

UNIT OVERVIEW

Unit Length	12 45-minute Lessons
Grade Level(s)/Course(s)	Upper Elementary (3rd - 5th) / Social Studies
Subject(s)/Area(s) of Focus	History
Unit Overview	<p>In preparation to teach this unit, during summer pre-service training, Purpose Prep social studies teachers traveled to The Promise Land Community for a history lesson on voting rights from the Smithsonian’s Voices & Votes exhibit. Educators also learned about the legacy of Reconstruction-era Black-founded schools in the South from Promise Land descendant Ms. Serina Gilbert. According to the website from the Promise Land Heritage Association, “ The Promise Land Community was established and settled by former slaves from the Cumberland Furnace during the Reconstruction Period (1870-1875) in Charlotte, Tennessee.”</p> <p>This unit introduces students to the mission & purpose of <i>The 1619 Project</i>, including the past and current challenges to its teachings in the several U.S. states (specifically, Tennessee). They will self-assess their own understanding of the founding of the United States of America, including examining where, how, and why they hold that knowledge. They will then work to expand their knowledge of U.S. history through analysis of texts centering the experiences of Black Americans and engaging with local research on the experiences of Black Americans throughout history in Tennessee. In collaboration with nearby Reconstruction-era historical site Promise Land, they will codify both primary and secondary source information on the Promise Land school. Students will then present their learnings in the form of a textbook chapter that tells the story of Promise Land accurately contextualizes it within the Reconstruction period, and reflects on processes all students can take to ensure Black history is written, told, and disseminated justly.</p>
Objectives & Outcomes	<p>Students will approach texts & media with skills that guarantee arguments & perspectives are accompanied with strong rationale, including:</p> <ul style="list-style-type: none"> ● Annotating text(s) ● Citing evidence ● Small group text-based debate ● Genre study (oral interviews, textbooks) <p>Students will develop and uphold group work and class discussion norms that will be established and co-revised to value the sharing of multiple perspectives and a dialectical approach to history:</p> <ul style="list-style-type: none"> ● Everybody speaks: step up, step back. ● Respect others by listening & building upon their opinions.

	<ul style="list-style-type: none"> ● Disagree with ideas, not people. ● Build consensus ● <i>[miscellaneous student additions]</i> <p>Students will build content knowledge regarding the Reconstruction Era and apply skills including defining, chronologizing, summarizing, and critiquing as they engage with nonfiction texts</p> <p>Students will codify a relatively under-documented local African-American historical site (Promise Land) in the form of textbook chapters by creating a proposed textbook chapter that includes:</p> <ul style="list-style-type: none"> ○ Reconstruction background information ○ Primary and secondary source information ○ Text feature(s) (e.g. photographs, infographics) ○ Author synthesis
<p>Standards</p>	<p><u>Tennessee 3rd - 5th Social Studies Practices</u></p> <p>SSP. 01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources <p>SSP. 02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and reliability <p>SSP. 03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Compare and contrast multiple sources ● Recognize differences between multiple accounts ● Frame appropriate questions for further investigation <p>SSP. 04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions <p>SSP.05 Develop historical awareness by:</p>

	<ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness ● Identify patterns of continuity and change over time, making connections to the present <p>SSP. 06 Develop geographic awareness by:</p> <ul style="list-style-type: none"> ● Determining relationships among people, resources, and ideas based on geographic location (local, national, global) ● Determining the use of diverse types of maps based on the purpose ● Analyzing the spatial relationships between people, circumstances, and resources ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of the regions change over time
<p>Facilitation Resources</p>	<p>Texts from <i>The 1619 Project</i>: Why Can't We Teach This? By Nikita Stewart for <i>The 1619 Project</i> from <i>The New York Times Magazine</i> The 1619 Project from The New York Times Magazine "The Year 1619" infographic from the K-8 Resource from The 1619 Project from <i>The New York Times</i></p> <p>Other Focus Texts: Promise Land Heritage Association website Recording from the Illegal Lesson Teach-In: Promise Land lecture with the Zinn Education Project (2020) (<i>will need to request access</i>) "Erasing the Black Freedom Struggle: How State Standards Fail to Teach the Truth About By Ana Rosado, Gideon Cohn-Postar, and Mimi Eisen" for Zinn Education Project Reconstruction Era African American Schools in the South from the National Park Service "Two States. Eight Textbooks. Two American Stories" by Dana Goldstein for <i>The New York Times</i> (2021)</p> <p>Videos: "How 'The 1619 Project' underscores connection between slavery and modern America" interview with Nikole Hannah-Jones for PBS <i>Newshour</i></p> <p>Teaching Materials: Teacher-created student packet with activities for most lessons [.pdf][.docx]</p>

