want to learn about Africa</p> <p>Identify the continent of Africa and its location on a world map</p> <p>Label countries in Africa on a map</p>	<p>Launch: Have scholars complete the KWL chart</p> <p>Exploration: As a class, Explore the Africa Map PowerPoint.</p> <p>Activity: In small groups or independently, have scholars label the countries on the blank map of Africa</p>	<p>African Civilizations KWL Chart [.docx] [.pdf]</p> <p>Africa Map PowerPoint [.pptx] [.pdf]</p> <p>Blank Map of Africa [.pdf]</p> <p>Chart paper</p>
Day 2	<p>"Africa's Physical Geography," Mr. Clark's World Geography and History Channel (5:20)</p>	<p>Scholars will be able to...</p> <p>Describe Africa's diverse physical regions</p> <p>Highlight the characteristics of each physical region</p>	<p>Launch: Play "Africa's Physical Geography," Mr. Clark's World Geography and History Channel.</p> <p>Exploration: Using the Physical Regions of Africa PPT, explore the range of physical</p>	<p>Physical Regions of Africa PPT [.pptx] [.pdf]</p> <p>Blank Map of Africa [.pdf]</p> <p>Notebook</p>

		Draw and label physical regions of Africa on a map	regions in Africa. <u>Journal Writing:</u> Write an informative paragraph about one physical region you learned about and illustrate it on a Blank Map of Africa.	
Day 3	Reading of Africa is Not a Country (19:29)	Scholars will be able to... Raise awareness about stereotypes of Africa Understand the importance of learning about another culture Make inferences from visuals and give scholars an appreciation for the diversity of Africa	<u>Launch:</u> Encourage scholars to discuss and define the term “stereotype” through whole group discussion. <u>Exploration:</u> 1. Play Reading of Africa is Not a Country . Ask: what cultures and traditions stood out to you? 2. Discuss misconceptions of Africa: Explore photos in the Misconceptions of Africa PPT or use photos to facilitate a gallery walk. <u>Journal Writing:</u> Compare your prior knowledge of African countries to what you learned this week.	Misconceptions of Africa PPT [.pptx] [.pdf] Chart paper Sticky notes Notebook

Unit by Curriculum Team of Impact Public Schools, part of the 2022 cohort of *The 1619 Project* Education Network

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objectives	Lesson / Activities	Lesson Materials
<p align="center">Week 2 + 3: African Civilizations</p> <p align="center">How did the African kingdoms become so powerful? What role did trade play? How did the geographic factors relate to the development of the African civilizations?</p>				
Day 4	<p>Born on the Water by Nikole Hannah-Jones & Renée Watson</p> <p>African History for Kids: A Captivating Guide to the History of Africa (Read Aloud)</p>	<p>Scholars will be able to...</p> <p>Analyze the components of a civilization</p> <p>Connect geographic factors to the development of a civilization</p>	<p>Launch: Have scholars complete the 'L' category of the KWL chart.</p> <p>Exploration:</p> <ol style="list-style-type: none"> Read aloud the first three pages of ‘African History for Kids: A Captivating Guide to the History of Africa’. <ol style="list-style-type: none"> Scholars should discuss how and where African civilizations started. Introduce six powerful African kingdoms and empires using the Introduction to African Civilizations Powerpoint. <p>Activity: Scholars label Africa's kingdoms and empires on a Blank Map of Africa.</p>	<p>African Civilizations KWL Chart [.docx] [.pdf]</p> <p>Introduction to African Civilizations Powerpoint [.pptx] [.pdf]</p> <p>Blank Map of Africa [.pdf]</p> <p>Chart Paper</p>
Day 5	<p>"What happened to the lost Kingdom of Kush? - Geoff Emberling" Ted-ED (4:53)</p>	<p>Scholars will...</p> <p>Explain the rise and fall of the Kingdom of Kush</p>	<p>Launch:</p> <ol style="list-style-type: none"> Assess prior learning by asking, "scholars, we learned a lot of key information about some of the 	<p>Notebooks</p>

