

UNIT OVERVIEW

Unit Title	Creating Community
Unit Length	5-7 weeks, with 45-minute lessons scheduled 3 times per week
Grade Level(s)/Subject(s)	Grade 5 Social Studies
Unit Overview	<p>Our project focuses on the creation of communities. Our elementary-level study of community focuses on defining what a community is and exploring different types of communities. This unit will expand on our learning by exploring why and how people create communities. Using the text <i>Born on the Water</i>, we will explore how communities have formed throughout history.</p> <p>Students will understand that complex societies and civilizations persevere by adapting to and modifying their environments. Students will discover the common characteristics of communities, applying their learning to analyze the history of African people who were captured, brought to the Americas through the Middle Passage, and enslaved. As a result of being taken forcibly from their homes and families, the African people had to create their own community to survive - a new community “born on the water.” They were the people “who refused to die.” They created a legacy of resistance to brutality and oppression, a legacy that continued throughout history and lives on today.</p> <p>Throughout our reading and discussion of <i>Born on the Water</i>, we will explore the following questions:</p> <ul style="list-style-type: none"> ● What is a community? What does our community look like? ● How does geography affect different communities? What are some defining characteristics of particular communities? ● What is a kingdom? What were some defining characteristics of the Kingdom of Ndongo? ● How was the Kingdom of Ndongo similar and different to our community? ● What were some defining characteristics of other African kingdoms?

	<ul style="list-style-type: none"> • What does it mean when something is stolen? What feelings does it evoke? Can a culture be stolen? Can people be stolen? Can a community be stolen? When do people create new communities? • What does it mean to resist something? What feelings does it evoke? • Who are some people who have resisted unfair, oppressive conditions and/or laws? How have they contributed to the legacy of resistance?
<p>Objectives & Outcomes</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Describe and explain the customs, beliefs, values, languages, structure, and governance of a community • Compare and contrast characteristics between different types of communities, including kingdoms in Africa before 1619 • Evaluate how the legacy of resistance continues in current social movements
<p>Standards</p>	<p>New York Social Studies Standards</p> <p>5.1 The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.</p> <p>5.3 Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.</p>
<p>Facilitation Resources</p>	<p>Born on the Water by Nikole Hannah-Jones and Renee Watson</p> <p>Timelines From Black History: Leaders, Legends, Legacies from the DK Big Ideas Series, Penguin Random House</p> <p>The Black History Book from the DK Big Ideas Series, Penguin Random House</p> <p>Njinga of Ndongo and Matamba by Ekiuwa Aire and Natalia Popova</p>

	<p>Njinga of Ndongo and Matamba - Unit of Study from Our Ancestors</p> <p>The West Central Africans, part 4 from PBS Learning Media</p> <p>Ashanti to Zulu: African Traditions by Margaret Musgrove</p> <p>“Overview of the slave trade out of Africa” by David Eltis and David Richardson from Slave Voyages: The Trans-Atlantic Slave Trade Database</p> <p>Teacher-created worksheets and rubrics linked throughout the scope and sequence</p>
<p>Performance Task</p>	<p><u>African Kingdom Research</u>: Students will work in groups to research a kingdom in Africa and create a presentation board detailing the following:</p> <ul style="list-style-type: none"> a. Customs a. Beliefs b. Values c. Languages d. Patterns of organization (structure) e. Governance <p><u>Legacy Project</u>: Students will choose a current or historical figure who has continued (or currently continues) a legacy of resistance against oppression. Students will create an individual written or oral presentation (including, but not limited to: videos, posters, Google slides, essays, etc).</p>
<p>Assessment/Evaluation</p>	<p>African Kingdoms Research Rubric [.docx][.pdf]: 4-point rubric to assess group projects on African kingdoms.</p> <p>Legacy Project Checklist [.docx][.pdf]: teacher and student assessments for individual legacy projects.</p>

UNIT PACING/DAILY LESSONS

Pacing	Focus text(s) / resource(s) for today's lesson	Essential Questions	Lesson / Activities	Lesson Materials
<i>Week 1</i> Kingdoms and Communities				
Day 1		<p>What is a community?</p> <p>What does our community look like?</p> <p>How does geography affect different communities?</p> <p>What are some defining characteristics of particular communities?</p>	<p><u>Opening:</u> Have students turn and talk to a partner: What communities are you a part of?</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Have students think about their school community. In small groups, students should complete the Our Community Worksheet [.docx] [.pdf] which asks the following questions about their school and their community: <ul style="list-style-type: none"> • Who are important people in our community? • What customs/traditions do we have? • What do we believe/value? • What languages do we speak? • What roles and responsibilities do the different people in our community have? • Who are the leaders? • Where is our community located? 	<p>Chart paper</p> <p>Markers</p> <p>Our Community Worksheet [.docx] [.pdf]</p>