	<p>Example: PPA&PL_3-5_ClassCreatedKnowledgeOrganizer_Reconstruction [.pdf][.docx]</p>
<p>Performance Task(s)</p>	<p>Students will share the story of Promise Land with the intent of educating other upper elementary students by designing their own textbook chapter that synthesizes their research.</p> <p>They will connect their documentation of the story of Promise Land to the mission of <i>The 1619 Project</i>, and the original problem(s) highlighted in journalist Nikita Stewart’s article, “Why can’t we teach this?” Students' final projects should include steps for how they would encourage other students their age to conduct research into their local history and ensure it is taught accurately & well.</p>
<p>Assessment/Evaluation</p>	<p>Students will individually be required to annotate text(s) and cite evidence when working independently, and will chart text evidence and visual summaries during group work</p> <p>Teacher will review individual student annotations, group charts, and take note of class discussion definitions and ‘must knows’ regarding Reconstruction to synthesize into a study guide that will be shared with students</p> <p>Teacher will review individual student annotations, group charts, and take note of class discussion definitions and ‘must knows’ regarding Promise Land to synthesize onto an interview script for students to use authentically .</p> <p>Students’ textbook chapters will be graded with a rubric evaluating the degree to which the following were included in the chapter:</p> <ol style="list-style-type: none"> 1. At least three pieces of Reconstruction period background information 2. At least three pieces of secondary source information on Promise Land 3. At least three pieces of primary source information on Promise Land 4. At least two examples of historical interpretation/author synthesis 5. At least one additional text feature

DAILY LESSONS AND RESOURCES

Day 1:

Introduction to the Purpose of *The 1619 Project*

Lesson Objective(s) or Essential Question(s)
Students will be able to define the goal of <i>The 1619 Project</i> and compare/contrast the language in two nonfiction texts in order to evaluate why they think the mission of <i>The 1619 Project</i> may connect to them and their learning goals.
Lesson Materials & Resources
<ul style="list-style-type: none"> ● “How ‘The 1619 Project’ underscores connection between slavery and modern America” interview with Nikole Hannah-Jones for <i>PBS Newshour</i> ● Tennessee House Bill 580 ● Why Can’t We Teach This? By Nikita Stewart for <i>The 1619 Project</i> from <i>The New York Times Magazine</i> ● Teacher-created student packet (pgs. 1-5) [.pdf][.docx] ● Post-its
Lesson Activities
<p>I. Open</p> <p style="padding-left: 20px;">A. Set the stage: Share with students that in 2019, on the 400th anniversary of the first enslaved Africans’ arrival to what would become known as the United States, journalist Nikole Hannah-Jones set out to elevate previously underrepresented truths about the founding of the United States.</p> <p>II. Contextualize</p> <p style="padding-left: 20px;">A. Students will watch an interview with Nikole Hannah-Jones for <i>PBS Newshour</i> that describes the founding of <i>The 1619 Project</i> and discuss:</p> <ol style="list-style-type: none"> 1. What was the purpose of <i>The 1619 Project</i>? 2. Why did Hannah-Jones create the project? What does she hope will be the impact? <p style="padding-left: 20px;">B. Teacher will review the language of TN HB580 and discuss with students:</p> <ol style="list-style-type: none"> 1. What are the main arguments made in the bill? What is the purpose? 2. Do you agree or disagree with the “prohibited” concepts? Why or why not? 3. How might we go about ensuring “impartial instruction on the historical oppression of a particular group of people based on race”? <p>III. Analyze</p> <p style="padding-left: 20px;">A. Students will work in their student packets to independently annotate Nikita Stewart’s article, “<i>Why Can’t We Teach This?</i>” and note key words or phrases that resonate with them. They will then pick <u>three</u> to jot down on a post-it in preparation for group debate the next day</p> <p style="padding-left: 20px;">B. Option: Students will compare and contrast the arguments presented in Stewart’s article and the language in the bill TN HB580.</p> <p>IV. Close</p> <p style="padding-left: 20px;">A. Ask, “Why is the work of <i>The 1619 Project</i> important to you as a 5th Grader here at Purpose Prep?”</p>

Day 2:
Why Can't We Teach This?