	<p>"The Kingdom of Aksum: Sub-Saharan Empire of Late Antiquity," <i>National Geographic</i>, adapted by Newsela</p>	<p>and the Axum Empire</p> <p>Analyze the role of trade in the rise and fall of the Kingdom of Kush and the Axum Empire</p>	<p>African kingdoms. What key highlights do you remember from yesterday?</p> <p>2. Name each of kingdom and ask students to volunteer a quick fact:</p> <ul style="list-style-type: none"> • Kingdom of Egypt • Kingdom of Kush • Kingdom of Aksum • Ajuran Empire • The Mali Empire • Kingdom of Benin <p>Kiss your brains! Great job remembering all those facts!</p> <p><u>Exploration:</u> Scholars learn about the kingdom of Kush.</p> <ol style="list-style-type: none"> 1. Screen "What happened to the lost Kingdom of Kush? - Geoff Emberling" <i>Ted-ED</i>. 2. Have scholars read and annotate "The Kingdom of Aksum: Sub-Saharan Empire of Late Antiquity," <i>National Geographic</i>, adapted by Newsela <p><u>Journal Writing:</u> Write an informational paragraph about what the kingdom of Kush and the Axum Empire were known for and the major factors for the rise and fall. Cite evidence</p>	
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			from the article.	
Day 6	<p>The Spider Weaver by Margaret Musgrove Readaloud (5:44)</p> <p>"The Ancient Kingdom of Mali, ruled by the Lion King," UShistory.org, adapted by Newsela</p>	<p>Scholars will...</p> <p>Learn about Kingdom of Ghana and the Mali Empire in West Africa highlight the achievements of the empire rulers</p> <p>Analyze how the empire's achievements contributed to their rise to power</p>	<p><u>Launch:</u> Play 'Spider Weaver' by Margaret Musgrove and discuss:</p> <ul style="list-style-type: none"> the symbolism behind the kente cloth connections they notice to the West African kingdoms they learned about in the last lesson <p><u>Exploration:</u></p> <ol style="list-style-type: none"> Review slides on Ghana and Mali from the Introduction to African Civilizations Powerpoint. Scholars should capture key understandings in their journals. Scholars should read, annotate and discuss "The Ancient Kingdom of Mali, ruled by the Lion King," UShistory.org, adapted by Newsela <p><u>Writing:</u> Describe the achievements of one empire ruler:</p> <ul style="list-style-type: none"> Sundiata Mansa Musa Muhammad Ture 	<p>Introduction to African Civilizations Powerpoint [.pptx] [.pdf]</p> <p>Notebooks</p>

Day 7	<p>Idia of the Benin Kingdom by Ekiuwa Aire - Read Aloud (9:42)</p> <p>"Benin Plaques - Lost Kingdoms of Africa - West Africa" BBC (1:42)</p>	<p>Scholars will...</p> <p>Discover the Benin Empire</p> <p>Explore the culture of art of the Benin Kingdom</p> <p>Examine how art impacted trade and the Benin empire's position of power</p>	<p><u>Launch:</u> Play Idia of the Benin Kingdom by Ekiuwa Aire - Read Aloud and discuss how the Benin Kingdom became powerful.</p> <p><u>Exploration:</u></p> <ol style="list-style-type: none"> Scholars can either review art from Benin through a teacher-led presentation of the Benin Empire's Art Powerpoint or through a gallery walk. Scholars can describe the art through small group discussion, independent note-taking in journals or on post-its. <p><i>Educator note: print out the photos ahead of class and paste them around the room in preparation for a gallery walk if you choose to use this method.</i></p> <ol style="list-style-type: none"> Play "Benin Plaques - Lost Kingdoms of Africa - West Africa" BBC and facilitate a class discussion on key takeaways. <p><i>Educator note: A major takeaway for scholars is that most of the Benin Empire's famous art were stolen by the British and displayed in their museums.</i></p> <p><u>Narrative Writing:</u></p>	<p>Benin Empire's Art Powerpoint [.pptx][.pdf]</p> <p>Sticky notes</p> <p>Chart paper</p> <p>Notebooks</p>
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			Reflect on Idia's dream to be a warrior and write about your own dreams and what you will do to make it happen.	
Day 8	"Four Tips for an Effective Interview: A StoryCorps Education Tool," StoryCorps (4:51)	<p>Scholars will...</p> <p>Describe what makes an interview effective</p> <p>Prepare interview questions for guest speaker</p> <p>Practice interviewing peers</p>	<p><u>Preparation:</u> <i>We invited a local community member that has deeply studied African Civilizations. The guest speaker shared primary sources from the Axum Empire. We strongly encourage inviting a community expert and/or journalist from the Pulitzer Center that reports on contemporary Africa.</i></p> <p><u>Launch:</u></p> <ol style="list-style-type: none"> 1. Activate prior knowledge from 4th grade: Review best practices for an effective interview by watching "Four Tips for an Effective Interview: A StoryCorps Education Tool," StoryCorps 2. Give scholars background of guest speaker <p><u>Exploration:</u></p> <ol style="list-style-type: none"> 1. Scholars work in groups and brainstorm interview questions to interview one another. 2. Scholars interview each other to demonstrate best interviewing 	<p>Chart paper</p> <p>Brainstorming paper</p> <p>Notebook</p> <p>Final interview questions *finalized by class</p>

