

UNIT OVERVIEW

Unit Title	No Longer Silent: The Genius Within Us
Unit Length	Seven lessons; four weeks
Grade Level(s)/Subject(s)	5
Unit Overview	<p>The themes addressed by this unit include SILENCE and GENIUS.</p> <p>Essential questions:</p> <ul style="list-style-type: none"> ● How can silence oppress others? ● How can we use our voices to break silence? ● What is genius? ● How has genius been demonstrated throughout history by Black and Brown people? ● How am I a genius? <p>Students will practice the skills of summarizing, predicting, developing opinion and expository pieces, locating evidence in literary or informational texts to support analysis, reflection and research, as well as analysis of visual and multimedia elements for their contribution to the beauty of a text. The pedagogical vision of this unit is for students and instructional staff to both construct knowledge regarding how we can use our voices to address ways in which people are marginalized through silence. Moreover, we seek to develop a deep understanding of genius, where it has been found in history, and how we can find it in ourselves.</p> <p>Week 1 – Focus on the book <i>Born on the Water</i> (Reading Skills: Predicting, Summarizing, Vocabulary, Image Analysis; SEL: Perspectives of Others) Weeks 2/3/4 – Analysis of Supplemental/Layered Texts (Finding Evidence, Developing an Argument, Writing Expository Texts, Creating Presentations)</p>

	<p>By the end of the unit, students write an opinion essay and expository essay to reflect their analyses. They research and present on the stories of figures of African descent. They also create original narratives to present the story of a figure they researched and reflect on how storytelling can combat silence and amplify genius.</p>
<p>Objectives & Outcomes</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Recognize the feelings and perspectives of others. ● Understand how visual and multimedia elements contribute to the meaning and beauty of a text [e.g. song, book, story, graphic novel, film]. ● Write an opinion piece supported with evidence. ● Write an expository piece that reflects a cause they believe in. ● Identify the characteristics of a narrative and create a narrative that reflects their knowledge of a historical or current figure of African descent.
<p>Standards</p>	<p>Illinois Social-Emotional Learning Standards:</p> <ul style="list-style-type: none"> ▪ IL SEL 2A: Recognize the feelings and perspectives of others <p>Common Core Standards:</p> <ul style="list-style-type: none"> ▪ CCSS.ELA-LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). ▪ CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. ▪ CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ▪ CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. ▪ CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using

	<p>appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <ul style="list-style-type: none"> ▪ CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<p>Facilitation Resources</p>	<p><u>Resources from <i>The 1619 Project</i>:</u> The 1619 Project: Born on the Water by Nikole Hannah-Jones and Renée Watson, illustrated by Nikkolas Smith Aug. 30, 1800: story by Barry Jenkins for <i>The 1619 Project</i> from <i>The New York Times Magazine</i> <i>Optional: “Pecan Pioneer” by Tiya Miles</i> for <i>The 1619 Project</i> from <i>The New York Times Magazine</i></p> <p><u>Texts:</u> STAMPED for Kids by By Ibram X. Kendi and Jason Reynolds, Adapted by Sonja Cherry-Paul, Illustrated by Rachelle Baker 25 Completely Unfair But Still Enforced School Rules” by Beatrice Silva for <i>List25</i> Champaign Unit #4 Student Code of Conduct: Spanish English (page 6 & 10-18)</p> <p><u>Videos:</u> “The School That Tried to End Racism” from Channel 4 Entertainment. PBS KIDS Talk About Race, Racism & Identity Video “What is Racism?” from Sesame Street Largest slave revolt in U.S. history lives on in reenactment from <i>PBS Newshour</i>(10 min) Black Seminoles and the Largest Slave Revolt in U.S. History from <i>Learn Liberty</i> (10 min) How Do You Know If You’re A Genius? from <i>Life Noggin</i> Video: “Take 5: Parent Preview of Cultivating Genius and Joy with Dr. Gholdy Muhammad” from the Glenbard Parent Series</p>

Teaching Materials:

Day 1 Quick Write [[.pdf](#)][[.docx](#)]

[Form - Possible sentences strategy](#)

Form - Student Reflection [[.pdf](#)]