Lesson Objective(s) or Essential Question(s)
Students will be able to discuss quotes from a news article in small groups and evaluate which quote from the article best connects to them and their communities.
Lesson Materials & Resources
<ul style="list-style-type: none"> ● Why Can't We Teach This? By Nikita Stewart for <i>The 1619 Project</i> from <i>The New York Times Magazine</i> ● Teacher-created student packet (pgs. 1-7) [.pdf][.docx] ● Student quote post-its from previous day ● Chart paper (1 for each group) ● The 1619 Project from The New York Times Magazine
Lesson Activities
<p>I. Open</p> <p style="padding-left: 20px;">B. Students will write what they believe, in their own words, is the goal of <i>The 1619 Project</i>.</p> <p style="padding-left: 20px;">C. Teacher will reveal the mission statement from <i>The New York Times</i> homepage for the project and ask, “How does this compare to the purpose you crafted?” Give students 1-2 minutes to revise based on the excerpt and/or peer thinking.</p> <p>II. Establish Group Work Norms</p> <p style="padding-left: 20px;">D. Teacher will present the following norms:</p> <ol style="list-style-type: none"> 1. Everybody speaks: step up, step back 2. Respect others by listening & building upon their opinions 3. Disagree with ideas, not people 4. Build consensus <p style="padding-left: 20px;">E. Teacher will pose to the group, “Anything else to add?” and document as a group agreement</p> <p>III. Debate</p> <p style="padding-left: 20px;">A. In groups of 3-4, students will use the article, “Why can't we teach this?” to debate their individual chosen quotes on their post-its and select one that the group thinks is the most important to chart. Use the following questions to guide the discussion:</p> <ol style="list-style-type: none"> a. Which ones feel most important to you as elementary school scholars in the United States, and why? b. Which ones may be more impactful for Americans who do not work in schools, and why? c. Which ones best illuminate the truth? <p>V. Close</p> <p style="padding-left: 20px;">A. Students will present their group's chosen quote and explain their process for highlighting it as the most important learning from the text</p>

Day 3:

What is the impact of documenting primary source knowledge?

Lesson Objective(s) or Essential Question(s)
Students will be able analyze two nonfiction texts in order to evaluate the importance of primary sources in documenting historical events
Lesson Materials & Resources
<ul style="list-style-type: none"> ● “The Year 1619” infographic from the K-8 Resource from <i>The 1619 Project</i> from <i>The New York Times</i> ● Teacher-created student packet (pgs. 8-10) [.pdf][.docx]
Lesson Activities
<p>I. Open</p> <p>B. Teacher will introduce students to the work of Annette Gordon-Reed using the text in the K-8 Resource from <i>The 1619 Project</i> and ask, “How did Annette’s elementary school education affect her understanding of Black history?”</p> <p>II. Self-Assess</p> <p>C. Teacher will present the “The Year 1619” infographic for students to self-assess their current knowledge of the founding of America:</p> <ol style="list-style-type: none"> 1. What dates, facts, and figures were you already familiar with regarding the founding of the United States? Annotate with a <input checked="" type="checkbox"/> and margin notes elaborating on where you learned this. 2. What were you not familiar with? Annotate with an <input type="checkbox"/> and add margin notes with any further questions you have. <p>D. Students will compare base knowledge with a partner, and share out with the whole group. Teacher will highlight and/or draw attention to the variety of sources students have learned from, especially primary (e.g. family oral history)</p> <p>III. Apply</p> <p>B. Students will revisit a smaller excerpt from Nikita Stewart’s <i>Why Can’t We Teach This</i>, and reflect on the impact of documenting primary source knowledge.</p> <ol style="list-style-type: none"> a. “Tiferet Ani, a social-studies specialist for the public-school system in Montgomery County, Md., is in charge of shaping the curriculum for her colleagues. She recommends using textbooks lightly and teaching students to challenge them. Ani, like so many teachers around the country, has been influenced by the law center’s report. “The textbook is not an authoritative document,” she told me. She and other teachers rely more on primary sources... many black children learn the fuller history at home, listening to the stories passed down to us or reflecting on what was never shared.” <p>VI. Close</p> <p>A. Ask, “Where might secondary narratives fall short, and why?”</p>

Day 4:

Promise Land: “A legacy of strength, courage, and fortitude”

Lesson Objective(s) or Essential Question(s)

Students will be able to analyze a virtual conference and resources about the legacy of the Promise Land community in order to identify what they think others in their community should know about the story of Promise Land and why.

