

UNIT OVERVIEW

Unit Length	Four weeks
Grade Level(s)/Course(s)	7th grade Social Studies
Subject(s)/Area(s) of Focus	Social Studies and English Language Arts
Unit Overview	<p>This unit represents this team of educators’ attempt to galvanize our youth to develop pride for their community by cultivating an appreciation for the origins and historical legacies of two New Jersey cities: East Orange and Newark. Students will learn about the unsung heroes and heroines who used activism to fight against injustice, discrimination, and, most centrally, educational inequity. The unit leverages <i>The 1619 Project</i> resources, such as articles, podcasts, and artwork, in order to allow scholars to critically analyze and draw connections between local, state, and national history.</p> <p>A specific emphasis will be placed on the significance of educational equity and how, during the late 1800s and early 1900s, the city of East Orange unfortunately sanctioned the implementation of "Jim Crow" classes for what they dubbed "Negro" students. Additionally, our project includes the city of Newark, and specifically centers the Philip's Academy Charter School. As this innovative institution marks its 35th anniversary, scholars at Philip’s Academy will embark on capturing the oral history of alumni since the school’s inception in 1988. This unit supports our scholars in developing historical empathy, a passion for research, and an appreciation for community elders and community building.</p> <p>Scope and Sequence:</p> <p><i>Week 1: Building Background / A Rich History</i></p>

Understanding Educational Inequities: A Call to Action

Unit by Ubuntu: Young Griots of the Crossroads, part of the 2023 cohort of *The 1619 Project* Education Network

	<ul style="list-style-type: none">● Enslavement of Africans in the Americas● <i>The 1619 Project</i> and <i>Born on the Water</i> as new origin stories● Exploring the history of education in the United States● Understanding Jim Crow laws● Recognizing the significance of HBCUs <p><i>Week 2: Local History and New Jersey History / Understanding Educational Inequities</i></p> <ul style="list-style-type: none">● Exploring the roots of educational inequities in New Jersey● The role of the Freedom Schools● The educational activism and legacies of Robert L. Carter and Vickie Donaldson● The Bordentown School and Phillips Academy● Educational activism at Rutgers University <p><i>Week 3: Oral History and Research / A Call to Action</i></p> <ul style="list-style-type: none">● <i>Mendez v. Westminster</i> and <i>Brown v. Board of Education</i>● Using oral history to understand segregation● How to conduct original research using primary and secondary sources <p><i>Weeks 4-5: Guided Project Creation</i></p>
Objectives & Outcomes	<p>Objectives & Outcomes:</p> <p>Scholars will learn to...</p> <ul style="list-style-type: none">● Conduct guided research to trace the historical origins of the African American educational experience in the United States.

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	<ul style="list-style-type: none">• Understand the impact of Freedmen’s Schools, HBCUs, and the landmark Supreme Court case <i>Brown v. Board of Education</i> on the social, economic, and political advancement of African Americans.• Make connections between the guiding principles of Bordentown Industrial School and Philip’s Academy Charter School of New Jersey.• Analyze the impact of the educational activism of Robert L. Carter in the city of East Orange, NJ and Vickie Donaldson in the city of Newark, NJ.• <i>Create</i> a project based task focused on the historical inequities faced by people of color to determine the most effective way(s) to bring equity to urban education.• <i>Present</i> their project based task focused on the historical inequities faced by people of color to determine the most effective way(s) to bring equity to urban education. <p>Essential Questions:</p> <ul style="list-style-type: none">• What does educational freedom mean to you? What does it look like, sound like, feel like?• What do you know about the history of African Americans in the United States?• How did the expansion of slavery in the United States violate human rights and contradict American ideals of equity in education?• How did the establishment of Freedmen’s Schools, HBCUs, the Supreme Court landmark case - <i>Brown v. Board of Education</i> impact the social, economic, and political advancement of African Americans?• In what ways did the establishment of Bordentown School and Philip’s Academy Charter School influence the educational opportunities afforded to African American students in New Jersey?• What is the historical impact of the educational activism of Robert L. Carter and Vickie Donaldson?• How can we use our knowledge of the historical inequities faced by people of color to determine the most effective way(s) to bring equity to urban education?
Standards	New Jersey Student Learning Reading Standards

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

New Jersey Student Learning Writing Standards

- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

New Jersey Student Learning Social Studies Standards

- 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education*, and *Roe v. Wade*).
- 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

New Jersey Student Learning Listening & Speaking Standards

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	<ul style="list-style-type: none">● NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <p>Learning for Justice Social Justice Standards</p> <ul style="list-style-type: none">● ID.9-12.1 I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.● ID.9-12.3 I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too● DI.9-12.8 I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
Facilitation Resources	<p>Articles</p> <ul style="list-style-type: none">● “Why Can’t We Teach This?” by Nikita Stewart, from <i>The 1619 Project</i> broadsheet● “New Charter School Looks Hopefully to the Future, Cherishes Its Past” by John Mooney for NJ Spotlight News● Remembering a 1969 Protest by a Few that Opened Doors for Many at Rutgers University● “The Bordentown School (1886-1955)” by William Smither for BlackPast● “Rutgers-Newark celebrates Black history made on campus 54 years ago” by Steve Strunsky for NJ.com● Vickie Donaldson bio from the Rutgers African-American Alumni Alliance● An Interview with Vickie Donaldson from Rutgers University Libraries● Rutgers Through the Years (digital timeline with a video; video length 3:21)● Bethune-Cookman University Reflections (teacher resource)

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- [“Robert L. Carter, An Architect of School Desegregation, Dies at 94”](#) by Roy Reed for the *New York Times*
- [“East Orange High School's disappeared swimming pool a hidden symbol for civil rights”](#) by Janice Harris Jackson for *The Star-Ledger*

Books

- [The 1619 Project: A New Origin Story](#)
- [The 1619 Project: Born on the Water](#)
- [Separate Is Never Equal: Sylvia Mendez and Her Family's Fight For Desegregation](#) by Duncan Tonatiuh (*Please note that this is a video read-aloud with accompanying slides created by the Ubuntu team)