Born on the Water - Summarizing Note Catcher [[.pdf](#)][[.docx](#)]

Day 4 Quick Write: Born on the Water [[.pdf](#)][[.docx](#)]

Opinion Writing Planner [[.pdf](#)]

Plan to combat unfair rules [[.pdf](#)][[.docx](#)]

Computers/Devices

Internet Research Tools

Digital Screen to view videos

[Frayer model](#)

Plan to combat unfair rules [[.pdf](#)][[.docx](#)]

Week 2, day 2 reflection Quick Write [[.pdf](#)] [[.docx](#)]

Two-column organizer [[.pdf](#)]

Collaborative Summary Slides [[.pptx](#)]

Consequences of Standing Up Collaborative slides [[.pptx](#)]

Expository Template 1 [[.pdf](#)]

Expository Template Planner [[.pdf](#)]

Expository Template 2 [[.pdf](#)]

List 1 of possible figures to research [[.pdf](#)][[.docx](#)]

List 2 of possible figures to research [[.pdf](#)][[.docx](#)]

Student Group Organizer [[.pptx](#)]

Note-taking document (for individual research) [[.pdf](#)]

Research Planning Document [[.pdf](#)]

Venn Diagram Graphic Organizer [[.pptx](#)]

[Compare and Contrast Chart](#) (for partnership)

Week 3, day 2 quick write [[.pdf](#)][[.docx](#)]

Investigating Genius document [[.pdf](#)][[.docx](#)]

Quick write for week 3, day 3 [[.pdf](#)][[.docx](#)]

Research Presentation template [[.pptx](#)]

Final presentation Rubric [[.pdf](#)]

	<p>Characteristics of Narratives [.pdf] Narrative Four-Square Organizer [.pdf][.docx] Constructive Comments Tip Sheet [.pdf] Peer Conference Form [.pdf] Narrative Rubric [.pdf]</p>
<p>Performance Task</p>	<p>Weeks 1-2 :</p> <p>Students will apply their analyses of the books <i>Born on the Water</i> and <i>Stamped</i> to an opinion essay responding to the following prompt: <i>Do you think ideas about race have changed since the 1400s? Why or why not?</i></p> <ul style="list-style-type: none"> • Opinion Writing Planner [.pdf] <p>Students will then use the texts above, and analysis of additional texts, to explore how different figures throughout history have responded to challenges that result from unfair practices and policies. They will reflect their analysis of the texts by writing an expository essay responding to the following prompt:</p> <p><i>What is a cause or belief for which you would be willing to take a risk? Describe or explain this cause and its importance.</i></p> <ul style="list-style-type: none"> • Expository Template 1 [.pdf] • Expository Template Planner [.pdf] • Expository Template 2 [.pdf] <p>Weeks 3-4:</p> <p>Considering the proud genius of Black Americans conveyed in <i>Born on the Water</i>, as well as the talents demonstrated by figures in <i>STAMPED For Kids</i> and other texts, students will explore the stories of Black and Brown individuals from the historical and modern eras who have demonstrated genius in the areas of science, the arts, literature, and/or public service. Then, working in teams, they will select two individuals to research. Once they have completed their research, groups will utilize their analysis of genius in the texts explored throughout the unit to an analysis of how the figure they researched also demonstrates genius.</p>

	<p>Students will develop a presentation that compares the genius of one historical or current figure in history to the genius they see in themselves. They will then write original narratives about a figure they researched that reflect details from that person’s story and how that person demonstrated genius.</p> <ul style="list-style-type: none">● Research Presentation template [.pptx]● Final presentation Rubric [.pdf]● Narrative Four-Square Organizer [.pdf][.docx]
Assessment/Evaluation	<p>Formative: Working bibliography, Biography note-taking document, Co-created Genius Criteria Checklist, Compare/Contrast Graphic Organizer</p> <p>Summative:</p> <ul style="list-style-type: none">● Expository essay rubric [.pdf]● Final project rubric [.pdf]● Narrative Rubric [.pdf]