Lesson Materials & Resources

- [Promise Land Heritage Association](#) website
- Recording from the Illegal Lesson Teach-In: [Promise Land lecture](#) with the Zinn Education Project (2020)
- Teacher-created student packet (pg. 11) [[.pdf](#)][[.docx](#)]

Lesson Activities

- I. Open
- A. Teacher will briefly introduce students to the preservation work of the Promise Land Heritage Association, limited to when & where the community was founded and what still stands (the church and the schoolhouse)
- II. Self-Assess
- A. The teacher will define a ‘teach in’ as a historical resistance tactic.
- B. Teacher will show the 2020 lecture from the Zinn Education Project’s ‘Illegal Lesson Teach-In’ on the topic of Promise Land as students take note of:
1. Which historical aspects were you familiar with?
 2. Which were you not?
- C. Students will compare existing schema and knowledge gaps with a partner, and share out with the whole group. The teacher will encourage students to name aspects of the lecture that may be deemed “prohibited” and/or “impartial” and explain why. The teacher will also encourage students to determine what details about the founding and legacy of Promised Land they think others should know and why.
- III. Close
- A. Ask, “What additional information do we need to tell the story of Promise Land to others in your community?”

Day 5:

Promise Land: How can we prepare to tell the truth accurately, justly, and well? Pt. I

Lesson Objective(s) or Essential Question(s)

Students will be able apply unit vocabulary to a review of unit themes and practice composing questions for members of the Promise Land community that would elicit details they could use in their final projects.

Lesson Materials & Resources

- Key vocabulary charted and/or displayed on word wall(s)
- Teacher-created student packet (pg. 12-13) [[.pdf](#)][[.docx](#)]

Lesson Activities

- I. Open
 - A. Teacher will ask, “According to TN HB580, how should Promise Land be taught in schools?” and share that students will be using what they are learning in this unit to accurately connect the founding legacy of slavery in America to the critical resistance of Promise Land and ‘write’ the story that needs to be told
- II. Define
 - A. Teacher will share that there are several key terms they have read, heard, and had defined in context so far, that will now be named & defined for them to use in their written responses and discussions moving forward (definitions outlined in students packets):
 3. Chattel Slavery
 4. Abolition
 5. Illiteracy
 6. Autonomous
 7. Primary Source
 - B. Students will add notes and share out any relevant connections they are making to these terms from prior reading and media from the unit so far, and/or schema
- III. First Draft
 - A. Teachers will invite students to begin noting details they have learned about Promise Land that they would like to share with their communities as part of a proposed textbook chapter for elementary students about Promise Land.
 - B. Teacher will share that students will have the opportunity to glean authentic history from descendants of Promise Land, and as good historians, they must craft insightful questions that will support them to tell the truth accurately, justly, and well.
 - C. Students will draft at least five questions independently before swapping with a partner for oral & written peer feedback to the critique of: “How does this help you document the true history of Promise Land?”
- IV. Close
 - A. The teacher will provide revision time for students to incorporate peer feedback, and have 1-2 students share their feedback, what revisions they made, and how peer feedback improved their question(s).

Day 6:
Defining Reconstruction

Lesson Objective(s) or Essential Question(s)
Students will be able to apply analysis of several texts to create their own definitions of “reconstruction.”
Lesson Materials & Resources
<ul style="list-style-type: none">• “Erasing the Black Freedom Struggle: How State Standards Fail to Teach the Truth About By Ana Rosado, Gideon Cohn-Postar, and Mimi Eisen” for Zinn Education Project• Reconstruction Era African American Schools in the South from the National Park Service• Index cards (1 per student)
Lesson Activities
<p>I. Open</p> <p>A. Teacher will briefly define Reconstruction as the time period immediately after the American Civil War, which was an internal conflict centered on the system of chattel slavery between the South (pro-slavery) and North (neutral and/or selectively abolitionist)</p> <p>B. Teacher will challenge students to use today’s research to come up with their own definition of Reconstruction</p> <p>II. Research</p> <p>A. Students will preview the research materials, and the teacher will ask, “How might these sources be trustworthy? How might they not? What elements help us understand whether we can trust a source?”</p> <p>B. Students will independently annotate both texts for key phrases or concepts that help them define Reconstruction, and pick <u>three</u> to jot down on their index card in preparation for group debate the next day</p> <p>III. Close</p> <p>A. 2-3 Students will share out their working definitions of Reconstruction.</p>

Day 7:

What do 3rd - 5th Graders need to know about Reconstruction to tell the story of Promise Land?