Videos

- [Creative Resistance | The African Americans](#) from PBS Learning Media (length 1:10)
- [Did You Know? Jim Crow Laws](#) from Encyclopaedia Britannica (length 1:46)
- [Freedmen's Schools | The Citizenship Project](#) from PBS Learning Media (length 3:29)
- [Brown v. Board of Education in PBS' The Supreme Court](#) (length 4:58)
 - Note: Robert L. Carter is shown in the documentary @ the 1:02 minute mark
- [Here's why historically Black colleges and universities are so important - Just the FAQs](#) from USA Today (length 1:48)
- [Booker T. Washington: Founder of Tuskegee University & Champion for Civil Rights | Biography](#) (length 3:30)
- [W.E.B. Du Bois: Activist Leader in Niagara Movement & Co-Founder of the NAACP | Biography](#) (length 3:46)
- [Mary McLeod Bethune, Civil Rights Activist | Biography](#) (length 3:21)
- [African American Higher Education](#) (length 3:03)
- [Freedom Schools, "Freedom Summer" clip 14](#) (length 4:42)

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- [“Separate is not equal” was not first said in the Brown v. Board of Education ruling](#) from Matter of Fact (length 5:07)
- [Saving a lasting reminder of Mexican American school segregation](#) from the *Los Angeles Times* (length 6:41)
- [Freedom Summer Volunteers Create Freedom Schools | Iowans Return to Freedom Summer](#) from PBS Learning Media (length 3:27)
- [The Bordentown School](#) from Kean University (length 1:30)
- [Segregation in the South and the North](#) from PBS Learning Media (length 2:07)
- [Using Oral History to Understand Segregation Clip 1](#) from PBS Learning Media (length 1:48)
- [Using Oral History to Understand Segregation: Video Clip 2](#) from PBS Learning Media (length 4:39)
- [Using Oral History to Understand Segregation: Video Clip 3](#) from PBS Learning Media (length 3:04)
- [Rutgers Newark commemorates takeover of Conklin Hall](#)
- [Michelle Comes to Newark](#) from NJ.com (length 1:25)
- [A Dream Deferred | The Citizenship Project](#) from PBS Learning Media (length 2:30)
- [Why Are Schools Still Segregated? The Broken Promise of Brown v. Board of Education | Retro Report](#) from PBS Learning Media (length 10:02)

Historical Images

- [Newly freed elder woman and teenage girl reading between 1865-1890](#)
- [Newly freed youth reading between 1865-1890](#)
- [Mary McLeod Bethune with a Line of Girls from the Daytona Normal and Industrial School for Negro Girls](#)
- [Brown v. Board of Education: Mrs. Nettie Hunt and daughter Nikie on the steps of the Supreme Court, 1954](#)
- [School Desegregation Georgia Photo #1, October 1941](#)
- [School Desegregation Georgia Photo #2, October 1941](#)

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	<p>Primary Source Documents</p> <ul style="list-style-type: none">• Booker T. Washington, “Industrial Education for the Negro” 1903• from <i>The Talented Tenth</i> by W.E.B. Du Bois• “My Last Will and Testament” by Mary McLeod Bethune, 1955• “Early Boycotts of Segregated Schools: The East Orange, New Jersey, Experience, 1899-1906” from <i>History of Education Quarterly</i>• “Negroes Win School Fight 1906” from the <i>New York Times</i>• Political Cartoon - Making A Tough Job Tougher 1958• Overview of the Freedom Schools• Notes on Teaching in Mississippi 1964• Mississippi Summer School Freedom Program 1964• Freedom School Flyer Summer of 1964• “Mrs. Obama’s Visit to Our School” by Irene Ledo, rising sixth grade student at Philip’s Academy Charter School• “...One Nation...Indivisible” 1977 <i>Washington Post</i> political cartoon• Bordentown School Alma Mater• Robert Lee Carter : Brown v. Board (length 7:56)• Civil Rights History Project: Robert L. Carter (length 3:06:10 - start the video @ the 18 minute mark and watch until 25:44 to hear Robert Carter discuss his experiences as a student in Newark and East Orange, including his oral history of his swimming pool activism)• Eyes on the Prize Interview with Judge Robert L. Carter (Type East Orange into the “Transcript” search box and the segment on East Orange history will appear and the user can click the blue play button to play the video)
Performance Task	<p>Find a complete performance task description and rubric here:</p> <ul style="list-style-type: none">• .pdf version• .docx version

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After collaboratively engaging in research, oral history interviews, and data compilation, scholars will create a culminating project that answers the following essential questions:

- How can we use our knowledge of the historical inequities faced by people of color to determine the most effective way(s) to bring equity to urban education?
- Which strategies are best for bringing about the revolutionary changes we wish to see in education?

Performance Task: Imagine that you've been hired by Learning for Justice to facilitate a creative presentation at an education conference based on your historical knowledge of educational inequities. Learning for Justice, also known by the acronym LFJ, is an organization based in Alabama that "seeks to uphold the mission of the Southern Poverty Law Center: to be a catalyst for racial justice in the South and beyond, working in partnership with communities to dismantle white supremacy, strengthen intersectional movements and advance the human rights of all people." This unique opportunity will allow you to facilitate your creative presentation in front of an audience of educational professionals, including but not limited to: administrators, Learning for Justice staff, educators, parents, and educational policymakers.

You are required to submit your presentation as a 3-5 minute video recording that answers the two essential questions above. Your presentation must include one or more of the catalysts for educational equity studied in this unit: Robert L. Carter, Vickie Donaldson, a Bordentown School alumnus, or Sylvia Mendez. You will also include evidence from at least two primary sources in your presentation. The presentation format will be based on one of the options listed below:

- Podcast (Technology)
- Mini-Documentary (Technology)
- Investigative Journalism Report (Technology)
- Musical (Instrumental)
- Spoken Word/ Poetry - (Vocal)
- Interior Monologue Portraying One of the Catalysts for Educational Equity (Robert L. Carter, Vickie Donaldson, a Bordentown School alumnus, or Sylvia Mendez) - (Drama)
- Dance Activism (Dance)
- Visual Artivism - Animation, Portrait, Painting or Graphic Design (Visual Arts)

