

**UNIT OVERVIEW**

Unit Length	17 Lessons designed for 55-Minute Class Periods
Grade Level(s)/Subject(s)	11th and 12th Grade English Language Arts
Unit Overview	<p>In this unit, students will explore the meaning of America and how the contributions of Black Americans have helped build this country and shape American culture.</p> <p>Students will read and analyze Nikole Hannah Jones’ “The Idea of America,” photographs and images from the Pulitzer Award-winning <i>1619 Project</i>, as well as Childish Gambino’s music video “This Is America” to examine the contributions of Black people to American society and understand how the enslavement of Black people has impacted and shaped American institutions and culture. Through Socratic seminars and writing tasks, students will engage with each piece to analyze how the creators make specific craft choices to convey a message about a particular topic and/or theme.</p> <p>Students will complete the unit by creating their own personal essay in which they explore their own relationship with America, its history, and flag. Students will research how their communities have historically contributed to American society. They will incorporate their own historical illusions, such as Hannah-Jones’s, to highlight how Black people have contributed to America.</p>
Objectives & Outcomes	<ul style="list-style-type: none"> <li>● Students will analyze how writers and artists make deliberate craft choices in order to convey a message about a specific topic and/or theme.</li> <li>● Students will create a personal argument in which they explore the meaning of America, its flag, and their relationship to each.</li> <li>● Students will research and explain how parts of their identity and culture have contributed to historical and contemporary American society.</li> <li>● Students will engage in Socratic Seminars where they will clearly explain their ideas and expand their understanding of Black people’s contributions to America.</li> <li>● Students will understand how the enslavement of Africans in America was the impetus of capitalism and produced profound wealth and power for the United States.</li> </ul>
Standards	<p><b>Common Core Standards (ELA):</b>  <a href="#">CCSS.ELA-LITERACY.RI.11-12.6</a></p>

	<p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.2</a> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>Unit Resources</p>	<p><b><i>Resources from The 1619 Project</i></b> <a href="#">Print Broadsheet</a> <a href="#">“The Idea of America” by Nikole Hannah-Jones</a></p> <p><b><i>Resources from The Pulitzer Center</i></b> Images from <i>The 1619 Project</i> <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p> <p><b><i>Music Videos</i></b> <a href="#">“This Is America” by Childish Gambino</a></p> <p><b><i>Images</i></b> Images of American Flags <a href="#">Titus Kaphar “Beyond The Myth Of Benevolence” (2014 painting)</a></p>
<p>Performance Tasks</p>	<p><b><i>Formative Tasks</i></b> Through these tasks, students analyze other essays, songs, and pieces of art to understand how artists use rhetorical techniques to convey an overall argument or meaning.</p> <ul style="list-style-type: none"> <li>● Rhetorical Analysis Paragraph</li> <li>● PAPA square</li> <li>● Socratic Seminar</li> </ul> <p><b><i>Culminating Task</i></b> In the culminating task, students move from evaluating other writing to creating original works. They will utilize the essays, songs, and artworks from the unit as mentor texts for developing an essay that centers their own perspective of America.</p> <ul style="list-style-type: none"> <li>● My Idea of America: A personal essay in which students express what America means to them and what they see as their community’s contributions to American society.</li> </ul>
<p>Assessment/Evaluation</p>	<p>Rhetorical Analysis Paragraph Rubric <a href="#">[.pdf]</a> <a href="#">[.docx]</a> My Idea Of America Personal Essay Rubric <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>