			<p>practices.</p> <p><u>Writing:</u></p> <ol style="list-style-type: none"> 1. Scholars will brainstorm interview questions for the guest speaker. 2. Capture all the questions on chart paper and finalize interview questions. 3. Email interview questions to the guest speaker. 	
Day 9		<p>-Scholars will...</p> <p>Interview guest speaker</p> <p>Practice note-taking skills</p>	<p><u>Launch:</u> Introduce the guest speaker to the class.</p> <p><u>Exploration:</u> Facilitate a conversation with your guest speaker.</p> <ol style="list-style-type: none"> 1. The speaker should first present about their family and ancestors. 2. Hold space for scholars to ask the speaker questions. 3. While listening, scholars should take notes. 	<p>Notebooks</p> <p>Final interview questions</p>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p>Week 4 + 5: Multimedia Presentation</p> <p>What is the purpose of my presentation? Who is my audience? How do my multimedia elements enhance the content?</p>				
Day 10	<p>Four found unique multimedia presentations</p> <p><i>**Can be any text, images, audio, video and animation</i></p>	<p>Scholars will...</p> <p>Analyze an online multimedia presentation to identify characteristics of the genre</p> <p>Identify modes of text that are most effective for their audience and purpose</p>	<p><u>Preparation:</u></p> <p><i>Gather at least four unique multimedia presentations that align with the African Civilizations project. Remember to introduce options that include text, images, audio, video and/or animation.</i></p> <p><u>Launch:</u></p> <ol style="list-style-type: none"> 1. Introduce and discuss the term "multimedia." Ask the following questions: <ul style="list-style-type: none"> • What does multimedia mean? • What are examples of different modes of multimedia? • What are some purposes for creating multimedia work? 2. Review the African Civilizations Multimedia Project Outline <p><u>Exploration:</u> In small groups, scholars will watch multimedia presentations, take notes, and answer guided questions such as:</p>	<p>African Civilizations Multimedia Project Outline [.docx] [.pdf]</p> <p>Notebook</p> <p>Chromebooks</p>

			<ul style="list-style-type: none"> • What is the purpose? • Which type of media makes the biggest impact? • How is text used on this screen? • How does this style contribute to the feel of the whole screen? 	
Day 11	<p>Research Article: "The World's Only All-Female Army Article," Washington Post, adapted by Newsela</p> <p><i>*you can choose any research article. Before distributing, read and highlight important key facts that you want scholars to highlight</i></p>	<p>Scholars will...</p> <p>Distinguish between reliable and unreliable sources</p> <p>Gather research articles for multimedia presentation</p>	<p><u>Launch:</u></p> <p>Review the types of multimedia presentations from yesterday's class.</p> <ol style="list-style-type: none"> Ask scholars which type of multimedia presentations they find impactful and why? Chart answers <p><u>Exploration:</u></p> <ol style="list-style-type: none"> Split scholars into small groups for their multimedia presentations. Display the Reliable Sources Anchor chart. The chart has a checklist of ways to know whether websites/articles are reliable. As a class, brainstorm helpful websites by discussing URL codes which are appropriate for school. Introduce/present websites such as <i>Wikipedia</i> as unreliable by checking referring to the chart. 	<p>Reliable Sources Anchor chart [.docx] [.pdf]</p> <p>Chromebook(s)</p> <p>Research Articles [.docx] [.pdf]</p> <p>Notebooks</p>