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> Silence [Breaking the Silence]</p>				
Day 1	<p>STAMPED for Kids by By Ibram X. Kendi and Jason Reynolds, Adapted by Sonja Cherry-Paul, Illustrated by Rachelle Baker</p>	<ol style="list-style-type: none"> 1. How did racism start? 2. How does racism affect us? 	<p>Day 1: 20-25 minutes Watch this video. [7 min.] Then, conduct a think-pair-share. Think: Post the following questions: <i>“What did you notice about the starting positions of the students? If you could change anything about the rules, what would you change?”</i> Allow students to silently jot down their ideas. [2-5 min.] Pair: Have students discuss their ideas with a partner. Ask students to put a check mark beside an idea their partner also had. Students may add ideas their partner shared to their own list. [3-5 min.] Share: Ask partnerships to circle the 2 most important ideas they came up with. One spokesperson will share out with the class. [8 min.]</p>	<p>Video: “The School That Tried to End Racism” from Channel 4 Entertainment. Day 1 Quick Write [.pdf][.docx] PBS KIDS Talk About Race, Racism & Identity Form - Possible sentences strategy Whiteboard/Digital Screen Paper Pencils</p>

			<p>Day 1: 30 minutes</p> <ol style="list-style-type: none">1. Post the key vocabulary terms for students (enslaved, racism, anti-black, civilize). Using the “possible sentences” strategy (or something similar), have students pair up any terms they think are similar. [2 min.]2. Students create sentences that might appear in the chapter they are about to read. This can be done collaboratively or independently. [4 min.]3. Introduce the STAMPED (For Kids) text by discussing the title, cover, and authors. Ask the students to make predictions regarding what they think the text might be about. [4 min.]4. Read the <i>Talking About Race</i> introduction aloud to the students as they follow along with their own copy. Pause at appropriate moments to ask the following questions:<ul style="list-style-type: none">o What is race?o What are antiracists? [12 min.]5. Explain to students that over the next several weeks, we will learn important facts and explore ideas about race. It is OK to have big feelings about race. Students should bring their eyes, listening ears, and	
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			<p>hearts to our conversation about race. [3 min.]</p> <p>6. Students will complete a Quick Write in response to the following question:</p> <ul style="list-style-type: none"> o How are you part of writing “the next chapter?” [5 min.] o Day 1 Quick Write [.pdf][.docx] 	
<p>Day 2</p>	<p>STAMPED for Kids by By Ibram X. Kendi and Jason Reynolds, Adapted by Sonja Cherry-Paul, Illustrated by Rachelle Baker</p>	<ol style="list-style-type: none"> 1. How did racism start? 2. How does racism affect us? 	<p>Day 2: 45 min</p> <ol style="list-style-type: none"> 1. Watch this video. Then have a discussion using the following questions: <ul style="list-style-type: none"> o Why do you think Kevin thought superheroes were supposed to be white? o How was Brandon’s friend an upstander? o Can you think of a time when you were an upstander? [10 min.] 2. Read Chapter 1 from Stamped (A Great Big Lie) aloud to the students as they follow along with their own copy. Pause at appropriate moments to ask the following questions: <ul style="list-style-type: none"> o What ideas did Zurara write about? (p. 10-11) o How did Zurara feel about enslaving people from Africa? (p. 11) 	<p>Video “What is Racism?” from Sesame Street Mentimeter Form - Student Reflection [.pdf]</p>