## DAILY LESSONS AND RESOURCES

### Day 1

<b>Lesson Objective</b>
Students will understand the contributions of Black Americans by analyzing photographs from <i>The 1619 Project</i> and making personal connections.
<b>Lesson Materials &amp; Resources</b>
<ul style="list-style-type: none"> <li>→ Images 1, 4, 9, 12-13, 15, 26-27, 30 and 54 from <i>The 1619 Project</i> <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> <li>→ Image found on page 8 of the <a href="#">Print Broadsheet</a></li> </ul>
<b>Lesson Activities</b>
<ol style="list-style-type: none"> <li>1. Students will begin by writing independently and responding to the following questions:             <ol style="list-style-type: none"> <li>a. What does liberty mean to you? You may look up the actual definition and record it and then explain your personal connection to the meaning of the word.</li> <li>b. What does equality mean to you? You may look up the actual definition and record it and then explain your personal connection to the meaning of the word.</li> </ol> </li> <li>2. Students will turn and talk to share their response with their elbow partner. After students have shared, ask students to think about what was similar and different about their definitions.</li> <li>3. Introduce the unit by explaining to students that we are beginning a new unit based on <i>The 1619 Project</i>. Share the image of the cover from <a href="#">The New York Times Magazine</a> and have students read the caption. Have students respond to the quote using a Peardeck slideshow question: Share one word, phrase, or sentence to explain what this caption and image makes you feel or think about.</li> <li>4. Review today’s gallery walk activity. Students will work in pairs or independently and view various images from <i>The 1619 Project</i> <a href="#">[.pdf]</a> <a href="#">[.docx]</a>. You may decide to post the images around the room on charts or use an online app to display the images such as Jamboard or Peardeck. Have students view each image and respond to the corresponding questions:             <ol style="list-style-type: none"> <li>a. Image 4:                 <ol style="list-style-type: none"> <li>i. What does this quote mean? Paraphrase it.</li> <li>ii. How does this quote make you feel? How does this quote connect to you? What about this quote do you agree with? What do you disagree with?</li> </ol> </li> <li>b. Image 9:                 <ol style="list-style-type: none"> <li>i. What is most prominent in this photo? Why do you think your attention was drawn to this part of the photo?</li> <li>ii. Why is this moment that was captured so important to America?</li> </ol> </li> <li>c. Images 12, 13, &amp; 15:                 <ol style="list-style-type: none"> <li>i. What do you see in each photo? How are the photos related to each other? (Students might need guidance in connecting Wall Street, the stock market, capitalism, etc. to slavery and how the enslavement of Black people was the impetus for America’s great</li> </ol> </li> </ol> </li> </ol>

- wealth.)
  - ii. How has the wealth created from this era impact America today?
  - d. Images 26, 27, & 30:
    - i. What does the quote mean? Paraphrase it.
    - ii. When you look at the poster of Black artists, what does it make you think or feel?
  - e. Image 54 ([page 8 in broadsheet](#))
    - i. Why is this basket important?
    - ii. What does it make you think about or feel?
5. Once students have had enough time to view each image and record their thoughts and feelings they will return to their seats and write a paragraph response:
- a. Exit ticket: How do the photographs and images you viewed today show the contributions that Black people have made to American society? Why is it important that we acknowledge the contributions of Black people in America?

Day 2

Lesson Objective
Students analyze the song “This Is America” and identify juxtaposed imagery used in the text.
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>→ <a href="#">“This Is America” by Childish Gambino Lyrics</a></li> <li>→ <a href="#">“This Is America” by Childish Gambino Music Video</a></li> </ul>
Lesson Activities
<p><b>Round 1:</b> Students will watch the video and jot down images that most stand out to them. Here are some examples of images seen in the video:</p> <ul style="list-style-type: none"> <li>● Exaggerated dancing</li> <li>● Disturbing faces</li> <li>● Kids dancing</li> <li>● Choir singing</li> <li>● Gun</li> <li>● Joint</li> <li>● Cars</li> </ul> <p>Turn &amp; Talk: Students discuss the symbol that most stood out to them and why. Call on students to share out and chart the symbols most students found interesting. For the next round, students focus on the top two symbols shared to find meaning.</p> <p><b>Round 2:</b> Using a different color pen or post-it note, students analyze two images for a message. Students re-watch the video and take notes. Then in groups of two, they develop a one-sentence message to share with the class.</p>

Some potential responses:

- Childish Gambino chooses to make weird exaggerated, unsettling, disturbing faces w/ weird dance moves
  - Message: Emphasize the mental trauma that Black people experience and the impact of the cumulative struggles with mental health that they undergo as a result of their daily experiences dealing with racism
- Black kids dance happily in school uniforms with exaggerated smiles while casual violence happens in the background, blurred
  - Message: Violence happens casually in America. Black people are expected to smile and go on with their days and go to school like everything is okay.
- Black choir singing “Get yo money” (repetition)
  - Message: Capitalism is a religion
- Repetition of gun violence: Why does he choose to keep showing these gruesome shootings in the music video?
  - Message: mass shootings and police brutality (cop car and car burning) happen casually in America and we are expected to keep going on with our daily lives
- Childish Gambino’s choice to be shirtless in the music video  
Message: Black people are vulnerable in America, part of their dignity has been stripped away or taken from them

**Round 3:** Students listen and look for shifts in tone—either musically or lyrically. They draw lines between lyrics when a tone shift is evident.