			<p>2. Students should craft an illustration or an informational paragraph about their school or neighborhood community.</p>	
Day 2	<p><i>Born on the Water</i> <i>Educator note: read aloud the first section: “Questions” to “And They Danced”</i></p>	<p>What is a kingdom?</p> <p>How does geography affect different communities?</p> <p>What are some defining characteristics of particular communities?</p>	<p><u>Opening:</u> Students should complete a KWL chart of the following question: What do you know about kingdoms?</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Preview the first section of <i>Born on the Water</i>. Encourage students to use visual thinking strategies to analyze the illustrations and use evidence from the illustrations to support their responses: <ul style="list-style-type: none"> • What do you notice? • What do you wonder? • What feelings are portrayed in the images? • How do the authors and the illustrator show these feelings? 2. Read the first section of <i>Born on the Water</i> aloud. As you read, stop to discuss the questions on the Kingdom of Ndongo Chart [.docx][.pdf]. Questions on the worksheet examine the following details: <ul style="list-style-type: none"> • Important people • Customs/traditions • Beliefs/values 	<p>Chart paper</p> <p>Markers</p> <p>The Kingdom of Ndongo Chart [.docx][.pdf]</p>

			<ul style="list-style-type: none"> ● Languages ● Roles/responsibilities ● Leaders ● Location/geography <p>a. Record responses to the questions on a chart paper and encourage students to copy the answers on their worksheets.</p> <p>b. Review the following vocabulary words as they arise: kingdom, Ndongo, community</p>	
Day 3		How was the Kingdom of Ndongo similar and different to our community?	<p><u>Lesson Steps:</u> Students brainstorm a list of similarities and differences between their community and the community of Ndongo described in <i>Born on the Water</i>.</p> <ol style="list-style-type: none"> 1. Post the charts from Day 1 and Day 2: <i>Our Community</i> and the <i>Kingdom of Ndongo</i>. 2. Ask students: what similarities do you see? What differences do you see? 3. Students work in table groups to list similarities and differences. They should record their responses on individual Venn diagrams. 	<p>Chart paper</p> <p>Markers</p> <p>Venn Diagram Template. Math-aids.com</p>

			<p><i>Educator note: Create your own venn diagrams or use the template from math-aids.com listed in the materials section.</i></p> <p>4. Facilitate a whole group discussion and record answers on a class venn diagram.</p>	
Day 4	<p>Timelines From Black History: Leaders, Legends, Legacies from the DK Big Ideas Series, Penguin Random House</p> <p>The Black History Book from the DK Big Ideas Series, Penguin Random House</p> <p><u>Kingdom of Ndongo Resources:</u> Njinga of Ndongo and Matamba by Ekiuwa Aire and Natalia Popova</p> <p>Njinga of Ndongo and Matamba - Unit of Study from Our Ancestors</p> <p>The West Central Africans, part 4 from PBS Learning Media (7:47)</p>	<p>How does geography affect different communities?</p> <p>What are some defining characteristics of particular communities?</p>	<p><u>Preparation:</u> Create a trifold project about the Kingdom of Ndongo using the resources listed in the resources section.</p> <p><i>Educator note: Choose to extend this lesson so students can engage with the Kingdom of Ndongo resources and develop the trifold project board as a class.</i></p> <p><u>Introduction:</u> SAY: “We have been reading the text <i>Born on the Water</i> and learning about the Kingdom of Ndongo. Today, we will look at different sources of information to learn more about the Kingdom of Ndongo.”</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Review pages 18-19 of Timelines From Black History: Leaders, Legends, Legacies. <ol style="list-style-type: none"> a. Read the top halves of both pages. Point out the following 	4 Trifold project boards (one per group)