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Assessment/Evaluation	<p>The following graphic organizers and resources are hyperlinked below as recommendations. Some of the resources may be featured throughout the unit:</p> <ul style="list-style-type: none">• Text Connections Checking for Understanding [.pptx]• Vocabulary Frayer Model [.pptx]• Five Things I Know About... Worksheet [.pptx]• Frayer Template A Historical Person [.pptx]• 3 Big Questions Graphic Organizer [.pptx]• Agree/Disagree Graphic Organizer [.docx]• Annotating and Paraphrasing Sources from Facing History• Talk Moves Academic Discussion Stems from Edutopia• Barometer: Taking a Stand on Controversial Issues from Facing History• Café Conversations from Facing History• Close Viewing Protocol from Facing History• Concentric Circles from Facing History• Concept Maps: Generate, Sort, Connect, Elaborate from Facing History• Jigsaw from Facing History• K-W-L Charts from Facing History• Ubuntu: Young Griots of the Crossroads Journal [.pptx]• S.I.T. - Surprising, Interesting, Troubling Exit Ticket [.docx]
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UNIT PACING/LESSONS AND RESOURCES

Pacing	Focus for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 1: Building Background</i>				
Days 1-2	Building Background Part 1 <i>The 1619 Project: Born on the Water</i> as the origin story	<p>Objective:</p> <p>Scholars all learn to conduct guided research to trace the historical origins of the African American educational experience in the United States.</p> <p>Essential Questions:</p> <p>What does educational freedom mean to you? What does it look like, sound like, feel like?</p> <p>What do you know about the history of African Americans in the United States?</p> <p>How did the expansion of slavery in the United</p>	<p>Lesson Progression - 40 minute blocks</p> <p><i>Please note that the class read-aloud of Born on the Water.</i></p> <p>Opening (5 min)</p> <p>Scholars will watch the following YouTube video on the trans-Atlantic Slave Trade, and then they will complete the first two questions on the 3 Big Questions Graphic Organizer.</p> <p>I Do - Teacher Model (5 min)</p> <p>1. The teacher will lead a discussion reflecting on the video that centers on the history of slavery and the trans-Atlantic Slave Trade. The teacher will cover points such as its origin and the conditions under which enslaved Africans were transported.</p> <p>2. The teacher will then show the video</p>	<p>Texts and Videos:</p> <p>Born on the Water by Nikole Hannah-Jones and Renée Watson, illustrated by Nikkolas Smith (full book - available for purchase)</p> <p>Complete teaching guide for Born on the Water [.pdf]</p> <p>Trans-Atlantic Slave Trade video from Black History in Two Minutes (length 2:51)</p> <p>Video trailer for Born on the Water</p> <p>Optional companion video to <i>Born on the Water</i> text: Creative Resistance The African Americans (length 1:10)</p>

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		<p>States violate human rights and contradict American ideals of equity in education?</p>	<p>trailer for <i>Born On the Water</i>.</p> <p>We Do - Guided Practice (5-10 min)</p> <p>The teacher will read the text <i>Born on the Water</i> as a class read aloud. View the Born on the Water activity and create a timeline of the events as described in the book.</p> <p>Check for understanding using H.O.T. Questions</p> <p>You Do - Independent Practice (15 min)</p> <p>Complete this activity: Where I'm From / What Is Africa To Me?</p> <p>Exit Ticket (5 min) S.I.T-Surprising, Interesting, Troubling Exit Ticket</p> <p>Homework</p> <ol style="list-style-type: none">Scholars watch the mini-documentary African American Higher Education (length 3:03).Scholars write a journal reflection in their Ubuntu: Young Griots of the Crossroads Journal.	<p>Video for homework: African American Higher Education (length 3:03)</p> <p>Presentations, Activities, and Graphic Organizers:</p> <p>3 Big Questions Graphic Organizer [.pptx]</p> <p><i>Born on the Water</i> Activity</p> <ul style="list-style-type: none">Nearpod deck versionPDF version <p>H.O.T. Questions sentence stems [.pdf]</p> <p>Where I'm From / What Is Africa to Me? activity [.pptx]</p> <p>S.I.T-Surprising, Interesting, Troubling Exit Ticket</p> <p>Ubuntu: Young Griots of the Crossroads Journal [.pptx]</p>
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<p>Day 3</p>	<p>Building Background Part 2</p> <p>The history of education in the United States</p>	<p>Objectives</p> <p>Scholars all learn to conduct guided analysis to trace the historical origins of the African American educational experience in the United States.</p> <p>Scholars all learn to understand the impact of Freedmen’s Schools, HBCUs, and the landmark Supreme Court case <i>Brown v. Board of Education</i> on the social, economic, and political advancement of African Americans.</p> <p>Essential Questions</p> <p>What does educational freedom mean to you? What does it look like, sound like, feel like?</p> <p>What do you know about the history of African Americans in the United States?</p>	<p>Lesson Progression - 40 minute block</p> <p>Opening (5 min)</p> <ol style="list-style-type: none"> 1. Ask students: What do you already know about Jim Crow Laws? 2. Watch the video Did You Know? Jim Crow Laws (length 1:46) <p>Scholars will complete a K-W-L Chart by adding what they know and what they learned about Jim Crow.</p> <p>I Do - Teacher Model (5 min)</p> <p>Teacher reviews the Jim Crow video by checking for understanding using the K-W-L Chart as a starting point.</p> <p>We Do - Guided Practice (5-10 min)</p> <p>The teacher will model how to annotate and close read using the article “Why Can’t We Teach This?” by Nikita Stewart from <i>The 1619 Project</i> broadsheet.</p> <p>You Do - Independent Practice (15 min)</p> <p>Scholars will analyze 4 historical</p>	<p>Texts and Videos:</p> <p>“Why Can’t We Teach This?” by Nikita Stewart from <i>The 1619 Project</i> broadsheet</p> <p>Did You Know? Jim Crow Laws video (length 1:46)</p> <p>Historical image analysis:</p> <ul style="list-style-type: none"> • Mary McLeod Bethune with a Line of Girls from the Daytona Normal and Industrial School for Negro Girls • Brown v. Board of Education: Mrs. Nettie Hunt and daughter Nikie on the steps of the Supreme Court, 1954 • Newly freed elder woman and teenage girl reading between 1865-1890 • Newly freed youth reading between 1865-1890
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		<p>How did the expansion of slavery in the United States violate human rights and contradict American ideals of equity in education?</p>	<p>photographs</p> <ul style="list-style-type: none">• Mary McLeod Bethune with a Line of Girls from the Daytona Normal and Industrial School for Negro Girls• Brown v. Board of Education: Mrs. Nettie Hunt and daughter Nikie on the steps of the Supreme Court, 1954• Newly freed elder woman and teenage girl reading between 1865-1890• Newly freed youth reading between 1865-1890 <p>Historical Image Analysis- “Stepping Into History”</p> <p>Offer these directions to students:</p> <p>Based on your analysis of the 4 historical photographs, write a one paragraph journal entry or one stanza poem that expresses the feeling, mood, and tone of the historical images. If you were one of the people depicted in the images, what would be your feeling, mood, and why would the moment captured be historically significant to you?</p>	<p>Presentations, Activities, and Graphic Organizers:</p> <p>Ubuntu: Young Griots of the Crossroads Journal [.pptx]</p> <p>Additional Support Resources:</p> <p>Secondary Social Studies Station Rotations [.pptx]</p> <p>Annotation Symbols Guide [.pdf]</p>
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			<p>Exit Ticket (5 min)</p> <p>Answer the following question in your Ubuntu Journal: <i>Why are the 4 historical photographs relevant to education today?</i></p> <p>Homework</p> <ol style="list-style-type: none"> Scholars watch the mini-documentary Here’s why historically Black colleges and universities are so important - Just the FAQs. Scholars complete a journal reflection in their Ubuntu: Young Griots of the Crossroads Journal. 	
Day 4	<p>Building Background Part 2</p> <p>The history of education in the United States</p>	<p>Objectives</p> <p>Scholars all learn to conduct guided analysis to trace the historical origins of the African American educational experience in the United States.</p> <p>Scholars all learn to understand the impact of Freedmen’s Schools, HBCUs, and the landmark Supreme</p>	<p>Opening (5 min)</p> <p>Watch this video: Chadwick Boseman Howard University Commencement Speech Clips</p> <p>Turn and talk to discuss the homework question: <i>Based on the video you just watch and the one you watched on HBCUs for homework, why are HBCUs important?</i></p> <p>I Do (5 min)</p> <p>The teacher will review the Secondary</p>	<p>Texts and Videos:</p> <p>Chadwick Boseman Howard University Commencement Speech Clips</p> <p>Booker T. Washington, “Industrial Education for the Negro” 1903</p> <p>Video for homework: Freedmen's Schools The Citizenship Project (length 3:29)</p>

