

UNIT OVERVIEW

Unit Length	Two Weeks or 10 80-minute class periods
Grade Level(s)	Grades 10 & 11
Community Partners & Stakeholders	<ul style="list-style-type: none"> <li>● Trenton Central High School alumnus (three individuals)</li> <li>● Local TCNJ college students (4 individuals)</li> <li>● Interviewees (elder members of the local community)</li> </ul>
Unit Overview	<p><b>Restoring self through interviews:</b></p> <p>The purpose of the unit plan is to collaborate with students on designing critical inquiry into underreported and untold histories in their schools, communities, and families or personal lives. Through sustained dialogue, reflection, critical analysis and archival research students will collectively engage with mentor texts from <i>The 1619 Project</i> and design opportunities for critical reflection and inquiry on histories and present day movements on the topics of race/racism, immigration, and liberation in their own lives.</p> <p>Students are given a space to share their own stories as well as the stories of their families and communities. This unit takes place as part of a longer discussion on identity and community wealth that occurs in the electives for juniors and seniors at Trenton High.</p> <p>Students examine podcast episodes and other resources from <i>The 1619 Project</i> to spark discussions about underreported stories in our own community of Trenton. So much of what people hear about Trenton is either negative or rooted in past communities that have since moved out of Trenton, such as the Italian-American community in the Chambersburg section of the city. We invite our students to share their stories and the stories of their families and communities in order to paint a more nuanced, desire-based, comprehensive picture of the city of Trenton.</p> <p>During the first week of the unit, students will examine materials from <i>The 1619 Project</i> and discuss the importance of sharing underreported stories and histories. They will be interrogating the themes of self identity and place through the idea of Freedom Dreaming and by looking at the symbols of freedom in the United States, mainly the national flag. They will consider the ethnoracial and linguistic diversity of the United States, and of their home community specifically, in preparation for their work with college age mentors to interview local community members. During the second week of the</p>

	<p>unit, students will work on interviewing local community members and recording those oral community histories. By creating and sharing their own histories, students will develop their skills in writing, communicating, and presenting information.</p>
<p>Objectives &amp; Outcomes</p>	<ol style="list-style-type: none"> <li>1. Students will be able to analyze the central ideas and purpose of a text.</li> <li>2. Students will be able to conduct research and evaluate sources.</li> <li>3. Students will be able to engage in small group and whole group discussions about the legacies of enslaved people in local and national U.S. history.</li> <li>4. Students will be able to produce narrative and/or informative podcasts to highlight and illustrate local history and stories.</li> <li>5. Students will be able to revise and edit their work for clarity and creativity.</li> </ol>
<p>Standards</p>	<p><a href="#">CCSS.ELA-LITERACY.RI.11-12.1</a>. Accurately cite strong and thorough textual evidence,(e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><a href="#">CCSS.ELA-LITERACY.RI.11-12.2</a>. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.4</a>. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.5</a>. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.11-12.1</a>. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.11-12.3</a>. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.11-12.4</a>. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>

	<p><a href="#">CCSS.ELA-LITERACY.SL.11-12.5</a>. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Unit Resources</p>	<ul style="list-style-type: none"> <li>● <a href="#">The 1619 Project Podcast</a></li> <li>● <a href="#">“The Idea of America” by Nikole Hannah-Jones from “The 1619 Project”</a></li> <li>● <a href="#">The Puerto Rican History Project</a></li> <li>● <a href="#">The Burg to the Barrio (Film)</a></li> <li>● <a href="#">Speech: “What to the Slave is the Fourth of July” by Fredrick Douglass</a></li> <li>● <a href="#">Queer Newark Oral History Project</a></li> <li>● <a href="#">Knight Lab Story Map</a></li> <li>● <a href="#">StoryCorps Great Listen Interview Guide</a></li> <li>● <a href="#">“6 Tips For Better Podcast Interviews,” Pattern of Purpose</a></li> <li>● <a href="#">Troublemaker Teach In Podcast Series</a></li> </ul>
<p>Performance Task</p>	<p>The culminating project for this unit is a student-created oral history project. The students will explore local and archival materials that were created using the oral history method (e.g. Puerto Rican History Project) and explore underreported stories in their own communities, families or personal lives. They will then use this information and their unit product guidance to create their final project.</p>
<p>Assessment/ Evaluation</p>	<ul style="list-style-type: none"> <li>● Unit Product Guidance [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> <li>● <a href="#">Oral History Rubric</a></li> <li>● Student Survey (or another student feedback structure for the classroom teachers and project mentors)</li> </ul>