			<ul style="list-style-type: none"> o Turn & Talk: <i>How did the public react to Zurara’s writings?</i> “Find the evidence in the text and be prepared to share a page number where we can find the information.” o Have a student share out their answer and the page number where the evidence can be found (#11 - “...and his book, which was a hit...”). [15 min.] <p>3. Complete the read aloud of Chapter 1 (p.12). Encourage students to use the strategy of rereading to find words or phrases that were used to describe Black people/people of African descent. [10 min.]</p> <ul style="list-style-type: none"> o Create a visual list of these words/phrases or use Mentimeter to have students create a digital word cloud. o Discuss: Do people today hold the same ideas about Black people? How do you know? <p>4. Distribute a reflection form for students to complete. [5 min.]</p> <p>5. Post a “Parking Lot” chart.</p> <p>6. Ask students to share any questions (represented by the circle on the reflection form) they may have. Explain that you will post them on the “Parking Lot” chart and revisit them throughout the unit to see if</p>	
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			students are able to provide answers to the questions as you move through the unit. [3 min]	
Days 3-4	The 1619 Project: Born on the Water by Nikole Hannah-Jones and Renée Watson, illustrated by Nikkolas Smith	How did racism start? How does racism affect us?	<p>Days 3-4: 60-70 minutes</p> <p>Preview the title, authors, and book cover of <i>Born on the Water</i> [5 min.]</p> <ul style="list-style-type: none"> o Ask students to describe the image they see. Record student observations on a whiteboard or anchor chart. o “Based on the title and the cover image of the book, what do you think this story might be about?” o Explain that you will be reading the text and practicing the strategy of summarizing to help us understand and process the text we read. <p>2. Distribute the note catcher document. Read the first section, Questions, aloud and model creating a one-sentence summary of the lesson. [10 min.]</p> <p>3. Read the second section aloud (What Grandma Tells Me) and have students suggest a one-sentence summary for that section. [6 min.]</p>	<p>Born on the Water - Summarizing Note Catcher [.pdf][.docx]</p> <p>Day 4 Quick Write: Born on the Water [.pdf][.docx]</p>

			<ol style="list-style-type: none"> 4. Read Their Hands Had a Knowing aloud. Ask: What does “Their hands had a knowing mean?” Have students suggest a one-sentence summary for that section. [4 min.] 5. Read And They Danced. Record a one-sentence summary. 6. Read the rest of the text aloud. [15 min.] 7. Pair students into groups of 2-4 students. Assign the remaining 10 sections to student groups to re-read, then record a one-sentence summary for each assigned section on a shared document (or posted chart paper). [15 min.] 8. Read aloud the complete summary of the text. [5 min.] 9. Students will complete a Quick Write in response to the following question: <ul style="list-style-type: none"> o Why should Black Americans be proud of their story?” [5-10 min.] 	
Day 5			<p>Day 5: 45 minutes</p> <p><i>Students will write an opinion essay in response to the following prompt:</i></p> <p><i>Do you think ideas about race have changed since the 1400s? Why or why not?</i></p>	Opinion Writing Planner [.pdf]

No Longer Silent: The Genius Within Us

Unit by MULTILINGUAL MAESTRAS, part of the 2022 cohort of *The 1619 Project* Education Network

			Support your opinion with evidence from the texts we have read or other informational sources.	
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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> Genius Past, Present, & Future Genius</p>				
Day 1	<p>STAMPED for Kids by By Ibram X. Kendi and Jason Reynolds, Adapted by Sonja Cherry-Paul, Illustrated by Rachelle Baker</p> <p>“25 Completely Unfair But Still Enforced School Rules” by Beatrice Silva for <i>List25</i></p>	<ol style="list-style-type: none"> 1. What are students' rights? 2. What can I do to dismantle structures that harm and oppress people? 	<p>KEY TERMS: Abolitionist: A person who wants to stop slavery Stereotype: An idea that people have about a thing or a group that may be untrue Assimilationist: Someone who thinks that everyone should have the characteristics of the dominant group Revolution: A sudden, radical or complete change Allies: Friends you can trust Antiracists: A person who opposes racism and promotes racial equity</p> <p>Day 1: Introduction</p> <ol style="list-style-type: none"> 1. Tell students that a new (unfair) school or classroom rule is being considered for implementation. Use student reactions to start the discussion. Example: Students wearing Nike tennis shoes can go to the front of the line during lunch 	<p>Plan to combat unfair rules [.pdf][.docx] Computers/Devices Internet Research Tools Digital Screen to view videos</p>

