

UNIT OVERVIEW

Unit Length	4 days (88-minute block schedule)
Grade Level(s)/Course(s)	11th grade US history / 12th grade US government
Unit Overview	<p>In this unit, students explore their origin stories and discover how their personal and family histories are a part of a larger community and national history.</p> <p>This unit begins with an exploration of personal culture and identity. Leveraging <i>Born on the Water</i> as an anchor text and an example of an origin story, students embark on an investigation of their own origin stories through reflection, interview/oral histories, and family discussions while learning about their peers’ identities and histories, thereby building classroom community.</p> <p>Students also study a variety of primary and secondary sources (charts, maps, photos, documents, etc.) about Long Beach on the themes of education, student agency and activism, migration, power, economy, and environment to develop an understanding and context for their local community. The study culminates in students working together to develop museum artifacts (storyboard or script, infographic, and/or one-page reflection) that answer the questions:</p> <ul style="list-style-type: none"> <li>● <i>What does it mean to be a Long Beacher?</i></li> <li>● <i>How does this story and our community connect to what it means to be an American?</i></li> </ul> <p>The individual artifacts will belong to a class exhibit, “The Museum of Untold Stories of Long Beach.”</p> <p>Designed as an introduction for a US History or US Government course, students will analyze how their family’s history informs a larger historical narrative and how their connection to the local community connects to a larger, national identity.</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> <li>● What is Culture? What does culture mean to me?</li> <li>● How does <i>Born on the Water</i> and the cultural bag activity help me understand Long Beach's history and my individual story?</li> <li>● How do I understand Long Beach's history?</li> <li>● How do I understand my origin story in Long Beach history?</li> <li>● How do my story and our community connect to what it means to be an American?</li> </ul>
Objectives & Outcomes	Students will...

	<ul style="list-style-type: none"> <li>• Articulate their identity and reflect on their personal culture</li> <li>• Read, discuss and analyze a variety of sources</li> <li>• Engage in contextual learning about their own lives, the history of their community, and their relationship to US history</li> <li>• Synthesize and interpret information collaboratively to develop a representation of their place in history</li> </ul>
Standards	<p><a href="#">History-Social Science Content Standards for California</a></p> <p><a href="#">United States History 11th grade:</a> 11.11: Students analyze the major social problems and domestic policy issues in contemporary American society.</p> <p><a href="#">Government 12th grade:</a> 12.7: Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</p> <p>12.10: Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.</p> <p><a href="#">Common Core Standards:</a> <b>Key Ideas and Details</b> CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>Integration of Knowledge and Ideas</b> CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>Research to Build and Present Knowledge</b> CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple</p>

	<p>sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Facilitation Resources</p>	<p><b>1619 resources</b></p> <p><a href="#">Born on the Water by Nikole Hannah-Jones, Renée Watson, Nikkolos Smith</a></p> <p><a href="#">“The Fight for True Democracy,” from “1619,” a podcast by <i>The New York Times</i></a></p> <p><a href="#">Comprehension Questions for Born on the Water graphic organizer from “The Skin I’m In is Not a Weapon,” by the Claremont Comets, part of the 2021 cohort of <i>The 1619 Project</i> Education Network</a></p> <p><a href="#">“Born on the Water’ gives Black children in America their origin story,” by Jason Fuller for <i>National Public Radio</i></a></p> <p><a href="#">The 1619 Project Born on the Water READ ALOUD Book by Nikole Hannah-Jones &amp; Renee Watson</a>, Reading Rocket</p> <p><b>Teacher-created resources</b></p> <p>LBUSD_UCI_1619 Slide deck (days 1 - 4) <i>with directions, resources and student work samples</i> [<a href="#">.pdf</a>][<a href="#">pptx</a>]</p> <p>Long Beach Station Activity [<a href="#">.pdf</a>][<a href="#">.docx</a>]</p> <p>Day 2: Born on the Water book discussion and oral history [<a href="#">.docx</a>][<a href="#">.pdf</a>]</p> <p>Long Beach Origin Story Interview Assignment [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p> <p><b>Additional resources</b></p> <p><a href="#">Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy</a> by Dr. Gholdy, Muhammad</p> <p><a href="#">Preserving Family Stories from the Library of Congress American Folklife Center</a></p>