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		<p>Court case <i>Brown v. Board of Education</i> on the social, economic, and political advancement of African Americans.</p> <p>Essential Questions</p> <p>What does educational freedom mean to you? What does it look like, sound like, feel like?</p> <p>What do you know about the history of African Americans in the United States?</p> <p>How did the expansion of slavery in the United States violate human rights and contradict American ideals of equity in education?</p>	<p>Social Studies Station Rotations procedures and activities.</p> <p>We Do (10 min)</p> <p>The teacher will guide the scholars in a close read of a short section of the following primary source: Booker T. Washington, “Industrial Education for the Negro” 1903</p> <p>You Do (15 min)</p> <ol style="list-style-type: none">Scholars close read and annotate the text Booker T. Washington, “Industrial Education for the Negro” 1903Scholars answer this writing prompt (1 -2 paragraphs): <p><i>In Booker T. Washington's document "Industrial Education for the Negro" (1903), what arguments and strategies does Washington present to advocate for industrial education as a means of uplifting the African American community during the early 20th century? Provide specific examples from the document to support your response.</i></p> <p>Exit Ticket - (5 min)</p> <p>The teacher will employ the wraparound</p>	<p>Presentations, Activities, and Graphic Organizers:</p> <p>Ubuntu: Young Griots of the Crossroads Journal [.pptx]</p> <p>Additional Support Resources:</p> <p>Secondary Social Studies Station Rotations [.pptx]</p> <p>Annotation Symbols Guide [.pdf]</p>
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			<p>strategy to ensure that all scholars have an opportunity to share a portion of their response to the Booker T. Washington writing prompt that they're most proud of. The wraparound strategy provides an efficient way for all scholars to share their ideas.</p> <p>Homework</p> <ol style="list-style-type: none"> Scholars watch the following video: Freedmen's Schools The Citizenship Project (length 3:29). Scholars complete a journal reflection in their Ubuntu: Young Griots of the Crossroads Journal. 	
Day 5	<p>Building Background Part 2</p> <p>The history of education in the United States</p>	<p>Objectives</p> <p>Scholars all learn to conduct guided analysis to trace the historical origins of the African American educational experience in the United States.</p> <p>Scholars all learn to understand the impact of Freedmen's Schools, HBCUs, and the landmark Supreme</p>	<p>Opening / I Do (5 min)</p> <p>The teacher will review the Secondary Social Studies Station Rotations procedures and activities.</p> <p>You Do (30 min)</p> <p>Station Rotations: Scholars will engage in station rotations where they will analyze primary and secondary sources related to the history of educational inequities in the United States.</p> <p>Historical Investigator Station:</p>	<p>Texts and Videos:</p> <p>Freedom Schools, "Freedom Summer" clip 14 (length 4:42)</p> <p>Booker T. Washington: Founder of Tuskegee University & Champion for Civil Rights Biography (length 3:30)</p> <p>W.E.B. Du Bois: Activist Leader in Niagara Movement & Co-Founder of the NAACP Biography (length 3:46)</p>