Some potential responses:

- Opening w/ happy dance vibes and joyous tone “we just want to party”
  - Sudden Shift in Tone: Surprising/Shocking
  - Childish Gambino suddenly pulls out a gun and shoots a masked person in a chair straight in the head. The person’s dead body is swiftly carried away from the screen.
    - Message: violence is casual in America. It happens every day in the middle of good and happy times, people carry on their lives as if nothing occurred, and people are replaceable in America
- Setting: Warehouse
  - Shift to silence and close-up shot of Childish Gambino holding his hands like a pretend-gun, takes out a joint, and smokes, shift back to happy tone and dance music , Dance Break on top of cars
  - Final shift to Black, Childish Gambino is running and sweating in the dark, his face is full of fear, almost as if he is fleeing the mob chasing him, running for his life, the music continues
    - Message: Every day, Black people are fighting for their lives in this country, constantly fighting for their lives in a survival mode, which is exhausting, while expected to go on with happy dance music and casual everyday life

**Exit Ticket:** Choose one tonal shift in the text and explain how Gambino uses that shift to convey a message about society.

Day 3

Lesson Objective

SWBAT analyze the rhetoric of “This Is America.” Students will use their notes and exit tickets to create a rhetorical precis after working through some analysis questions in partners, then in groups.

Lesson Materials & Resources

- [“This Is America” by Childish Gambino Lyrics](#)
- [“This Is America” by Childish Gambino Music Video](#)

Lesson Activities

**Warm Up Mini lesson: What is Rhetoric?**

- Review the appeals
  - Ethos: credibility
  - Logos: logic
  - Pathos: emotion

**Partner Work:** Look at the images selected in yesterday’s exit ticket and see what Gambino is appealing to: your emotions? His credibility? Logic? Students should share ideas with the class. Record student responses on the board or chart paper.

**Small Group Work:** In small groups, have students complete a PAPA square. They simply draw a square and label the four sides Purpose, Audience, Persona, and Argument. Inside the square they write the short answer; outside the square, they provide evidence/explanation.

Purpose:

Audience:

Argument:

Persona:

- PAPA review (Purpose, Audience, Persona, Argument)
  - What is Childish Gambino’s persona in this song? How do you know?
  - Who is his audience? How do you know?
  - What is his argument? How do you know?
  - Ultimately, what is the purpose of the text? How do you know?

**Write a Rhetorical Précis:**

- In a rhetorical précis, students write a brief analysis of the content, purpose, and persuasive strategies of a text using the pattern below (from *Reading Rhetorically* by John C. Bean, Virginia A. Chappell, and Alice M. Gillam):
  - Sentence 1: Note the name of the author, the genre and title of the work, and the publication date in parentheses; a rhetorically accurate verb; and a *that* clause containing the major assertion or thesis statement in the work.
  - Sentence 2: An explanation of how the author develops and supports the thesis, usually in chronological order.
  - Sentence 3: A statement of the author’s apparent purpose, followed by an “in order to” phrase.
  - Sentence 4: A description of the intended audience, the relationship the author establishes with the audience, or both.

You can write one too and show it in the final two minutes to allow students to see in real time what it could look like. The following day all students will use the précis to guide their thinking for a rhetorical analysis.

Day 4

Lesson Objective
SWBAT write a rhetorical analysis of “This Is America.”
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>→ <a href="#">“This Is America” by Childish Gambino Lyrics</a></li> <li>→ <a href="#">“This Is America” by Childish Gambino Music Video</a></li> </ul>
Lesson Activities
<p><b>Warm Up:</b> Show students the précis they wrote yesterday and give students 5 minutes to revise.</p> <p><b>Writing the Analysis:</b></p> <p>Prompt: How does Childish Gambino use rhetorical devices to convey an overall message in his song, “This is America”?</p> <ul style="list-style-type: none"> <li>● Brainstorming                     <ul style="list-style-type: none"> <li>○ WHAT: what is the message? Students should solidify the message of the text about society. You can make rounds to check in on solid messages.</li> <li>○ HOW: how does Gambino convey that message? Students should identify that he uses rhetorical devices like repetition, imagery, tonal shift, etc to convey this concept</li> <li>○ WHY: what is the purpose of the message? Students should figure out the purpose of his message. Is it a call to action? Is it to reveal a hidden truth?</li> </ul> </li> <li>● Drafting: Students can take the brainstorm and make the WHAT a claim about the message, choose a rhetorical device for the HOW, and use their WHY to add analysis to support their claim.</li> </ul>

- If students finish early, they can read work aloud with a partner or get in-person feedback from you (the teacher).