	<p><i>Educator note: these materials are needed to model the research project.</i></p>		<p>features as you read: headings, illustrations, timeline and bold words.</p> <p>b. Ask students to turn and talk in response to the following questions:</p> <ul style="list-style-type: none"> • What do you notice on these pages? • What features stand out to you? • How do you think they can help you understand the text? • What do each of these features teach you about the people of Ndongo? <p>2. Review page 143 of The Black History Book. Ask “ Just by looking at the page, what can you already tell is different about this source than the one we just looked at?”</p> <p><i>Educator Note about The Black History Book: This source has fewer visual aids, like timelines. The information in this text is written in paragraphs, rather than in shorter sections, like on the timeline. The text features on this page are mainly headings and an information box, which has one illustration in it.</i></p>	
--	--	--	---	--

			<ol style="list-style-type: none"> 3. Introduce the Africa Kingdom research project. <ol style="list-style-type: none"> a. Model an informational tri-board of the Kingdom of Ndongo, incorporating nonfiction text features (headings, map, captions and illustrations), using the sections that reflect the chart from previous readings (important people, customs/traditions, beliefs/values, languages, roles/responsibilities, leaders and location/geography). b. Model using different sources for research. 4. Students should complete the following 3-2-1 Reflection independently: <ul style="list-style-type: none"> ● What are 3 topics that I want to know more about the kingdom I choose? ● What are 2 questions I still have? ● What is 1 thing I will need to do my research? 5. Students meet in groups to preview the different kingdoms they can research: <ul style="list-style-type: none"> ● Ashanti Kingdom ● Kush Kingdom ● Benin Kingdom ● Songhai Empire 	
--	--	--	--	--

<p>Day 5</p>	<p><i>Timelines From Black History: Leaders, Legends, Legacies</i> from the DK Big Ideas Series, Penguin Random House</p> <p><i>The Black History Book</i> from the DK Big Ideas Series, Penguin Random House</p>	<p>How does geography affect different communities?</p> <p>What are some defining characteristics of particular communities?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Review the African Kingdom Project with students and share materials to support their group work. <ol style="list-style-type: none"> a. Take time to focus on the elements of the trifold project board: <ul style="list-style-type: none"> • Map • Caption • Photographs/ illustrations • Key words • Title (Name of kingdom) • Roles and responsibilities • Language • Government • Customs • Values/beliefs b. Share the African Kingdom Rubric [.docx][.pdf] and Kingdom Research Note Collector[.docx][.pdf] to help them navigate their research. 2. Have students use class time to complete the African Kingdom Research Project. 	<p>Ndongo Kingdom trifold project board</p> <p>Separate student trifold project boards</p> <p>African Kingdom Rubric [.docx][.pdf]</p> <p>Kingdom Research Note Collector[.docx][.pdf]</p> <p>Computers /devices</p>
--------------	---	--	---	--

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 2</i> Research: African Kingdoms				
Days 1-5	<p><i>Timelines From Black History: Leaders, Legends, Legacies</i> from the DK Big Ideas Series, Penguin Random House</p> <p><i>The Black History Book</i> from the DK Big Ideas Series, Penguin Random House</p> <p><i>Ashanti to Zulu: African Traditions</i> by Margaret Musgrove</p>		<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Have students use class time to complete the African Kingdom Research Project. 2. Hold time on Day 4 and/or Day 5 for students to share their completed trifold project boards. 	<p>Ndongo Kingdom trifold project board</p> <p>Separate student trifold project boardss</p> <p>African Kingdom Rubric [.docx][.pdf]</p> <p>Kingdom Research Note Collector[.docx][.pdf]</p> <p>Computers /devices</p>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 3</i> Creating New Communities</p>				
Day 1	<p>Born on the Water by Nikole Hannah-Jones and Renee Watson</p> <p>“Overview of the slave trade out of Africa” by David Eltis and David Richardson from Slave Voyages: The Trans-Atlantic Slave Trade Database [.jpg]</p>	<p>What does it mean when something is stolen?</p> <p>What feelings does it evoke?</p> <p>Can a culture be stolen?</p> <p>Can people be stolen?</p> <p>Can a community be stolen?</p> <p>When do people create new communities?</p>	<p><u>Opening Discussion:</u></p> <ol style="list-style-type: none"> Facilitate a class discussion by posing the following questions: <ul style="list-style-type: none"> What does it mean when something is stolen? Have you ever had something stolen from you? What feelings did that experience evoke? Do you think your culture can be stolen from you? Can your community be stolen from you? <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> Preview the second section of Born on the Water (“Stolen” - “The White Lion”). Encourage students to use visual thinking strategies when analyzing the illustrations and responding to the following questions: <ul style="list-style-type: none"> What do you notice? What do you wonder? 	<p>Exit Ticket Born on the Water, “Stolen” and “The White Lion”[.docx][.pdf]</p>