	<p><a href="#">"Oral History and Social History." from the Library of Congress</a></p>
<p>Performance Task(s)</p>	<p>In small groups, students create a class exhibit entitled <i>Untold Stories of Long Beach</i> [<a href="#">.pdf</a>][<a href="#">.docx</a>] to demonstrate their learning about history, identity and community. Students will leverage themes and ideas introduced by the range of primary and secondary sources as well as the unit’s anchor text, <i>Born on the Water</i>.</p> <p>Small groups collect at least four artifacts on a chosen theme. Students can select from the following presentations of knowledge.</p> <ul style="list-style-type: none"> <li>● Storyboard and script for a play/Vblog/podcast</li> <li>● Infographic</li> <li>● One-page reflection</li> </ul> <p>Students will also discuss and provide their responses to the essential questions:</p> <ul style="list-style-type: none"> <li>● How are these artifacts reflective of me?</li> <li>● How is my history reflected in the curated artifacts?</li> <li>● What does it mean to be a Long Beacher, and how do I fit into this larger community?</li> <li>● How do the sources explored in this unit help us understand Long Beach's history and your story/place in it?</li> <li>● How can I positively impact my community? How do my story and our community connect to what it means to be an American?</li> </ul>
<p>Assessment/Evaluation</p>	<p>A rubric [<a href="#">.pdf</a>][<a href="#">.docx</a>] is used to assess the summative performance task</p>

DAILY LESSONS AND RESOURCES

Day 1: Culture Bag

Lesson Objectives & Essential Questions
<p><u>Essential Questions:</u>                  What is culture?                  What does culture mean to you?</p> <p><u>Objectives</u>                  Students will...</p> <ul style="list-style-type: none"> <li>● Discern what cultural artifacts they decide to share with others and what they keep hidden</li> <li>● Discuss aspects of shared culture and stereotypes and identity through their created cultural bags</li> </ul>
Lesson Materials & Resources
<p>LBUSD_UCI_1619 Slide Deck (slides 1-26) [<a href="#">.pdf</a>][<a href="#">pptx</a>]  <i>Teacher guiding slides 3-10</i>  <i>Student Samples slides 11-26</i></p> <p><a href="#">Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy by Dr. Gholdy, Muhammad</a></p>
Lesson Activities
<p><i>**Educator note: Slides 1-10 include all directions and guiding questions to lead the lesson steps and activities.</i></p> <p><u>Warm-up:</u>                  Students think, write and share their response to the prompt: What does culture mean to you?</p> <p><u>Cultural Bag and Discussion:</u></p> <ol style="list-style-type: none"> <li>1. Facilitate a discussion about the difference between stereotypes and culture.</li> <li>2. Introduce the culture bag activity to students. Students should create a visual representation of their own culture as a way to reflect their identities. Have them consider what elements of their identities are <i>seen</i> and what elements are <i>unseen</i>.                         <ol style="list-style-type: none"> <li>a. Students should use the template from slide 7 to create their own culture bag:                                 <ul style="list-style-type: none"> <li>● For the outside of the bag, students copy and paste pictures, symbols or words representing how most people see them (stereotypes).</li> <li>● On the inside of the bag, students copy and paste pictures, symbols, and words representing what people don't see in them—what's on the inside (culture and identity).</li> <li>● In the speaker notes, students write a few sentences describing their cultural bag.</li> </ul> </li> </ol> </li> <li>3. Students use the following questions to reflect on their identities and cultures:</li> </ol>

- Who are you? Students should consider who they are inside and how they identify.
- Who do others say you are? Students should how others perceive them.
- What traditions are represented in your cultural bag? Where do the ideas of your identity come from?
- What parts of our identity do we choose? What parts are chosen for us by others or by society?

4. Facilitate a whole class discussion and reflection using discussion questions from slide 10.

*\*\*Educator note: Students need opportunities in literacy education to explore multiple facets of self-identity and to learn about the identities (including cultural identities) of others who are different than them. Historically Responsive Literacy pg. 49, (Muhammad, 2020)*

Day 2: Born on the Water & Oral History

Lesson Objectives & Essential Questions

Essential Questions:

How do *Born on the Water* and the cultural bag activity help you understand Long Beach's history and your individual story?