UNIT PACING/DAILY LESSONS

Pacing	Focus text(s) / resource(s)	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 1</i> The 1619 Project Podcast Analysis				
<i>Prewrite/Prior Knowledge: Students brought an understanding of multiple close reading strategies into this project as a result of the classroom instruction that had already taken place in the school year. They had also engaged in close reading of other texts with themes related to “The Idea of America” including the lyrics of the National Anthem and Fredrick Douglass’ <a href="#">“What to the Slave is the Fourth of July?”</a></i>				
Day 1	<a href="#">“The Idea of America” by Nikole Hannah-Jones from “The 1619 Project”</a>	SWBAT determine an author’s purpose by reading “The Idea of America” by Nikole Hannah-Jones from “The 1619 Project.”  Focus Questions: <ul style="list-style-type: none"> <li>• What is the purpose of <i>The 1619 Project</i>?</li> <li>• How is <i>The 1619 Project</i> relevant to our experiences in Trenton?</li> </ul>	<ol style="list-style-type: none"> <li>1. Review Troublemaker Project History and Storytelling archives (Introductory Slides and Teach In Podcast Series)</li> <li>2. Introductions to Mentors</li> <li>3. Discuss in break out rooms with mentors:               <ol style="list-style-type: none"> <li>a. What values do you think the American flag represents?</li> <li>b. Do you think the values apply equally to all people?</li> </ol> </li> <li>4. Whole Group Discussion Questions               <ol style="list-style-type: none"> <li>a. What is <i>The 1619 Project</i>?</li> <li>b. How did African Americans’ fight for equality support the ideals of American democracy?</li> <li>c. Is the American ideal of “all men are created equal” true today?</li> </ol> </li> </ol>	<i>The 1619 Project</i> Print Materials ( <a href="#">or NYT Magazine interactive site</a> )  <a href="#">Troublemaker Teach In Podcast Series</a>
Days 2-3	<a href="#">“The Idea of America” by Nikole Hannah-Jones from “The 1619 Project”</a>	SWBAT determine an author’s purpose by reading “The Idea of America” by Nikole Hannah-Jones from “The 1619 Project.”	<ol style="list-style-type: none"> <li>1. Warm Up: Vocabulary Activity for “The Idea of America”:               <ol style="list-style-type: none"> <li>a. As students do an initial read of “The Idea of America” have them to compile a list of terms they are unfamiliar with from the essay</li> </ol> </li> </ol>	Student Copies of “The Idea of America”  Student Note Taking and Annotation Tools

	<p><a href="#">The Fight for a True Democracy</a></p>	<p>Focus Questions:</p> <ul style="list-style-type: none"> <li>• What is the purpose of <i>The 1619 Project</i>?</li> <li>• How is <i>The 1619 Project</i> relevant to our experiences in Trenton?</li> </ul>	<ol style="list-style-type: none"> <li>b. Once students have finished compiling their list, instruct students to work together to define each word for the creation of a class glossary</li> <li>2. As a class, listen to Podcast Episode 1, The Fight for a True Democracy, and have students complete the questions on Pulitzer Center’s 1619 Podcast Listening Guides</li> <li>3. After listening to the podcast episode together, revisit the glossary of vocabulary words so students can expand their definitions for any words that came up in the podcast and to add any new vocabulary they identified while listening</li> </ol>	<p><a href="#">The 1619 Project Podcasts</a></p> <p><a href="#">1619 Podcast Listening Guide</a></p>
<p>Day 4</p>	<p><a href="#">Excerpts from “The Idea of America” by Nikole Hannah-Jones from “The 1619 Project”</a></p>	<p>SWBAT determine an author’s purpose by reading “The Idea of America” by Nikole Hannah-Jones from “The 1619 Project.”</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> <li>• What is the purpose of <i>The 1619 Project</i>?</li> <li>• How is <i>The 1619 Project</i> relevant to our experiences in Trenton?</li> </ul>	<ol style="list-style-type: none"> <li>1. Students use the Class Glossary from the previous day to re-read the selected excerpt from “The Idea of America” by Nikole Hannah-Jones             <ol style="list-style-type: none"> <li>a. Students take notes on the reading</li> <li>b. While reading, recap main ideas between paragraphs.</li> <li>c. Students can also incorporate Frederick Douglass’s <a href="#">“What, to the Slave, is the Fourth of July.”</a> as we have previously read an excerpt and discussed this piece in class.</li> </ol> </li> <li>2. Class Discussion:             <ol style="list-style-type: none"> <li>a. Why do you think Hannah-Jones thought the American flag didn’t really belong to Black people?</li> <li>b. Do you think the ideals of America belong to all Americans equally today?</li> <li>c. Do you think American holidays and symbols mean the same to all Americans?</li> </ol> </li> </ol>	<p><a href="#">Idea of America Excerpt [.pdf]</a></p> <p><a href="#">“What, to the Slave, is the Fourth of July.”</a></p> <p>Student Note Taking and Annotation Tools</p> <p>Small Group Questions</p>