			<p>time. [5 min.]</p> <ol style="list-style-type: none">2. Preview the key vocabulary terms listed above. Ask what they think the words mean. Jot down definitions on Viewsonic/SMARTboard so they remain visible. You may also have students complete a 4-square vocabulary Frayer model.3. Read pages 28-31 of <i>Stamped for Kids</i> aloud as students follow along.4. Let students know they will be thinking about what it takes to spark a revolution over the next few days and that the imaginary rule they previously discussed was a preview to this work.5. Discussion Questions: How easy or hard is it to fight back against things that are unfair? What risks would you take to push back against unfair authority? [15 min.]6. Picking an unfair school rule: Have students conduct internet research to select an unfair school rule. [5-7 min.]	
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			<p>7. Make a plan: Create groups of 3-4 students. Explain that they will make a plan to ‘fight back’ and end the unfair rule. [.pdf][.docx]The plan should address what they will ask other students to do in protest of the rule, what their goal number of “participants” in rule breaking would be and how they plan on recruiting allies to join their plan. Have the group identify a spokesperson to be the lead presenter of their plan with the rest of the class. [25-30 min.]</p>	
<p>Days 2-4</p>	<p>Day 2: “25 Completely Unfair But Still Enforced School Rules” by Beatrice Silva for <i>List25</i></p> <p>Day 3: Gabriel Prosser (1775-1800) by Wilson Edward Reed for <i>Blackpast</i></p> <p>Aug. 30, 1800: story by Barry Jenkins from <i>The 1619 Project</i> in <i>The New York Times Magazine</i></p> <p>Day 4:</p>	<ol style="list-style-type: none"> 1. What are students’ rights? 2. What can I do to dismantle structures that harm and oppress people? 	<p>Day 2: 45-60 min.</p> <ol style="list-style-type: none"> 1. Sharing Plans: A spokesperson from each group presents the group plan that was developed on the previous day. [20-30 min. total or approximately 5-6 minutes per group.] 2. Consequences: Have students return to their groups (or work individually) to review the district’s Student Code of Conduct to see what the consequences of their protest actions could be. [15 min.] 3. Reflection: Have students complete a Quick Write reflection [5-7 min.]: <i>Based upon the</i> 	<p>Day 2 Plan to combat unfair rules [.pdf][.docx] Champaign Unit #4 Student Code of Conduct: Spanish English (page 6 & 10-18) Week 2, day 2 reflection Quick Write [.pdf] [.docx]</p> <p>Day 3: Two-column organizer [.pdf] Collaborative Summary Slides [.pptx]</p> <p>Day 4 Consequences of Standing Up Collaborative slides [.pptx]</p>