Objectives:

Students will...

- Read and discuss *Born on the Water* using guided discussion questions
- Develop questions and conduct an interview to learn the origin story of a family or community member

Lesson Materials & Resources

LBUSD\_UCI\_1619 Slide Deck (slides 28-29) [[.pdf](#)][[pptx](#)]

Student Samples - *Born on the Water* book discussion and oral history [[.docx](#)][[.pdf](#)]

Long Beach Origin Story Interview Assignment [[.pdf](#)] [[.docx](#)]

**Resources for *Born on the Water***

[“The 1619 Project Books: Resource Guides from Penguin Random House,” the Pulitzer Center for Crisis Reporting](#)

[Comprehension Questions for \*Born on the Water\* graphic organizer from “The Skin I’m In is Not a Weapon,” by the Claremont Comets, part of the 2021 cohort of \*The 1619 Project\* Education Network](#)

[“‘Born on the Water’ gives Black children in America their origin story,” by Jason Fuller for \*National Public Radio\*](#)

[Born on the Water by Nikole Hannah-Jones, Renée Watson, Nikkolas Smith](#)

[The 1619 Project Born on the Water READ ALOUD Book by Nikole Hannah-Jones & Renee Watson, Reading Rocket](#)

**Resources for Oral History**

[Preserving Family Stories from the Library of Congress American Folklife Center](#)

["Oral History and Social History," from the Library of Congress](#)

Lesson Activities

*\*\*Educator note: Slides 27-29 include all directions and guiding questions to lead the lesson steps and activities.*

Warm-up:

Pose a reflective question or share a prompt to drive a warm-up activity reflecting yesterday's lesson.  
Example: *Think of one of the items in your cultural bag and write a paragraph tracing its origin.*

### Born on the Water:

As a class, read, view and listen to [The 1619 Project Born on the Water READ ALOUD Book by Nikole Hannah-Jones & Renee Watson](#) (15:08)

1. Review the background information listed in the details of the video “A young student receives a family tree assignment in school, but she can only trace back three generations. Her grandma gathers the whole family, and the student learns that 400 years ago, in 1619, their ancestors were stolen and brought to America by white slave traders, but before that, they had a home, a land, and a language. The young student learns how the people said to be ‘born on the water’ survived. With powerful verse and striking illustrations by Nikkolas Smith, *Born on the Water* provides a pathway for readers of all ages to reflect on the origins of American identity.”
2. Discussion: Students can answer the comprehension questions individually, with a partner, in small collaborative group or as a whole class.
  - The author says, “our people were born on the water.” What does she mean by that? (pgs. 2-3)
  - Describe life in the Kingdom of Ndongo. (pgs. 9-10)
  - What do you think the author means in this sentence, “ours is no immigration story”? (pgs. 11-12)
  - How have the illustrations changed? (pgs. 13-16)
  - How would you describe the mood of page 16? Why?
  - Here’s that line again: “We were born on the water. We come from the people who refused to die.” What do you think it means now? (pg. 20)
  - What do you think kept the enslaved people going? (pg. 26)
  - Do you recognize any people on page 34? Who?
  - What theme represents this book? Any final thoughts

### Oral History

1. Preserving Family Stories: Lead a discussion about how the theme of *Born on the Water* relates to students’ identity and origin stories. Students in the class will formulate questions laying the groundwork for the oral history interview homework assignment: Students will ask a family or community member about their origin story and how they became part of the Long Beach community.
2. Introduce the Long Beach Origin Story Interview Assignment [[.pdf](#)] [[.docx](#)]. Students should complete this for homework.
3. Review at least one of the student samples from the slide deck or the Student Samples - *Born on the Water* book discussion and oral history.

Day 3: Long Beach Community History

Lesson Objectives & Essential Questions

Essential Questions:

How do I understand Long Beach history?

How do I understand my origin story in Long Beach history?

Objectives:

Students will...