			<p><u>Close Reading:</u></p> <ol style="list-style-type: none"> Scholars should read and analyze "The World's Only All-Female Army Article," <i>Washington Post</i>, adapted by <i>Newsela</i>. Students should highlight the following: <ul style="list-style-type: none"> Sentences that were meaningful An engaging phrase Powerful words Encourage scholars to share their responses and explain why they chose the sentences, phrases, and words from the article. How would these choices be helpful for their multimedia project? 	
Day 12		<p>Scholars will...</p> <p>Summarize information from articles and resources</p> <p>Research images for multimedia presentation</p> <p>Complete draft of their presentation</p>	<p><u>Launch:</u> Review and model any note-taking, summarizing, and paraphrasing procedures you employ when analyzing nonfiction texts.</p> <p><u>Exploration:</u></p> <ol style="list-style-type: none"> Review the African Civilizations Multimedia Project Outline and African Civilizations Multimedia Project Rubric. In their small groups, have scholars analyze their research using note-taking strategies. Scholars review their notes and 	<p>Research Articles [.docx] [.pdf]</p> <p>African Civilizations Multimedia Project Outline [.docx] [.pdf]</p> <p>African Civilizations Multimedia Project Rubric [.docx] [.pdf]</p> <p>Chromebook</p> <p>Notebooks</p>

			<p>organize their research information to determine the important information they will need for the presentation.</p> <p>4. Scholars select images that align to their research notes.</p> <p><u>Writing:</u> Scholars should draft their written components.</p>	
Day 13		<p>Scholars will...</p> <p>Employ checklist to revise their presentation</p> <p>Edit their presentation by leveraging the project rubric</p>	<p><u>Launch:</u> Review the revision and editing process with students by redefining the terms and ensuring students understand the difference between the two.</p> <p><u>Exploration:</u></p> <ol style="list-style-type: none"> 1. Review the multimedia project outline and the rubric. 2. Model revising using the checklist. <p><u>Writing:</u></p> <ol style="list-style-type: none"> 1. Scholars should revise their research project using the checklist to ensure they have each component. 2. Once projects are complete, have scholars edit their project using 	<p>Research Articles [.docx] [.pdf]</p> <p>African Civilizations Multimedia Project Outline [.docx] [.pdf]</p> <p>African Civilizations Multimedia Project Rubric [.docx] [.pdf]</p> <p>Chromebooks</p> <p>Notebooks</p>

			the rubric.	
Day 14		<p>Scholars will...</p> <p>Complete their multimedia presentations</p> <p>Designate their roles for class presentations</p>	<p><u>Launch:</u> Ask students to share some of their takeaways from the revising and editing process of their projects. Chart the answers to build excitement for class presentations.</p> <p><u>Exploration:</u> Hold time for students to complete their multimedia presentations. Encourage students to designate roles for the presentation.</p>	<p>Research Articles [.docx] [.pdf]</p> <p>African Civilizations Multimedia Project Outline [.docx] [.pdf]</p> <p>African Civilizations Multimedia Project Rubric [.docx] [.pdf]</p> <p>Chromebooks</p> <p>Notebooks</p>
Day 15		<p>Scholars will...</p> <p>Present multimedia presentations to the class</p> <p>Pose informed questions</p> <p>Provide feedback on peer presentations</p>	<p><u>Launch:</u> Hook scholars and build excitement for the day</p> <p>“For the past few weeks, we have learned about the various African Civilizations and explored the rich and diverse cultures. We have worked so hard on our multimedia presentations with our groups. Today, we're going to share our projects by doing a mini-showcase. We'll present our projects to our peers to get us ready for the big showcase at the end of the unit. This will help us practice to</p>	<p>Final multimedia presentations</p> <p>Chromebooks</p> <p>Notebooks</p>