Lesson Objective(s) or Essential Question(s)

Students will be able to work collaboratively to identify what details they think other students in grades 3-5 need to know about Reconstruction to understand the history of Promise Land.

Lesson Materials & Resources

- [“Erasing the Black Freedom Struggle: How State Standards Fail to Teach the Truth About By Ana Rosado, Gideon Cohn-Postar, and Mimi Eisen” for Zinn Education Project](#)
- [Reconstruction Era African American Schools in the South](#) from the National Park Service
- Index cards from previous day’s lesson
- Teacher-created student packet (pg. 7) [[.pdf](#)][[.docx](#)]
- Chart paper (X1 per group)

Lesson Activities

- I. Open
 - A. 2-3 more students will share out their working definitions from yesterday’s readings
- II. Review Group Work Norms
 - A. Teacher will review the following norms and ask, “Where have we lived up to these norms as historians?” and “Where do we need to improve, and why is that important?”:
 1. Everybody speaks: step up, step back
 2. Respect others by listening & building upon their opinions
 3. Disagree with ideas, not people
 4. Build consensus
 5. *Any additional ones agreed upon by the group*
 - B. Teacher will pose to the group again, “Anything else to add?” and document as a group agreement
- III. Debate
 - A. In the same groups of 3-4 from earlier in the unit, with articles & index cards in hand, students will debate their individual definitions, come to a consensus, and chart their final definitions of “Reconstruction.” Guiding question:
 - a. What do 3rd - 5th Graders need to know about Reconstruction to tell the story of Promise Land?
- IV. Close
 - A. Students will present their group’s definition and explain their process for building consensus.
 - B. Teacher will collect student charts and synthesize onto a knowledge organizer for them to use in the unit moving forward

Day 8:

Promise Land: How can we prepare to tell the truth accurately, justly, and well? Pt. II

Lesson Objective(s) or Essential Question(s)

Students will be able to work collaboratively to revise and finalize questions they would like to ask guest speakers from Promise Land to prepare for their final projects.

Lesson Materials & Resources

- Any & all printed research materials from the unit thus far
- Teacher-synthesized Reconstruction knowledge organizers (1X per student)
 - Example: PPA&PL_3-5_ClassCreatedKnowledgeOrganizer_Reconstruction [[.pdf](#)][[.docx](#)]
- Teacher-created student packet (pg. 14) [[.pdf](#)][[.docx](#)]

Lesson Activities

- I. Open
 - A. Teacher will ask, “According to TN HB580, how should Reconstruction be taught in schools?”
 - B. Teacher will remind students that they will be using what they are learning in this unit to accurately connect the founding legacy of slavery in America, including Reconstruction, to the critical resistance of Promise Land and ‘write’ the story that needs to be told to their communities.
 - C. Teacher will present the class-created knowledge organizer and ask, “What steps did we take to create this knowledge?”
- II. Second Draft
 - A. Teacher will share that the next day is their opportunity to glean authentic history from a descendant of Promise Land, and as good historians with even more content knowledge since their first draft of questions, they should revise their questions so as to best tell the truth accurately, justly, and well.
 - B. Students will draft at least five more questions independently (using and/or with access to the research materials, notes, etc of their choice) before swapping with a partner for oral & written peer feedback to the critique of: “How does this help you document the true history of Promise Land?”
 - C. The teacher will provide revision time for students to incorporate peer feedback, and have 3-4 students share their feedback, what revisions they made, and how their question(s) improved from before they had done their research on Reconstruction.
- III. Close
 - A. Teacher will ask, “As historians, how can we prepare to tell the truth accurately, justly, and well?”
 - B. Teacher will collect student interview questions and synthesize into an interview script for them to use the next day

Day 9:

Promise Land: Primary Source Interview

Lesson Objective(s) or Essential Question(s)

Students will conduct an interview about the history of Promise Land in order to identify details they want to include in their final projects.

Lesson Materials & Resources

- [Promise Land Heritage Associate Website](#)
- Teacher-synthesized interview scripts (1X per student)
- Teacher-created student packet (pgs. 14-17) [[.pdf](#)][[.docx](#)]

Lesson Activities

- I. Open
 - A. Teacher will briefly review the preservation work of the Promise Land Heritage Association, including when & where the community was founded and what still stands (the church and the schoolhouse).
- II. Interview
 - A. Teacher will introduce living archive Ms. Serina Gilbert and support scholars to ask their questions per the co-created script.
 - B. Students will take notes on each response.
- III. Close
 - A. Teacher will ask, “What steps did we take to build our historical knowledge?”