	<p>Video 1: Largest slave revolt in U.S. history lives on in reenactment from PBS <i>Newshour</i>(10 min)</p> <p>Video 2: Black Seminoles and the Largest Slave Revolt in U.S. History from <i>Learn Liberty</i> (10 min)</p>		<p><i>potential consequences, would you still go ahead with your plan? Why or why not? Would you change your plan? How so?</i></p> <p>Day 3: 35-40 min.</p> <p>Building Background:</p> <ol style="list-style-type: none"> 1. Distribute the 2-column text organizer to prepare students to compare different texts on the same topic. 2. First, read aloud the informational biography of Gabriel Prosser on Blackpast. 3. Model taking notes summarizing the informational document in column 1. [15 min.] 4. Next, read aloud Barry Jenkins’ essay on Gabriel Prosser from the NYT Magazine. Guide students in taking notes summarizing key details from the essay in column 2. [10-15 min.] 5. Students work together in groups to write a collaborative summary that compares both texts. Guiding questions include: <ul style="list-style-type: none"> <input type="checkbox"/> How are the two texts we read <i>similar</i>? <input type="checkbox"/> In what ways are the two texts <i>different</i>? [10 min.] 6. Whole group reflection: Who was Gabriel Prosser? How do the texts 	
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			<p>approach his story differently? What is the impact he had?</p> <p>Day 4: 45-50 min.</p> <p>Video:</p> <ol style="list-style-type: none"> 1. Divide the class in half. 2. Assign one-half of the class Video #1 (German Coast Uprising) and the other half Video #2 (Black Seminoles). 3. Create groups of 2-3 students. 4. Have the students watch the video individually, then pair up to complete a group student reflection document. [15-20 min.] 5. Group Reflection: Have students respond to the questions below, then have students present their findings [30 min.]: <ul style="list-style-type: none"> <input type="checkbox"/> What did the people engaging in these fights risk? <input type="checkbox"/> What consequences did they face? <input type="checkbox"/> Would you have made the same decisions as them? Why or why not? <p>Closure: Remind students that any action includes risks. Ask them to consider what risks they would be willing to take on, in order to be a hero for a cause they believe in. Ask them to also consider what they</p>	
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			<p>saw as common traits for figures highlighted in the texts they have read so far who took action to challenge something unfair. [If time allows, students may begin working on an outline to prepare them for the next day’s essay.]</p>	
Day 5			<p><i>Students will write an expository essay in response to the following prompt:</i></p> <p><i>What is a cause or belief for which you would be willing to take a risk? Describe or explain this cause and its importance.</i></p> <p>Students should provide information, educating the reader about the cause they selected. Then, they should explain why the cause is important.</p>	<p>Expository Template 1 [.pdf] Expository Template Planner [.pdf] Expository Template 2 [.pdf] Expository essay rubric [.pdf]</p>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Weeks 3-4:</i> Genius Past, Present, & Future Genius</p>				
Day 1	Various, based on student interest Optional: “Pecan Pioneer” by Tiya Miles from <i>The 1619 Project</i> produced by <i>The New York Times Magazine</i>	I can integrate information from several texts in order to write or speak about the subject confidently. I can gather evidence from literary or informational texts to research, analyze and reflect on a topic.	<p>Day 1: 60 minutes</p> <ol style="list-style-type: none"> 1. Divide the classroom into two groups to assign partnerships (Groups of 2-4 students). 2. Explain to students that they will research important figures based on their previous work exploring individuals who challenged things that were unfair. Ask students to consider how part of challenging racism involves challenging the way Black Americans are represented (or underrepresented) in our media and curriculum. 3. Members of Group 1 will select a <i>past/historic</i> figure of African ancestry to research. Members of Group 2 will select a <i>current</i> important figure of African ancestry to research. Students may reference the Possible Figures to Research (List 1 or List 2) for ideas. [5-10 min.] 	Chromebooks or similar device Sticky notes List 1 of possible figures to research [.pdf][.docx] List 2 of possible figures to research [.pdf][.docx] Research Student Group Organizer [.pptx] Note-taking document (for individual research) [.pdf] Research Planning Document [.pdf]

			<ol style="list-style-type: none"> 4. Each student will take notes individually on their selected figure using a note-taking document. [5-10 min.] <ul style="list-style-type: none"> • <i>Optional: Model using the note-taking document by reviewing the text “Pecan Pioneer” by Tiya Miles from The 1619 Project with students</i> 5. Then, have students pair up (in partnerships of two or four students) and find a workspace that will allow them to research and collaborate. 6. Students will proceed to research their respective figures, recording notes on a research planning document. [45-50 min.] 7. Distribute sticky notes. 8. Reconvene students at the end of the period. Ask them to record on the sticky note one important fact or idea they learned. Allow students to turn and talk with a neighbor about their fact/idea. 9. Pick 2-3 individuals to share an important fact or idea that they learned. <p>Closure: “Now that you have researched and increased your knowledge about an important figure of African ancestry, tomorrow you will work with your partner to synthesize what you have learned. I am so excited to see what you come up with!”</p>	
Day 2	Various, based on student interest.	1. What do the past and present figures we are	Day 2: 60 min	Venn Diagram Graphic Organizer [.pptx]