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		<p>Court case <i>Brown v. Board of Education</i> on the social, economic, and political advancement of African Americans.</p> <p>Essential Questions</p> <p>What does educational freedom mean to you? What does it look like, sound like, feel like?</p> <p>What do you know about the history of African Americans in the United States?</p> <p>How did the expansion of slavery in the United States violate human rights and contradict American ideals of equity in education?</p>	<p>Watch Freedom Schools, "Freedom Summer" clip 14</p> <p>Tech Station:</p> <p>Watch 3 videos on the lives of African American leaders in education; Booker T. Washington, W.E.B. Du Bois, and Mary McLeod Bethune.</p> <p>Reading Like a Historian Station 1:</p> <p>Scholars will read the following primary source: from <i>The Talented Tenth</i> by W.E.B. DuBois</p> <p>Reading Like a Historian Station 2:</p> <p>Scholars will read the following primary source: "My Last Will and Testament" by Mary McLeod Bethune, 1955</p> <p>Writing Station:</p> <p>Scholars will reflect on reading the primary sources by Du Bois and Bethune by answering the following questions:</p> <ul style="list-style-type: none">• In <i>The Talented Tenth</i>, what does W.E.B. Du Bois argue regarding the role and responsibility of the educated elite within the African American	<p>Mary McLeod Bethune, Civil Rights Activist Biography (length 3:21)</p> <p>from <i>The Talented Tenth</i> by W.E.B. DuBois</p> <p>"My Last Will and Testament" by Mary McLeod Bethune, 1955</p> <p>Additional Support Resources:</p> <p>Secondary Social Studies Station Rotations [.pptx]</p> <p>Annotation Symbols Guide [.pdf]</p>
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			<p>community during the early 20th century? Provide specific examples or arguments from the document to support your response.</p> <ul style="list-style-type: none">• In Mary McLeod Bethune's "My Last Will and Testament" (1955), what were the key values, beliefs, and aspirations that Bethune wanted to convey to future generations, especially in the context of African American education and civil rights? Provide specific examples or statements from the document to support your response.	
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Pacing	Focus for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 2</i>				
<i>United States History Impacts New Jersey & Local History</i>				
Day 1	<p>Local History & New Jersey History</p> <p>Exploring the roots of educational inequities in New Jersey</p>	<p>Objective:</p> <p>Scholars all engage with oral histories in order to deepen their understanding of how past events impacted individuals and communities, and to gain new perspectives on the present.</p> <p>Essential Question:</p> <p>What historical factors have contributed to educational inequities in the state of New Jersey, and how have these disparities evolved over time, affecting different communities and students?</p>	<p>Opening (5 min)</p> <ol style="list-style-type: none"> Scholars watch the video A Dream Deferred The Citizenship Project (length 2:30). Scholars discuss: How did the historical legacy of educational segregation in the United States shape and influence the patterns of segregation in New Jersey? <p>I Do (5 min)</p> <p>Discuss the importance of understanding historical educational inequities in New Jersey.</p> <p>Explain that you'll be exploring key events that have shaped the educational landscape over time.</p> <p>We Do (5-10 min)</p>	<p>Texts and Videos:</p> <p>A Dream Deferred The Citizenship Project (length 2:30)</p> <p>“Negroes Win School Fight 1906” from the <i>New York Times</i></p> <p>School Desegregation Georgia Photo #1, October 1941</p> <p>School Desegregation Georgia Photo #2, October 1941</p> <p>Political Cartoon - Making A Tough Job Tougher 1958</p> <p>Overview of the Freedom Schools</p>

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			<p>Engage students in a map building activity that introduces the topic of historical educational inequities in New Jersey.</p> <ol style="list-style-type: none">1. Distribute a map of New Jersey to each student or group. On the map, ask students to mark the locations where significant historical events related to educational inequities occurred (ex: Bordentown, East Orange, and Newark).2. Direct students to select one of the marked locations on the map and share the details of a specific historical event that took place there. Discuss the impact of that event on educational equity with your small group.3. As a class, discuss:<ul style="list-style-type: none">• What patterns or trends do you notice in the locations of these events?• How have these events affected educational opportunities for different communities?• What lasting effects can we still observe today in our local communities and schools?" <p>You Do (15 min)</p> <p>Read Like a Historian: Scholars will</p>	<p>Notes on Teaching in Mississippi 1964</p> <p>Presentations, Activities, and Graphic Organizers:</p> <p>Ubuntu: Young Griots of the Crossroads Journal [.pptx]</p> <p>Teacher Background Resources:</p> <p>“Early Boycotts of Segregated Schools: The East Orange, New Jersey, Experience, 1899-1906” from <i>History of Education Quarterly</i></p>
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			<p>read/review/analyze each resource below and take notes in their Ubuntu: Young Griots of the Crossroads Journal.</p> <ul style="list-style-type: none"> • “Negroes Win School Fight 1906” from the <i>New York Times</i> • School Desegregation Georgia Photo #1, October 1941 • School Desegregation Georgia Photo #2, October 1941 <p>Historical Investigator: Scholars will read/review/analyze each resource and take notes/provide reflections in their Ubuntu: Young Griots of the Crossroads Journal.</p> <ul style="list-style-type: none"> • Political Cartoon - Making A Tough Job Tougher 1958 • Overview of the Freedom Schools • Notes on Teaching in Mississippi 1964 <p>Exit Ticket (5 min)</p> <p>Scholars respond to the question: Why is it important to study and understand the history of educational inequities in our state?</p>	
Day 2	Local History & New Jersey	Objective:	Opening (5 min)	Texts and Videos:

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	<p>History</p> <p>Robert L. Carter: <i>Who was Robert L. Carter?</i></p> <p>Vickie Donaldson <i>Who was Vickie Donaldson?</i></p>	<p>Scholars all learn to analyze the educational activism of Robert L. Carter to the city of East Orange, NJ and Vickie Donaldson to the city of Newark, NJ.</p> <p>Essential Question:</p> <p>What is the historical impact of the educational activism of Robert L. Carter and Vickie Donaldson?</p>	<ol style="list-style-type: none"> 1. View the political cartoon, “...One Nation...Indivisible” 1977 Washington Post Political Cartoon. 2. Ask scholars: When examining the 1977 political cartoon “One Nation...Indivisible” by Herblock, what messages or concerns about unity and division in American society during that era do you think the artist intended to convey, and how might those themes relate to challenges we face today?" <p>I Do (5 min)</p> <p>Discuss the central idea of Robert Carter’s interview in Eyes on the Prize Interview with Judge Robert L. Carter.</p> <p>We Do (5-10 min)</p> <p>Complete a concept map for the Eyes on the Prize Interview with Judge Robert L. Carter video/transcript.</p> <p>You Do (15 min)</p> <p>Read Like a Historian: Complete a Frayer Template A Historical Person on Robert L. Carter by exploring the following resources.</p>	<p>“...One Nation...Indivisible” 1977 Washington Post Political Cartoon</p> <p>Eyes on the Prize Interview with Judge Robert L. Carter video/transcript</p> <p>Resources on Robert L. Carter:</p> <ul style="list-style-type: none"> • Brown v. Board of Education in PBS’ The Supreme Court - Robert L. Carter is shown in the documentary @ the 1:02 mark (length 4:58) • “Robert L. Carter, An Architect of School Desegregation, Dies at 94” by Roy Reed for the <i>New York Times</i> • “East Orange High School's disappeared swimming pool a hidden symbol for civil rights” by Janice Harris Jackson for <i>The Star-Ledger</i> • Robert Lee Carter : Brown v. Board (length 7:56)
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			<ul style="list-style-type: none"> ● Brown v. Board of Education in PBS' The Supreme Court - Robert L. Carter is shown in the documentary @ the 1:02 mark (length 4:58) ● "Robert L. Carter, An Architect of School Desegregation, Dies at 94" by Roy Reed for the <i>New York Times</i> ● "East Orange High School's disappeared swimming pool a hidden symbol for civil rights" by Janice Harris Jackson for <i>The Star-Ledger</i> ● Robert Lee Carter : Brown v. Board (length 7:56) ● Civil Rights History Project: Robert L. Carter <p>Historical Investigator: Complete a Frayer a Historical Person [template] on Vickie Donaldson by exploring the following resources.</p> <ul style="list-style-type: none"> ● Vickie Donaldson bio from the Rutgers African-American Alumni Alliance ● An Interview with Vickie Donaldson from Rutgers University Libraries <p>Exit Ticket (5 min)</p>	<ul style="list-style-type: none"> ● Civil Rights History Project: Robert L. Carter <p>Resources on Vickie Donaldson:</p> <ul style="list-style-type: none"> ● Vickie Donaldson bio from the Rutgers African-American Alumni Alliance ● An Interview with Vickie Donaldson from Rutgers University Libraries <p>Presentations, Activities, and Graphic Organizers:</p> <p>Frayer Template A Historical Person [.pptx]</p>
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			<p>Reflecting on the contributions of Robert L. Carter and Vickie Donaldson in breaking the barriers of educational inequities, how can their work and legacy inspire us to continue the fight for equitable education for all? What steps can we take to ensure that Carter and/or Donaldson’s vision is realized in today’s educational landscape? (A Call to Action)</p>	
Days 3-4	<p>Local History & New Jersey History</p> <p>Rutgers University</p>	<p>Objective:</p> <p>Scholars will all learn to analyze the historical instances of educational inequities towards students of color and the strategies students used to address the inequities at Rutgers University.</p> <p>Essential Question:</p> <p>In what ways can educational disparities impact one’s access to quality education?</p>	<p>Opening (5 min)</p> <p>Scholars discuss: How has educational discrimination, particularly across college campuses in the United States, evolved and persisted over time?</p> <p>I Do (5 min)</p> <p>Teacher models review and analysis of the central idea of the article. citing at least 3 supporting details of the central idea of the text:</p> <ul style="list-style-type: none"> • Remembering a 1969 Protest by a Few that Opened Doors for Many at Rutgers University <p>We Do (5-10 min)</p>	<p>Texts and Videos:</p> <p>Remembering a 1969 Protest by a Few that Opened Doors for Many at Rutgers University</p> <p>Rutgers Newark commemorates takeover of Conklin Hall (length 1:29)</p> <p>“Rutgers-Newark celebrates Black history made on campus 54 years ago” by Steve Strunsky for NJ.com</p> <p>Rutgers Through the Years (digital timeline with a video; video length 3:21)</p>

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			<p>Teacher and scholars will complete the Text Connections Checking for Understanding columns for the resource listed below:</p> <ul style="list-style-type: none">• Remembering a 1969 Protest by a Few that Opened Doors for Many at Rutgers University <p>You Do (15 min)</p> <p>Read Like a Historian Station: Scholars complete the Text Connections Checking for Understanding columns for:</p> <ul style="list-style-type: none">• Rutgers Newark commemorates takeover of Conklin Hall <p>Historical Investigator Station: Scholars complete the Text Connections Checking for Understanding columns for:</p> <ul style="list-style-type: none">• Rutgers-Newark celebrates Black history made on campus 54 years ago• Rutgers Through the Years <p>Closure (5 min)</p> <p>What strategies can you explore to address and rectify disparities across</p>	<p>Presentations, Activities, and Graphic Organizers:</p> <p>Text Connections Checking for Understanding [.pptx]</p>
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			college campuses in the present and future? (A Call to Action)	
Day 5	Local & New Jersey History Bordentown & Philip’s Academy	<p>Objective:</p> <p>Scholars all learn to make connections between the guiding principles of Bordentown Industrial School and Philip’s Academy Charter School of New Jersey.</p> <p>Essential Question:</p> <p>In what ways did the establishment of Bordentown School and Philip’s Academy Charter School influence the educational opportunities afforded to African American students in New Jersey?</p>	<p>Opening (5 min)</p> <p>1. Scholars watch:</p> <ul style="list-style-type: none"> • The Bordentown School (length 1:30) • Philip’s Forward: A Hero’s Legacy (length 1:05) <p>2. Answer the following question: What were the guiding principles of Bordentown Industrial School and Philip’s Academy Charter School of New Jersey, and how have these principles influenced their approaches to educating students and communities?</p> <p>I Do (5 min)</p> <p>Discuss the following 3 Key Points about the purpose of creating charter schools in New Jersey:</p> <ul style="list-style-type: none"> • Charter schools were established to provide parents and students with diverse educational choices beyond traditional public schools. They offer alternatives with specialized curricula and teaching methods to cater to a variety of 	<p>Texts and Videos:</p> <p>The Bordentown School (length 1:30)</p> <p>Philip’s Forward: A Hero’s Legacy (length 1:05)</p> <p>“New Charter School Looks Hopefully to the Future, Cherishes Its Past” by John Mooney for NJ Spotlight News</p> <p>Michelle Comes to Newark from NJ.com (length 1:25)</p> <p>“Mrs. Obama’s Visit to Our School” by Irene Ledo, rising sixth grade student at Philip’s Academy Charter School</p> <p>Presentations, Activities, and Graphic Organizers:</p> <p>Five Things I Know About... graphic organizer [.pptx]</p>