Day 10:
Teaching Truth pt. I

Lesson Objective(s) or Essential Question(s)
Students will analyze the historical textbook genre to determine text features to include in their final projects, and articulate the types (primary vs. secondary) of information they will include.
Lesson Materials & Resources
<ul style="list-style-type: none"> ● “Two States. Eight Textbooks. Two American Stories” by Dana Goldstein for <i>The New York Times</i> (2021) ● Any & all printed research materials, graphic organizers, and/or notes from the unit thus far ● Teacher-created student packet (pgs. 18-19) [.pdf][.docx]
Lesson Activities
<p>I. Open</p> <p>A. Teacher will display sample textbook entries from “Two States. Eight Textbooks. Two American Stories” and ask students, “Think back to Tiferet Ani’s insistence that, ‘The textbook is not an authoritative document’: Why is this important?”</p> <p>B. Teacher will share that today’s work will prepare students to accurately connect the founding legacy of slavery in the United States to the critical resistance of Promise Land by creating their own textbook chapter.</p> <p>II. First Draft</p> <p>A. Teacher will display 2-3 examples of middle school-level textbooks and have students take note of the visual characteristics, features, and layout structure of the genre (e.g. captions, bold text)</p> <p>B. Students will have access to the printed research materials, graphic organizers, and/or notes of their choice from the unit as they begin to outline the content of their chapter in their packets:</p> <ol style="list-style-type: none"> 6. At least 3 pieces of Reconstruction period background information 7. At least 3 pieces of secondary source information on Promise Land 8. At least 3 pieces of primary source information on Promise Land 9. At least 2 examples of historical interpretation/author synthesis 10. At least 1 text feature <p>III. Close</p> <p>A. Teacher will ask, “As a historian, how did you prepare to tell the truth accurately, justly, and well?”</p>

Day 11:
Teaching Truth pt. II

Lesson Objective(s) or Essential Question(s)
Students will be able to compose a draft textbook chapter for grades 3-5 that introduces students to Promise Land and its significance in U.S. history.
Lesson Materials & Resources
<ul style="list-style-type: none"> ● Any & all printed research materials, graphic organizers, and/or notes from the unit thus far ● Teacher-created student packet (pgs. 1-17) [.pdf][.docx]
Lesson Activities
<p>I. Open</p> <p>A. Teacher will highlight 1-2 students' exemplary research for the class before providing more work time</p> <p>II. Work Time</p> <p>A. Students will have access to the printed research materials, graphic organizers, and/or notes of their choice from the unit as they finalize the content of their chapter:</p> <ol style="list-style-type: none"> 11. At least 3 pieces of Reconstruction period background information 12. At least 3 pieces of secondary source information on Promise Land 13. At least 3 pieces of primary source information on Promise Land 14. At least 2 examples of historical interpretation/author synthesis 15. At least 1 text feature <p>III. Revise</p> <p>A. Students will swap outlines with a partner for oral & written peer feedback to the critique of: "Is this truth told accurately, justly, and well?"</p> <p>IV. Close</p> <p>A. Teacher will have 1-2 students share out their feedback, what revisions they made, and how it improved their draft</p>

Day 12:
Publish

Lesson Objective(s) or Essential Question(s)
Students will be able apply details and themes from the unit to publish a draft textbook chapter for grades 3-5 that introduces students to Promise Land and its significance in U.S. history.
Lesson Materials & Resources
<ul style="list-style-type: none">• Any & all printed research materials, graphic organizers, and/or notes from the unit thus far• Teacher-created student packet (pgs. 1-17)• Textbook template (1X per student)• Chart paper (X1)
Lesson Activities
<p>I. Work Time</p> <p>A. Students will publish their final drafts.</p> <p>II. Reflect & Codify</p> <p>A. Teacher will ask and live-chart student responses for, “What are some ways we could continue to seek out missing Black history?” (framed to the possible audience of elementary-age peers)</p> <p>III. Close</p> <p>A. Teacher will have students write & discuss the question of: “How did our work connect to <i>The 1619 Project’s</i> goal, ‘to place the consequences of slavery and the contributions of Black Americans at the very center of the story we tell ourselves about who we are as a country... to prepare ourselves for a more just future’ through educating our children?”</p> <p>Extension:</p> <ul style="list-style-type: none">• Incorporate student-created textbook chapters into lower grades’ curricula.• Have students present their final published pieces to peers, families, and/or community members.• Visit the historical site and present their work to staff, preservationists, and/or descendants.