- Analyze primary and secondary sources about Long Beach that explore the themes of education, student agency and activism, migration, power, economy and environment

Lesson Materials & Resources

Long Beach Station Activity [[.pdf](#)][[.docx](#)]

LBUSD\_UCI\_1619 Slide Deck [[.pdf](#)][[.pptx](#)]

Lesson Activities

*\*\*Educator note: Use slides 30-48 from the LBUSD\_UCI\_1619 Slide Deck if you want to project the sources from the station activity*

Warm-up:

1. Remind students that they have been examining their origin stories with their culture bag, oral history interview, and *Born on the Water*. Now, they are going to look at the history of the city they live in and see where their origin story and personal history fits in Long Beach's history.
2. Pose a short reflection question: *Where is a place in Long Beach that you feel connected to as part of your origin story?*

Long Beach Station Activity:

1. Share Long Beach Station Activity [[.pdf](#)][[.docx](#)] and assign student groups to review all three sources in one of the following themes:
  - Education and student activism/agency,
  - Migration
  - Power
  - Economy/environment
2. Instruct groups to analyze each source in their theme using these four essential questions:
  - How does this source help you understand Long Beach's history?
  - How does this source help you understand your origin story and/or your place in Long Beach history?
  - Who is represented in the source?
  - What additional questions do you have about this source? What information is left out?

## Untold Stories of Long Beach

Unit/Project by Educators LBUSD/UCI Teacher Academy

part of the 2023 cohort of *The 1619 Project* Education Network

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Students will discuss their findings with their group, and take notes based on their discussion

### Exit Ticket:

On post-its, have students write one connection between their personal history and Long Beach's history and one additional question they had after reading the sources.

*\*\*Educator note: Preview the post-its in preparation for the next lesson. Students will use the information they learned from the Long Beach sources to help them with their museum exhibit.*

Day 4: Uplifting Our Story

Lesson Objectives & Essential Questions

Essential Question:

How do my story and our community connect to what it means to be an American?

Objectives:

Students will

- Synthesize their learning about identity, culture, origin, and history
- Develop a museum artifact for a class exhibit
- Capture their learning in a one-page reflection

Lesson Materials & Resources

LBUSD\_UCI\_1619 Slide Deck [[.pdf](#)][[.pptx](#)]

Long Beach Station Activity [[.pdf](#)][[.docx](#)]

Untold Stories of Long Beach Performance Task [[.pdf](#)][[.docx](#)]

[The 1619 Project Born on the Water READ ALOUD Book by Nikole Hannah-Jones & Renee Watson](#),  
Reading Rocket

Excerpts from [“The Fight for True Democracy,”](#) from “1619,” a podcast by *The New York Times*

Chromebook/Computer

Lesson Activities

**\*\*Educator note: Use slides 49 - 53 to introduce the performance task in this lesson**

Untold Stories of Long Beach Performance Task:

Use the slide deck and the Untold Stories of Long Beach Performance Task handout [[.pdf](#)][[.docx](#)] to introduce the performance task to students.

1. Review a summary of the performance task. Students in groups of three or four choose a theme from the unit and curate at least 4 artifacts (historical or personal) to include in the museum exhibit.
  - a. Review the range of themes explored in the unit.
  - b. Describe different artifact options and share the requirements of each exhibit.
2. Share and review the rubric and discuss the outcomes of the assignment.
3. Review the elements of a title card for each artifact.
4. Share the following analysis questions each small group must complete:
  - How are these artifacts reflective of me? How is my history reflected in the curated artifacts?
  - What does it mean to be a Long Beacher, and how do I fit into this larger community?

- How do the sources explored in this unit help us understand Long Beach's history and your story/place in it?
- How can I positively impact my community?
- How do my story and our community connect to what it means to be an American?

Student work time:

Hold time for students to work in their small groups to choose their themes, gather and create their four artifacts, write their title cards, and answer the reflection questions.

Closing Discussion:

After creating their museum exhibit, students will peruse the class museum *Untold Stories of Long Beach* and discuss the question: How does our class museum support or contest the American motto of *E pluribus unum* (Latin for "Out of many, one")?