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			<p>learning styles and needs.</p> <ul style="list-style-type: none">• Charter schools aim to promote innovation in education. They have greater autonomy in exchange for increased accountability, encouraging experimentation and creativity in the pursuit of improved student outcomes.• Charter schools were established to address educational disparities and achievement gaps in New Jersey. By focusing on underserved communities and offering tailored programs, they strive to provide a high-quality education and bridge the gap in student performance. <p>We Do (5-10 min)</p> <p>Scholars will collaborate to complete the Five Things I Know About... graphic organizer using the videos they watched at the opening of class.</p> <p>You Do (15 min)</p> <p>Read Like a Historian Station:</p> <p>Scholars will complete the Five Things I Know About... graphic organizer for the Bordentown resources listed below.</p>	
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			<ul style="list-style-type: none">• The Bordentown School (1886-1955)• Bordentown School Alma Mater <p>Historical Investigator Station: Scholars will complete the graphic organizer: Five Things I Know About... for the Philip’s Academy resources listed below.</p> <ul style="list-style-type: none">• “New Charter School Looks Hopefully to the Future, Cherishes Its Past” by John Mooney for NJ Spotlight News• Michelle Comes to Newark from NJ.com (length 1:25)• “Mrs. Obama’s Visit to Our School” by Irene Ledo, rising sixth grade student at Philip’s Academy Charter School <p>Exit Ticket (5 min)</p> <p>As we explore the legacy of Bordentown and Philip’s Academy in uplifting and inspiring students of color, how can the lessons learned from their educational history be applied to empower and motivate students of color in our current educational settings and communities?</p> <p>What steps can we take to ensure a brighter and more inclusive future for all</p>	
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			students? (A Call to Action)	
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Pacing	Focus for today’s lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities (Please include specific instructions from lesson start to close. Share items like guiding questions and rubrics in the materials column)	Lesson Materials & Resources (What resources and tools will students need to complete lesson activities?)
<p><i>Week 3</i> <i>Oral History & Research</i></p>				
Days 1-2	Oral History	<p>Objective:</p> <p>Scholars are learning to analyze oral history and create a project-based task focused on the historical inequities faced by people of color to determine the most effective way(s) to bring equity to urban education.</p> <p>Essential Question:</p> <p>How can we use our knowledge of oral history and historical inequities faced by people of color to</p>	<p>Opening (5 min)</p> <p>Scholars discuss: Why is the preservation of oral history crucial in safeguarding cultural traditions and historical knowledge, especially in situations where written records may be scarce or unreliable?</p> <p>I Do (5 min)</p> <p>Researching Local History:</p> <ol style="list-style-type: none"> 1. Teacher will analyze and discuss the historical significance of oral history as it relates to the Bordentown School, “a unique educational utopia.” Here is a sample presentation. 2. Teacher will play Using Oral History 	<p>Texts and Videos:</p> <p>Using Oral History to Understand Segregation Clip 1 (length 1:48)</p> <p>Using Oral History to Understand Segregation: Video Clip 2 (length 4:39)</p> <p>Using Oral History to Understand Segregation: Video Clip 3 (length 3:04)</p> <p>Presentations, Activities, and Graphic Organizers:</p> <p>What’s Your story? The Power of Oral History & Personal Artifacts in the Classroom slide presentation [.pptx]</p>

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		<p>determine the most effective way(s) to bring equity to urban education?</p>	<p>to Understand Segregation Clip 1 (length 1:48).</p> <p>We Do (5-10 min)</p> <p>Watch video on the historical significance of oral history: Using Oral History to Understand Segregation: Video Clip 2 (length 4:39).</p> <p>You Do (15 min)</p> <ol style="list-style-type: none"> Scholars watch Using Oral History to Understand Segregation: Video Clip 3 (length 3:04). Scholars complete the Exploring Oral History Template (.pdf or .docx version). <p>Exit Ticket (5 min)</p> <p>In many societies, griots have played a significant role in passing down stories, traditions, and history through oral narratives. How does the role of a griot contribute to the continuity of cultural heritage, and what are the advantages and limitations of relying on oral history in the digital age?</p>	<p>Exploring Oral History Template</p> <ul style="list-style-type: none"> .pdf version .docx version <p>Additional Support Resources:</p> <p>How to Conduct Original Research Using Primary and Secondary Sources presentation [.pptx]</p>
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<p>Days 3-4</p>	<p>Oral History & Research</p>	<p>Objective:</p> <p>Scholars will conduct research on the historical context of educational inequities and refer to the significance of Sylvia Mendez's "Separate is Never Equal" case, by articulating a compelling call to action that addresses present-day educational equity issues, drawing inspiration from her advocacy for equal education.</p> <p>Essential Question: How can the lessons and legacy of Sylvia Mendez's "Separate Is Never Equal" case inspire and inform our call to action for addressing contemporary educational inequities?</p>	<p>Opening (5 min)</p> <ol style="list-style-type: none"> Scholars watch the video “Separate is not equal” was not first said in the Brown v. Board of Education ruling from Matter of Fact (length 5:07). Scholars unpack the following question: Why is the story of Sylvia Mendez, her family's fight for educational equity, and the landmark <i>Mendez v. Westminster</i> case an important chapter in the history of civil rights and educational justice in the United States? <p>I Do (5 min)</p> <ol style="list-style-type: none"> Explain that “Separate Is Never Equal” argues that segregated schools, even if they provide similar physical facilities, are inherently unequal in the opportunities and educational quality they offer. Highlight “Separate Is Never Equal” worked to dispel the injustice of denying students equal access to resources, teachers, and opportunities based on 	<p>Texts and Videos:</p> <p>“Separate is not equal” was not first said in the Brown v. Board of Education ruling from Matter of Fact (length 5:07)</p> <p><i>Separate Is Never Equal: Sylvia Mendez and Her Family’s Fight For Desegregation</i> by Duncan Tonatiuh</p> <ul style="list-style-type: none"> Book available for purchase Video read-aloud created by the Ubuntu team (see slide #6) <p>Presentations, Activities, and Graphic Organizers:</p> <p>Five Things I Know About... graphic organizer [.pptx]</p> <p>Additional Support Resources:</p> <p>Saving a lasting reminder of Mexican American school</p>
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			<p>their racial or ethnic background.</p> <p>3. Share that "Separate Is Never Equal" emphasized that true equality can only be achieved by desegregating institutions and ensuring that all individuals, regardless of their background, have equitable access to education, opportunities, and resources.</p> <p>We Do (5-10 min)</p> <p>Conduct a read-aloud of <i>Separate Is Never Equal: Sylvia Mendez and Her Family's Fight For Desegregation</i> by Duncan Tonatiuh OR use the video read-aloud created by the Ubuntu team (see slide #6).</p> <p>After reading Sylvia Mendez's story, ask students to take a few moments to reflect on what they've learned and any emotions or thoughts the book has stirred.</p> <p>You Do (15 min)</p> <p>Scholars complete the Five Things I Know About... graphic organizer for the <i>Mendez v. Westminster</i> case, analyzing</p>	<p>segregation from the <i>Los Angeles Times</i> (length 6:41)</p>
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			<p>its historical context in the broader civil rights movement of that period.</p> <p>Exit Ticket (5 min)</p> <p>What strategies can we learn from the <i>Mendez v. Westminster</i> case to help promote equal educational opportunities in our communities today?</p>	
Day 5	Intro to Conducting Original Research	<p>Objective:</p> <p>Scholars all learn to create an original project that highlights the proactive measures a community can take in addressing educational inequities by raising awareness, advocating for policy changes, and implementing practical interventions that ensure equitable access to quality education for all students.</p> <p>Essential Question:</p>	<p>Opening (5 min)</p> <p>Scholars discuss: In what ways can scholars utilize original projects to raise awareness about educational inequities and advocate for policy changes?</p> <p>I Do (5 min)</p> <p>Teacher reviews the research process:</p> <ul style="list-style-type: none"> ● Step 1: Introduction to the Research Topic ● Step 2: Formulating a Research Question ● Step 3: Identifying Research Methods <ul style="list-style-type: none"> ○ choose the most appropriate methods for 	<p>How to Conduct Original Research Using Primary and Secondary Sources presentation [.pptx]</p>