		<p>studying have in common?</p> <p>2. How can these past and present figures help us understand something better?</p>	<ol style="list-style-type: none"> 1. Distribute Venn graphic organizer to partnerships/groups. 2. The partner(s) from Group 1 will complete the P1 section and the partner(s) from Group 2 will complete the P2 section. [20 min.] 3. Students will then review their notes and the information they have gathered, analyzing the content for patterns. Ask: <i>What do these figures have in common? What similarities do they share?</i> [10 min.] 4. Partnerships will populate the middle section of their graphic organizer with commonalities between the historical/current figures. [e.g. Phillis Wheatley and Gwendolyn Brooks] [10 min.] <p>Closure: “Our unit of study has helped us learn about what happened in the past, which can help us understand our present... and even the future! Quick Write: What did you learn that you didn’t know before? How will this new knowledge affect you? Pick a few students to share their thoughts. [10 min.]</p>	<p>Compare and Contrast Chart (for partnership) Week 3, day 2 quick write .pdf.docx</p>
<p>Day 3</p>	<p>How Do You Know If You’re A Genius? from <i>Life Noggin</i></p> <p>Investigating Genius document .pdf.docx</p>	<p>What makes someone a genius?</p>	<p>Day 3: 60 min</p> <ol style="list-style-type: none"> 1. Assign digital Investigating Genius Document. <i>(If desired, texts can be printed and rotating stations set up to play a different video.)</i> [5 min.] 	<p>Investigating genius .pdf.docx Lined note cards Quick write for week 3, day 3 .pdf.docx</p>

	<p>Video: “Take 5: Parent Preview of Cultivating Genius and Joy with Dr. Gholdy Muhammad” from the Glenbard Parent Series</p>		<ol style="list-style-type: none"> 2. Play How Do You Know If You’re A Genius? video for all students. Review Step 2 and model how to find and list a characteristic of genius. [E.g. Insatiable curiosity, creative problem solving] [10 min.] Next, share the video, “Take 5: Parent Preview of Cultivating Genius and Joy with Dr. Gholdy Muhammad”. Compare these characteristics from the first video to the characteristics listed by Dr. Gholdy Muhammad in her book “Cultivating Genius,” which looks at ways to support, strengthen, and amplify genius in schools. 3. Have students explore the sites in Step 1 independently. Allow them to take notes on notecards regarding the characteristics of genius. [15-20 min.] 4. Allow students to work with a partner to complete Step 2 by generating additional characteristics of genius. [10 min.] 5. Students will then independently write their own definitions of genius. [5-10 min.] <p>Closure: “Today, we have considered the concept of genius. Take a look at your definition of genius. Now think about the figure that you researched. Quick Write:”According to your definition, in what ways is your figure a genius?” [.pdf][.docx]</p> <p>Allow a few students to share their thoughts. [5-10 min.]</p>	
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<p>Day 4</p>	<p>Presentation Template</p>	<p>Why should we study historical and current figures of African descent?</p>	<p>Day 4: 60 min</p> <ol style="list-style-type: none"> Using the Student Group Organizer, have students return to their partnerships. [2 min.] Explain that students will use the research they have gathered to develop a digital presentation on their figures. [3 min.] Have students review the research, artifacts, and information they have already gathered together. [8 min.] Assign the digital presentation template via your student learning management system (e.g. Google Classroom). Students may also elect to create their own original presentation via a traditional paper report or other digital program (e.g. Canva). Distribute the Presentation Rubric. [5 min.] Allow students to work collaboratively to create their presentations. [40 min.] <p>Closure: “Today, we assembled our research on our past and present figures. I can see that you have learned a lot, and I can’t wait for all of you to show what you know tomorrow!” [2 min.]</p>	<p>Research Presentation template [.pptx] Final presentation Rubric [.pdf]</p>
<p>Day 5</p>			<p>Day 5: 60 min</p> <ol style="list-style-type: none"> Have students return to their partnerships. Give them some time to review the rubric and rehearse their 	<ul style="list-style-type: none"> Teacher computer/ device Projection monitor (e.g. SMARTboard or Viewsonic)