			<p>present to our families.”</p> <p><u>Exploration:</u> Each group should present their multimedia presentation. Encourage students listening to ask informed questions and provide productive feedback.</p> <p><i>Educator’s note: If students need some guidance on how to ask appropriate questions and/or provide productive feedback, take some time to review procedures, offer questions stems, etc. You can also encourage class participation by offering participation points.</i></p>	
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objectives	Lesson / Activities	Lesson Materials
<p><i>Week 6+7: Enslavement in America</i></p> <p>What is enslavement? Who was enslaved? What factors contributed to the growth of enslavement?</p>				
Day 16	<p>"The Atlantic slave trade: What too few textbooks told you - Anthony Hazard," Ted-Ed (5:38)</p> <p>Born on the Water by Nikole Hannah-Jones & Renée Watson</p>	<p>Scholars will...</p> <p>Describe the beginning of enslavement</p>	<p><u>Launch:</u></p> <ol style="list-style-type: none"> 1. Ask scholars what they know about enslavement. 2. Describe the difference between the following terms: <ul style="list-style-type: none"> • slavery vs enslavement • slave vs. enslaved 3. Screen "The Atlantic slave trade: What too few textbooks told you - Anthony Hazard," Ted-Ed and ask students to consider "<i>who was enslaved?</i>" as they watch. <p><u>Exploration:</u></p> <ol style="list-style-type: none"> 1. Read Born on the Water by Nikole Hannah-Jones & Renée Watson aloud to class until the phrase "<i>Ours is no immigration story.</i>" 2. Through whole group discussion, encourage students to discuss responses to the following questions: 	Notebooks

			<ul style="list-style-type: none"> Who was enslaved? What is enslavement? What is one feeling word that comes to mind about these words? About the book so far? <p><u>Journal Writing:</u> Answer the following questions about <i>Born on the Water</i>:</p> <ul style="list-style-type: none"> What are you feeling? What are you wondering? What are you thinking about now that you were not thinking before? 	
Day 17	<p>August 1619: poem by Clint Smith</p> <p>Born on the Water by Nikole Hannah-Jones & Renée Watson</p>	<p>Scholars will...</p> <p>Define the Middle Passage</p> <p>Define Triangular Trade</p> <p>Examine the forced movement of people from West Africa to the colonies</p>	<p><u>Launch:</u></p> <ol style="list-style-type: none"> Read Born on the Water by Nikole Hannah-Jones & Renée Watson until <i>Point Comfort</i>. Ask students: What are enslaved people saying, doing, thinking, and feeling? <p><u>Exploration:</u></p> <ol style="list-style-type: none"> Read Aloud from <i>The White Lion</i> to <i>We come from the people who refused to die</i>. Have scholars discuss the following questions: <ul style="list-style-type: none"> What problem are enslaved 	Notebooks

			<p>people facing?</p> <ul style="list-style-type: none"> Do the enslaved people change in this poem or across the book? How do you know? <p><u>Analysis:</u></p> <ol style="list-style-type: none"> Write <i>Middle Passage</i> on the board and have scholars discuss and establish a definition of the term. Review the history of the triangular trade and the Middle Passage. Refer back to "The Atlantic slave trade: What too few textbooks told you - Anthony Hazard." Have students read and analyze August 1619: poem by Clint Smith. In small groups or as a class, have students answer the following questions: <ul style="list-style-type: none"> Where in Africa were the first enslaved people originally from before they were brought to the Virginia colony? What skills and knowledge did Africans bring to the colonies? 	
Day 18	Born on the Water by Nikole Hannah-Jones & Renée Watson	Scholars will... Analyze factors that contributed to the	<p><u>Launch:</u></p> <p>Read <i>The Tobacco Fields</i> section of <i>Born on the Water</i> aloud. Ask students: In this poem, what do you think the</p>	Notebooks

	<p>"America's early Economy was Built on Cotton and Slavery," by History.com adapted by Newsela</p>	<p>growth of enslavement</p> <p>Analyze working conditions for enslaved people and how it impacted the economy through primary sources</p>	<p>characters learned about themselves and their ability to face hardship?</p> <p><i>Educator note: highlight their resilience and share that remembering life in Ndongo brought them hope.</i></p> <p><u>Exploration:</u> Have scholars read "America's early Economy was Built on Cotton and Slavery," by History.com adapted by Newsela.</p> <ol style="list-style-type: none"> Using a highlighter, they will highlight key information from the article. In small group or whole group discussion, ensure that students acknowledge the main idea of the article: the economy was built on enslaved people and it benefited many wealthy Americans. <p><u>Journal Writing:</u> Write an informative paragraph explaining the central idea of the article. Use two details from the article to support their answer.</p>	
Day 19	<p>"In the Shadow of Plantations," from Alachua County (30:00)</p>	<p>Scholars will...</p> <p>Examine living conditions and family</p>	<p><u>Launch:</u> Play "In the Shadow of Plantations," from Alachua County up to 4:17. Ask students: What were enslaved</p>	<p>Life in the Colonies PPT [.ppt] [.pdf]</p>