			<ul style="list-style-type: none"> ● What feelings are portrayed in the images? ● How do the authors and the illustrator show these feelings? <p>2. Read the following poems from Born on the Water. After reading each poem, hold time for students to complete a Turn and Talk and answer a question. Encourage students to use visual thinking strategies and use specific evidence from the text and the illustrations when responding.</p> <ul style="list-style-type: none"> ● Read the first part of “Stolen” and have students discuss: What was stolen from them? (names, beliefs, dolls/ cherished things handed down from generations) ● Read the second part of “Stolen” and have students discuss: What were the people able to hold on to? What could NOT be stolen from them? In what ways did the people try to resist/fight back? (memories, their minds, the old ways, songs, recipes/herbs, seeds, history) ● Read “The White Lion” and ask students: Where is this part of the story taking place? Refer to map of Middle Passage Ask students: What did the people do when they didn’t have their own 	
--	--	--	---	--

			<p>communities anymore, but they saw they were surrounded by strangers from other communities?</p> <p><i>Educator note: Focus on the last section: “They saw that these strangers – men, women, children, kidnapped, too, from many villages – these were their people now. These many people became one people, a new people. And that is why the people say, We were born on the water. We come from the people who refused to die.”</i></p> <ol style="list-style-type: none"> 3. Facilitate a group discussion about the meaning of being “born on the water.” <ol style="list-style-type: none"> a. Explain how the people had to create their own, new community. b. The author writes, “...these many people became one people, a new people” who were “born on the water.” c. Ask students: What do you think they meant by that? <p><u>Closing:</u> Students should complete the first page of the Exit Ticket Born on the Water, “Stolen” and “The White Lion” [.docx] [.pdf] independently.</p>	
--	--	--	---	--

<p>Day 2</p>	<p><i>Born on the Water</i> by Nikole Hannah-Jones and Renee Watson</p>		<p><u>Opening:</u> Preview the third section of <i>Born on the Water</i> (“Point Comfort” - “William Tucker”). Encourage students to use visual thinking strategies to analyze illustrations and evidence from the images to support their answers to the following questions:</p> <ul style="list-style-type: none"> ● What do you notice? ● What do you wonder? ● What feelings are portrayed in the images? ● How do the authors and the illustrator show these feelings? <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Read the following poems from <i>Born on the Water</i>. After reading each poem, hold time for students to complete a turn and talk to answer the aligned set of questions. Encourage students to use visual thinking strategies and use specific evidence from the text and the illustrations when responding. <ol style="list-style-type: none"> a. “Point Comfort” – “Tobacco Fields” <ul style="list-style-type: none"> ● How were the people treated? ● In what ways were they able to survive and resist this treatment? b. “How To Make a Home” – “William Tucker” 	<p>Exit Ticket <i>Born on the Water</i>, “Stolen” and “The White Lion” [.docx] [.pdf]</p>
--------------	---	--	--	---

			<ul style="list-style-type: none"> • Why do you think this section is titled <p>c. “How To Make a Home?”</p> <ul style="list-style-type: none"> • How did the people make a new home, a new community in a strange land? <p><i>Answers: passing on songs, recipes and knowledge from their homeland; love, laughter, songs, community, planting seeds, storytelling, new words, determination, imagination, faith and creation of a new family.</i></p> <ul style="list-style-type: none"> • How is this different from other communities we have learned about? <p>2. Ask students to provide evidence from the text as they respond. Provide sentence stems:</p> <ul style="list-style-type: none"> • I think this because _____. • In the text, the author says that _____. • In the picture, the illustrator shows that _____. <p><u>Closing:</u> Students should complete the first page of the Exit Ticket Born on the Water, “Stolen” and “The White Lion” [.docx] [.pdf] independently.</p>	
--	--	--	---	--

<p>Day 3</p>	<p><i>Born on the Water</i> by Nikole Hannah-Jones and Renee Watson</p>	<p>What does it mean to resist something? What feelings does it evoke?</p>	<p><u>Opening Discussion:</u> What does it mean to resist something? What feelings does it evoke?</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Preview the fourth section of <i>Born on the Water</i> (“Resist” - “Pride”). Encourage students to use visual thinking strategies to analyze illustrations and evidence from the images to support their answers to the following questions: <ul style="list-style-type: none"> ● What do you notice? ● What do you wonder? ● What feelings are portrayed in the images? ● How do the authors and the illustrator show these feelings? 2. Read the following poems from <i>Born on the Water</i>. After reading each poem, hold time for students to complete a turn and talk to answer the aligned set of questions. Encourage students to use visual thinking strategies and use specific evidence from the text and the illustrations when responding. <ol style="list-style-type: none"> a. “Resist” <ul style="list-style-type: none"> ● Why do you think the authors say that “the biggest resistance of all was that the people kept living”? 	
--------------	---	--	---	--