			<p>presentations before presenting to the class/audience. [5 min.]</p> <p>2. Project digital presentations on the screen. Allow students with paper or physical artifacts to set up for their presentations. <i>Estimated time for each presentation is 8-10 minutes.</i> [50 min. total]</p> <p>Closure: “Wow! Those were some powerful presentations of our knowledge. I hope that this unit of study has helped you to understand how people of African heritage have contributed to this country. We will end our learning quest with this final Quick Write.” [Quick Write] “What are two things that will stick with you as a result of this learning experience?” [5 min.]</p>	<ul style="list-style-type: none"> • Completed student presentations • Final presentation Rubric [.pdf] • Quick Write: week 3, day 5 [.pdf][.docx]
Days 6-7	Various, based on student choice	<p>I can identify the characteristics of a narrative story.</p> <p>I can create a narrative.</p>	<p>Day 6: 50 min</p> <p>Assessment: Writing a Narrative (Pt. 1)</p> <p>Introduction [10 min.]</p> <ol style="list-style-type: none"> 1. Remind students that narrative writing tells a story. 2. Distribute the Characteristics of Narratives. Emphasize that narratives have characters, a setting, a plot (which often has a problem and solution), as well as dialogue, and sensory details. 	<ul style="list-style-type: none"> • Blank Notecards • Lined Writing Paper • Characteristics of Narratives [.pdf] • Narrative Four-Square Organizer [.pdf][.docx] • Constructive Comments Tip Sheet [.pdf] • Peer Conference Form [.pdf] • Narrative Rubric

			<p>3. Tell students that they will work on writing their own narratives based on the historical and current figures they have studied.</p> <p>Brainstorming [10 min.]</p> <p>4. Distribute blank note cards.</p> <p>5. Ask students to think of the figures that they connected with the most.</p> <ul style="list-style-type: none"> • Guiding questions: <ol style="list-style-type: none"> 1. Which figure is most like you? 2. Which figure impressed you the most? 3. Which figure deserves to have a movie made about him/her? <p>6. Have students write down 2-3 names. Then have students circle the name of the figure that they would like to write their narratives about.</p> <p>7. Ask students to think about a problem their figure encountered. Have them jot this down on a notecard.</p> <p>Planning [15 min.]</p> <p>8. Distribute the Narrative Four-Square Organizer.</p> <p>9. Model for students how to complete the introductory section using an example figure. (For example, using the character of Amanda Gorman: <i>The story is set in Los Angeles, California.</i></p>	<p>[.pdf]</p>
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			<p><i>The year is 2005. Amanda is at school during recess, on the playground but feeling blue. She asked to join some girls playing but they laughed at her. “Why can’t you talk right?” a tall girl named Jackie asked, rolling her eyes.)</i></p> <p>10. Have students complete this section for the figure they have selected.</p> <p>Drafting [15 min.]</p> <ol style="list-style-type: none"> 11. Allow students to continue completing the sections of the narrative graphic organizer. 12. Remind students to use their imaginations. They can use the facts they have learned about their figure but may offer their own dramatizations. 13. Ensure students identify a problem (with supporting details), a solution to the problem, and offer an ending. <p>Closure: “Another way we can learn more about important figures and events is to tell stories about them, incorporating facts we have learned. Tomorrow, you will put all of your work together to draft, revise, and edit your narrative!”</p> <p>Day 7: 50 min</p> <p>Assessment: Writing a Narrative (Pt. 2)</p> <p>Drafting (continued) [20 min.]</p>	
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			<ol style="list-style-type: none"> 1. Verify that students have completed the narrative graphic organizer. 2. Confirm that students have listed 2-3 vocabulary terms/phrases from their mentor texts or research that will be used in their narratives. [Examples: <i>speech impediment, auditory processing disorder</i>] 3. Distribute paper or have students open a word processing document. 4. Using the graphic organizer as a guide, have students develop paragraphs for each outlined section. Students should have a minimum of 4 paragraphs in total. <p><u>Revising/Editing</u> [30 min.]</p> <ol style="list-style-type: none"> 5. Distribute narrative rubric. 6. Have students pair up and exchange their written drafts. 7. Each student will read their partner’s draft and offer feedback using the Peer Conference Form. 8. Students will then return their partner’s draft, along with the peer review form. 9. Each student should revise their work based on the constructive feedback received. 10. Final drafts should be published via a word processing program. [e.g. Google doc, Microsoft Word] <p>Closure: “Today, we demonstrated through telling stories, using facts and information that</p>	
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			<p>we gathered from research, that we can deeply learn about important figures and events.”</p> <p>If there is time, engage in a discussion about what students think is the impact of telling these stories. Some guiding questions:</p> <ol style="list-style-type: none">1. How many of you learned something you didn't know before? Why do you think you and others in the class hadn't heard these stories?2. How can telling stories like these combat racism and the unfairness that results from racism?	
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