		life in the colonies	<p>individuals forced to do?</p> <p><u>Exploration:</u> Using the Life in the Colonies PPT, explore primary source images that document the living, working, and familial conditions of enslaved people.</p> <ol style="list-style-type: none"> Using the images and documents in the powerpoint, create a gallery walk. Display the pictures around the classroom and have scholars walk around, writing their observations on the sticky notes. Scholars can turn and talk to a partner to discuss their observations. Scholars can share their discussions out to the class and record their takeaways in notebooks. <p><u>Journal Writing:</u> Write an informational paragraph describing life in the colonies for enslaved people.</p>	Notebook
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Day 20	<p><i>Born on the Water</i> by Nikole Hannah-Jones & Renée Watson</p> <p><i>Folk Stories from Southern Nigeria</i> by Elphinstone Dayrell</p>	<p>Scholars will...</p> <p>Explain how enslaved people held on to their customs and traditions</p>	<p><u>Launch:</u> Ask students:</p> <ul style="list-style-type: none"> What kind of traditions or customs do you have? What do they do to celebrate and stick to their traditions? <p><u>Exploration:</u></p> <ol style="list-style-type: none"> Read aloud from “How to Make a Home” to “We will survive because we have each other” from <i>Born on the Water</i>. Ask students: what do you think the characters do to hold onto their traditions? Define the word folklore. Explain that folklore has helped Black Americans to record and remember large scale events. These community stories, customs and beliefs have been passed down from generation to generation. <ol style="list-style-type: none"> Have scholars review one story from Folk Stories from Southern Nigeria by Elphinstone Dayrell and discuss what stood out to them in small groups or as a whole group. As a class, revisit the topic of 	<p>Chrome books</p> <p>Notebooks</p>
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			<p>holding onto traditions: How did enslaved people hold onto their traditions?</p> <p><u>Journal Writing:</u> Describe ways that you hold onto your tradition/customs.</p>	
Day 21	Northwest African American Museum	<p>Scholars will...</p> <p>Explore an exhibit connected to African civilizations and/or the African diaspora</p>	<p><u>Educator note:</u> Find a local museum or an exhibit dedicated to African civilizations and/or Black history in America. Preview the exhibit before attending and develop an activity that supports student engagement in the space. Students should be connecting to themes and ideas that we've been studying and reflecting on the unique opportunity that primary sources / artifacts offer us.</p> <p>We visited the Northwest African American Museum and students explored an exhibit highlighting the timeline from African civilization to contemporary Black history in the USA.</p>	<p>Field trip permission slip</p> <p>Bus</p> <p>Pencils</p> <p>Clipboard</p>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p style="text-align: center;">Week 8: Freedom & Abolitionist</p> <p style="text-align: center;">What did freedom look like? How did abolitionists fight for freedom? What were the key factors that led the United States to civil war?</p>				
Day 22	The Abolitionist Movement - America's Journey Through Slavery on the Learning Videos Channel (11:34)	<p>Scholars will be able to...</p> <p>Examine the abolitionist movement</p> <p>Highlight their goals</p> <p>Analyze the key, underrepresented factors that drove the civil war in the United States</p>	<p>Launch: Write the word <i>abolition</i> on the board. Ask scholars if they heard the word before and what it means. Define Abolition is the act of abolishing a system or practice.</p> <p>Explore:</p> <ol style="list-style-type: none"> 1. Introduce the civil war and discuss the cause and effect relationships that drove the country to war. <ol style="list-style-type: none"> a. As you share information, encourage students to turn and talk to a partner to summarize key points of information. 2. Describe the abolitionist movement as the social and political effort to end enslavement everywhere. <ol style="list-style-type: none"> a. Screen The Abolitionist Movement - America's Journey Through Slavery on the 	<p>Chart Paper</p> <p>Note-Catcher [.pdf]</p> <p>Notebooks</p>