Day 5	Unit Product Guidance [ <a href="#">.pdf</a> ] [ <a href="#">.docx</a> ]  <a href="#">Oral History Rubric</a>	SWBAT use previously discussed resources (The 1619 Podcast, Troublemakers Teach In Series, etc) as models for their own podcasts.	1. Students will begin brainstorming and planning their podcasts.	Unit Product Guidance [ <a href="#">.pdf</a> ] [ <a href="#">.docx</a> ]  <a href="#">Oral History Rubric</a>
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Pacing	Focus text(s) / resource(s)	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 2</i> Oral History Examples and Method				
Day 1-2	<a href="#">Puerto Rico Oral History Project</a>  <a href="#">Queer Newark Oral History Project</a>	SWBAT use previously discussed resources as models for their podcasts.	<ol style="list-style-type: none"> <li>1. Introduce students to the Puerto Rican Oral History Project from Trentoniana as a model for oral histories.</li> <li>2. Timed Student Exploration: Queer Newark Oral History Project</li> <li>3. Timed Student Exploration: Knight Lab Story Map</li> <li>4. Oral History Training                             <ol style="list-style-type: none"> <li>a. Introduce students to StoryCorps and their “great listen” question guide</li> <li>b. Invite students to identify family or community members they may want to interview</li> </ol> </li> </ol>	<a href="#">Puerto Rico Oral History Project</a>  <a href="#">Queer Newark Oral History Project</a>  <a href="#">Knight Lab Story Map</a>
Days 3-4	<a href="#">StoryCorps Great Listen Interview Guide</a>  <a href="#">Pattern of Purpose Tips for Better Podcast Interview</a>  Unit Product Guidance [.pdf] [.docx]  <a href="#">Oral History Rubric</a>	Students will record, edit, and finalize their podcasts.	<ol style="list-style-type: none"> <li>1. Class Discussion: Read                             <ol style="list-style-type: none"> <li>a. What trends do we see in the many examples of podcasts and oral history projects we have reviewed?</li> <li>b. What issues do you most want to highlight in your interview?</li> <li>c. Who are you most excited to interview for your project? Why?</li> </ol> </li> <li>2. Class Read of the StoryCorps Listen Interview Guide, the Pattern of Purpose Interview Guide, and the Unit Plan Product Guide/Rubric followed by an open discussion:                             <ol style="list-style-type: none"> <li>a. What questions do you have about</li> </ol> </li> </ol>	<a href="#">StoryCorps Great Listen Interview Guide</a>  <a href="#">“6 Tips For Better Podcast Interviews.” Pattern of Purpose</a>  Podcast Recording Software <ul style="list-style-type: none"> <li>○ Soundtrap</li> <li>○ Anchor.fm</li> </ul>

			<p>creating your own recorded history project?</p> <p>b. What technical tools can we use to provide the best interviews possible?</p> <ol style="list-style-type: none"> <li>3. Students work with mentors to crafting their interviews (reshaping StoryCorps questions as necessary or adding their own questions)</li> <li>4. Students conduct interviews with family and community members</li> <li>5. Students utilize podcast software to upload interviews and add transcripts, show notes, etc.</li> </ol>	
Day 5	<p>Unit Product Guidance [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p> <p><a href="#">Oral History Rubric</a></p>	<p>SWBAT derive examples of stories, interview techniques, and interpersonal skills e.g. empathy in one another's podcast episodes.</p>	<ol style="list-style-type: none"> <li>1. Presentation Day! Students share their podcasts with their classmates (and with the larger school community if possible)</li> <li>2. Students offer affirmation and peer feedback on one another's projects</li> </ol>	<p>Unit Product Guidance [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p> <p><a href="#">Oral History Rubric</a></p>