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		<p>How can scholars effectively contribute to their community by creating original projects that raise awareness, advocate for policy changes, and implement practical interventions, with the goal of ensuring equitable access to quality education for all students and addressing educational inequities?</p>	<p>the research question. For example, we can use methods like surveys and interviews.</p> <ul style="list-style-type: none">• Step 4: Data Collection• Step 5: Data Analysis• Step 6: Drawing Conclusions• Step 7: Action Plan <p>We Do (5-10 min)</p> <p>Conduct a walkthrough of the How to Conduct Original Research Using Primary and Secondary Sources presentation, slides 1-11. Encourage students to ask questions.</p> <p>You Do (15 min)</p> <p>Scholars will be assigned their own copy of the How to Conduct Original Research Using Primary and Secondary Sources presentation. Direct students to complete the graphic organizers on slide 6, Questions About Your Topic.</p> <p>Exit Ticket (5 min)</p> <p>How might your projects, aimed at providing solutions for equitable access</p>	
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			to quality education, have a meaningful and lasting impact on your community?	
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Pacing	Focus for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities (Please include specific instructions from lesson start to close. Share items like guiding questions and rubrics in the materials column)	Lesson Materials & Resources (What resources and tools will students need to complete lesson activities?)
<i>Week 4 Project Development</i>				
Days 1 - 5	Project Development	<p>Objective:</p> <p>After collaboratively engaging in research, oral history interviews, and data compilation, scholars will create a culminating project. Scholars are learning to analyze oral history and create a project based assessment focused on the historical inequities faced by people of color to determine the most effective way(s) to bring equity to urban education?</p> <p>Essential Questions:</p> <p>How can we use our knowledge of oral</p>	<p>Opening (5-10 min)</p> <p>At the beginning of each lesson, the teacher will review how to conduct research using the How to Conduct Original Research Using Primary and Secondary Sources presentation.</p> <ul style="list-style-type: none"> • Day 1: <i>Review and discuss slides 1-2</i> • Day 2: <i>Review and discuss slides 3-4</i> • Day 3: <i>Review and discuss slides 5-7</i> • Day 4: <i>Review and discuss slides 8-9</i> • Day 5: <i>Review and discuss slides 10-11</i> <p>We Do (5-10 min)</p> <p>Introduce/review the performance task instructions and answer scholar</p>	<p>Presentations, Activities, and Graphic Organizers:</p> <p>How to Conduct Original Research Using Primary and Secondary Sources presentation [.pptx]</p> <p>Performance Task Description and Instructions</p> <ul style="list-style-type: none"> • .pdf version • .docx version

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		<p>history and historical inequities faced by people of color to determine the most effective way(s) to bring equity to urban education?</p> <p>Which strategies are best for bringing about the revolutionary changes we wish to see in education?</p>	<p>questions.</p> <ul style="list-style-type: none">• .pdf performance task instructions• .docx performance task instructions <p>You Do (30 minutes per day for 5 days)</p> <p>Give students time to work on, ask questions about, and receive feedback on their performance tasks.</p>	
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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
<i>Week 5 Project Presentations</i>				
Days 1-5	<p>Day 1: Introduce the Socratic Seminar and give scholars time to organize their research .</p> <p>Days 2-5: Scholars will present their projects. Maximum project presentation time is 3 mins.</p>	<p>Objective:</p> <p>Scholars are learning to present a project based task focused on the historical inequities faced by people of color to determine the most effective way(s) to bring equity to urban education.</p> <p>Essential Question:</p> <p>How can we use our knowledge of the historical inequities faced by people of color to determine the most effective way(s) to bring equity to urban education?</p>	<p>The teacher will introduce the Socratic Seminar question: <i>How can we use our knowledge of the historical inequities faced by people of color to determine the most effective way(s) to bring equity to urban education?</i></p> <p>View the video, How to Design a Socratic Seminar.</p> <p>Inform scholars that they must cite evidence from two different sources (one primary and one secondary source) to support their stance.</p>	<p>Texts and Videos:</p> <p>How to Design a Socratic Seminar video by John Spencer</p> <p>Presentations, Activities, and Graphic Organizers:</p> <p>Socratic Seminar Preparation Sheet</p> <ul style="list-style-type: none"> • .pdf version • .docx version