			<p>Learning Videos Channel.</p> <ul style="list-style-type: none"> b. Scholars should take notes in their note-catcher. c. Scholars should share their notes in small groups as a whole group. d. Scholars will highlight their goals (<i>ex. the goal of the abolitionist movement was to end enslavement</i>) <p><u>Narrative Writing:</u> What are some things you can do to help someone who is in trouble or being treated unfairly? Do you think these things would have worked during the time of enslavement?</p>	
Day 23	<p>Your Legacy: A Bold Reclaiming of Our Enslaved History by Schele Williams (Read Aloud) (11:24)</p> <p>Profiles of 24 Black Abolitionists Who Fought Against Enslavement," Zinn Education Project, adapted by Newsela [pdf]</p>	<p>Scholars will...</p> <p>Analyze an article about abolitionist leaders and examine their fight to freedom</p>	<p><u>Launch:</u> Play Your Legacy: A Bold Reclaiming of Our Enslaved History by Schele Williams (Read Aloud) and ask scholars: how is your joy celebrated in this book?</p> <p><u>Exploration:</u> In small groups, students should read and highlight important facts in Profiles of 24 Black Abolitionist who Fought Against Enslavement.</p> <p><u>Writing:</u> Name one person that you think had the</p>	<p>Abolitionist Book Chapter: Research Sources</p> <p>Notebooks</p>

			most impact on the anti-enslavement movement? Why did you choose them?	
Day 24	Born on the Water by Nikole Hannah-Jones & Renée Watson	Scholars will... Analyze what freedom looked like for enslaved Black people in America.	<p>Launch: Read aloud from <i>Born on the Water</i>. Read from “The Tuckers of Tidewater, Virginia” to the end of the book. Ask students: Do the people change in this poem or across the book? How do you know?</p> <p>Exploration: Using images from the Freedom powerpoint resource, facilitate a gallery walk activity. Students should use sticky notes to respond to each image.</p> <p><i>Educator notes: You can use unique question stems here to direct student engagement and scaffold for diverse learners. Students can do anything from describing what they are seeing to naming the thoughts and feelings captured in the images.</i></p> <p>Writing: Students can choose one of the following prompt:</p> <ul style="list-style-type: none"> What does freedom truly mean? What does it look like? 	<p>Freedom PPT [.pptx] [.pdf]</p> <p>chart paper</p> <p>sticky notes</p> <p>Notebooks</p>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials (What resources and tools will students need to complete lesson activities?)
Weeks 9 + 10: Culminating Task - Informative Writing				
Day 25		<p>Scholars will...</p> <p>Name the key components of an informative essay</p> <p>Identify the purpose, task and audience for their essay</p>	<p><u>Launch:</u></p> <ol style="list-style-type: none"> 1. As a group, review important ideas students have learned about the period of enslavement in America and the work abolitionists did to end enslavement. 2. Introduce the informative writing assignment about different abolitionists to students using page 1 of the Abolitionist Report Work Packet. 3. Briefly preview slide 1 from the Steps for Writing PPT which provides an overview of the writing process. <p><u>Exploration:</u></p> <ol style="list-style-type: none"> 1. Write <i>informational</i> on the board and ask scholars what it means. 	<p>Mentor Text - Ready Write Lesson ____</p> <p>Writing Prompt - printed/copied 1/student</p> <p>Steps for Writing PPT [.pptx][.pdf]</p> <p>Abolitionist Report Work Packet [.docx][.pdf]</p>

			<ol style="list-style-type: none"> 2. Informational writing informs, or tells, readers about a topic. 3. Explore slides 2-7 from the powerpoint and stamp key points. 4. Read “<i>Hiding in Plain Sight</i>” and complete numbered activities in the student packet as a think-aloud activity. <p><u>Writing:</u> Scholars should choose an Abolitionist to center in their report.</p>	
Day 26	Profiles of 24 Black Abolitionists Who Fought Against Enslavement," Zinn Education Project, adapted by Newsela [.pdf]	<p>Scholars will...</p> <p>Identify evidence, including quotations, to use in their essay</p>	<p><u>Launch:</u> Quiz students on key points introduced in yesterday’s lesson. Reteach where necessary, referring back to the Steps for Writing PPT.</p> <p><u>Exploration:</u> Review <i>The Research Path</i> on slide 10 from Steps for Writing PPT and page 4 of the Abolitionist Report Work Packet.</p> <p><u>Writing:</u></p>	<p>Steps for Writing PPT [.pptx][.pdf]</p> <p>Abolitionist Report Work Packet[.docx][.pdf]</p> <p>Blank paper</p>