			<ul style="list-style-type: none"> ● How can living, being alive, be an act of resistance? ● What do you think it means when people say that joy is an act of resistance? ● What is a legacy? What can be considered a legacy? <p>b. “Legacy”</p> <ul style="list-style-type: none"> ● What do you think is the legacy being passed down from “the people who were born on the water”? (survival, resistance, strength) <p>c. “Pride”</p> <ul style="list-style-type: none"> ● How did Grandma’s story affect her grandchild? ● How did her feelings change from the beginning of the story to the end? ● What evidence do you have for this? <p>3. Have students write a response to the following question: How does the legacy of survival, resistance, and strength continue to show up in our world today?</p>	
Day 4	<i>Born on the Water</i> by Nikole Hannah-Jones and Renee Watson	Who are some people who have resisted unfair, oppressive conditions and/or laws?	<p><u>Lesson Steps:</u> Reread the section “Legacy.” Ask students:</p> <ul style="list-style-type: none"> ● Who do you recognize in the illustrations? 	

		<p>Can one person make a difference?</p> <p>When do an individual's actions start to impact their larger community around them?</p>	<ul style="list-style-type: none"> ● What are they known for? ● How did their actions reflect the spirit and values of resistance of the community? ● How did their individual acts work toward the goals of the community? <p><u>Socratic Seminar:</u> Facilitate a Socratic seminar about individual and collective legacy.</p> <ol style="list-style-type: none"> 1. Introduce the Socratic seminar to students. Explain that students will share their ideas and practice listening and responding to the ideas of others in response to a debatable question. 2. Describe and discuss the definition of a debatable question. Define a debatable question as an open-ended question with no definite answer. Treat the discussion of a debatable question as an opportunity for students to practice the listening and speaking skills needed for the Socratic seminar. 3. Introduce and facilitate the seminar question(s): <ul style="list-style-type: none"> ● Can one person really make a difference? 	
--	--	---	---	--

			<ul style="list-style-type: none"> When do an individual’s actions start to impact their larger community around them? 	
Day 5	Teacher List: Legacy Project Questionnaire[.pdf]	How did enslaved people resist the oppression and brutal treatment they received?	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Introduce the Legacy Project. <ol style="list-style-type: none"> a. Review the legacy of resistance that is threaded through the second and third sections of Born on the Water. b. Ask students: How did enslaved people resist the oppression and brutal treatment they received? c. Say, “This legacy of joy and resistance has continued throughout history and into our present. We will learn about some of the people who have continued this legacy.” d. Share a description of the project: Students will choose a current or historical figure who has continued (or currently continues) a legacy of resistance against oppression. Students will create an individual written or oral presentation (including, but not limited to: videos, posters, Google slides, essays, etc). e. Have students complete a Legacy Project Questionnaire 	Legacy Project Questionnaire (must be made by the teacher)

			<p>where they select three people they would like to investigate.</p> <p><i>Educator note: Make your own version of this Legacy Project Questionnaire (do not use this link for students; create your own form) using the pdf list provided in the resources. Make changes according to your preferences and goals.</i></p>	
--	--	--	---	--

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 4</i> Summary of Lesson Themes</p>				
<p>Days 1-5</p>		<p>Who are some people who have resisted unfair, oppressive conditions and/or laws?</p> <p>How have they contributed to the legacy of resistance?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Model filling out the Legacy Project Checklist[.docx][.pdf], including: <ul style="list-style-type: none"> ● Background (early life) ● Achievements ● Community: Who did they work with? (Remember, our Socratic Seminar raised questions about how individual people are connected to a larger community that shapes the individual while the individual affects the community.) ● How did they create or continue a legacy of resistance? 2. Have students complete the graphic organizer independently as they complete research on their subject. Give students a choice to complete the graphic organizer digitally (on Google Classroom) or in print. The digital graphic organizer also allows students to use the speech-to-text feature as needed. 	<p>Legacy Project Checklist[.docx][.pdf]</p>