			Hold time for scholars to work through the research path independently or with a partner who has the same topic.	
Day 27	Profiles of 24 Black Abolitionists Who Fought Against Enslavement," Zinn Education Project, adapted by Newsela [pdf]	<p>Scholars will...</p> <p>Draft an introduction paragraph</p> <p>Draft 1-2 body paragraphs</p>	<p><u>Launch:</u></p> <ol style="list-style-type: none"> 1. Review slide 12 from the Steps for Writing PPT. 2. Review the writing prompt with scholars. Have scholars turn and talk to a partner to discuss the audience and purpose for their essay. <p><u>Writing:</u></p> <ol style="list-style-type: none"> 1. Scholars should independently draft their introduction. 2. Once they are complete with introductions, scholars draft their body paragraphs. 	<p>Steps for Writing PPT [.pptx][.pdf]</p> <p>Abolitionist Report Work Packet[.docx][.pdf]</p> <p>Writing paper</p>
Day 28	Profiles of 24 Black Abolitionists Who Fought Against Enslavement," Zinn Education Project, adapted by Newsela [pdf]	<p>Scholars will...</p> <p>Draft 1-2 body paragraphs</p> <p>Draft a concluding paragraph</p>	<p><u>Launch:</u></p> <p>Review steps 1-2 of the writing process using slide 14 of the powerpoint.</p> <p><u>Exploration:</u></p> <p>Review slide 15-17 Steps from the Writing PPT the writing process which</p>	<p>Steps for Writing PPT [.pptx][.pdf]</p> <p>Abolitionist Report Work Packet[.docx][.pdf]</p> <p>Writing paper</p>

			<p>covers the body paragraph and the conclusion.</p> <ol style="list-style-type: none"> Scaffold key points as needed Scholars should discuss the statement they want to make and the idea they want their readers to think about. <p><u>Writing:</u> Scholars should write the body and conclusion of their essays.</p>	
Day 29	Rubric for Informational Writing by Curriculum Associates, LLC [.pdf]	<p>Scholars will</p> <p>Employ a writing checklist to revise their writing</p>	<p><u>Launch:</u> Using the rubric and writing checklist on page 16 of the Abolitionist Report Work Packet, model how to review and review an essay.</p> <p><u>Exploration:</u></p> <ol style="list-style-type: none"> Peer revision: Scholars review their work with their peers. <ol style="list-style-type: none"> “Now it’s your turn to revise your work. With a partner, read your drafts to each other and then use the checklist to ask questions about your organization and elaboration.” 	<p>Steps for Writing PPT [.pptx][.pdf]</p> <p>Abolitionist Report Work Packet[.docx][.pdf]</p> <p>Writing draft</p>

			<p>b. Use your pen to make notes on your writing to remember your partner’s feedback and ideas.</p> <p><i>Educator note: You can model with a student before releasing students to work in partners if students need additional support.</i></p> <p>c. Circulate to support partners. d. Use a timer to prompt students to switch.</p> <p>2. Second read. Scholars should review writing for grade-level specific sentence and word level skills</p> <p>a. “Wow, I heard so many partners help improve each other’s writing by sharing really great feedback about making ideas more clear or adding more details! Now, we are going to do the second read to check for linking words that make it easy to read.”</p> <p>b. Mentor Text: Project slide 21 to review types of linking words.</p>	
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			<p>c. Demonstrate how to use carets ^ and arrows to record revision notes on drafts.</p> <p>d. Record a list of linking words on an anchor chart for students to reference.</p>	
Day 30	Rubric for Informational Writing by Curriculum Associates, LLC	<p>Scholars will...</p> <p>Analyze peer-crafted essays, providing corrections on spelling, grammar and punctuation.</p> <p>Share their published writing piece</p>	<p><u>Launch:</u> Have scholars reread their draft.</p> <p><u>Exploration:</u> Hold independent writing time for scholars to edit for appropriate grade-level conventions, spelling, grammar and punctuation. Students can choose to partner with a peer for peer-editing.</p> <p><u>Writing:</u> Hold time for scholars to prepare their final writing product and include illustrations and text features that make it easy to read and interesting for the audience.</p>	<p>Writing draft</p> <p>Abolitionist Report Work Packet[.docx][.pdf]</p>