*Day 5*

<b>Lesson Objective</b>
SWBAT look at their feedback and revise their rhetorical analysis.
<b>Lesson Materials &amp; Resources</b>
<ul style="list-style-type: none"> <li>→ <a href="#">“This Is America” by Childish Gambino Lyrics</a></li> <li>→ <a href="#">“This Is America” by Childish Gambino Music Video</a></li> <li>→ Mentor rhetorical analysis paragraph of “This Is America” by Childish Gambino</li> <li>→ Revision Checklist &amp; Rhetorical Analysis Paragraph Resource Page <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> <li>→ Teacher created lesson slideshow with exemplary response</li> <li>→ Peer Revision Checklist: Rhetorical Analysis Paragraph <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> </ul>
<b>Lesson Activities</b>
<ol style="list-style-type: none"> <li>1. Have students review their rhetorical analysis paragraph and highlight and annotate the part where they feel they did best and one area where they feel like they need help/feedback. Students should use a writing checklist to guide their reflection. You can post the check-list in your slideshow or provide the Revision Checklist &amp; Rhetorical Analysis Paragraph Resource Page <a href="#">[.pdf]</a> <a href="#">[.docx]</a> for students to reference.</li> <li>2. Once students have identified areas in need of improvement, review an exemplary response. You may use a student's exemplary response or create your own prior to the lesson. Have students silently read the exemplar and annotate the paragraph asking them to make note of the following:             <ol style="list-style-type: none"> <li>a. What did the writer include in the topic sentence? What is the claim they will discuss in this paragraph? Which rhetorical strategy did they choose to analyze in this paragraph?</li> <li>b. How did the writer introduce their evidence? How much evidence did they quote? How much of the evidence was paraphrased?</li> <li>c. What did they discuss to analyze the evidence?</li> <li>d. What verb do they use to help explain the effect of the evidence?</li> <li>e. How does the writer conclude the paragraph?</li> </ol> </li> <li>3. After students have analyzed the exemplary/mentor response, ask students to share how this might be helpful to revise their own paragraph. Then, direct students to the Peer Revision Checklist: Rhetorical Analysis Paragraph <a href="#">[.pdf]</a> <a href="#">[.docx]</a> and have them share their paragraph with a peer to provide feedback and begin their own revisions.</li> <li>4. After students receive feedback from their peers they should begin making revisions to their paragraph and then submit the assignment. Remind students to use the Revision Checklist &amp; Rhetorical Analysis Paragraph Resource Page <a href="#">[.pdf]</a> <a href="#">[.docx]</a> to help revise their writing.</li> </ol>



Day 6

Lesson Objectives
Students will interpret the meaning of Titus Kaphar’s painting “Behind The Myth Of Benevolence.” Students will also anticipate themes of Nikole Hannah-Jones’ “The Idea Of America” by making personal connections and responses to relevant quotes from her essay.
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>→ <a href="#">Titus Kaphar’s painting “Behind The Myth Of Benevolence”</a></li> <li>→ <a href="#">“The Idea of America” by Nikole Hannah-Jones</a></li> </ul>
Lesson Activities
<p><b>Warm Up:</b> Ask students what they know about Thomas Jefferson. Then ask if they know about Sally Hemings. Jot or chart their ideas on the board or chart paper.</p> <p><b>Part 1: Image Study:</b> Add the <a href="#">image</a> of Titus Kaphar’s painting to a slidedeck and project it to the class. Alternatively, you make copies for each student. Give students 2-5 minutes to answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What do you notice?</li> <li>2. Where is the contrast?</li> <li>3. What is the meaning?</li> </ol> <p>Have students compare ideas in pairs. Tell them to be prepared to share ideas specifically about meaning with the entire class.</p> <p><b>Part 2: Chunking:</b> Quadrant the picture on the board and have students note contrasts/meanings for each quadrant. They can work in groups. Assign each of the groups one quadrant to analyze. Give the groups time to complete their analysis. Have each group share their analysis with the class. Once each group has shared out, as a class, develop a discussion that allows everyone to agree on a one-sentence meaning for the picture.</p> <p><b>Part 3: Quote Analysis:</b> After reviewing the meaning of the painting, use a Jamboard to analyze selected quotes from Nikole Hannah-Jones’ essay <a href="#">“The Idea Of America.”</a> Divide students into 4 groups. Assign each group one of the selected quotes. Give each group 5 minutes to analyze the quote for meaning. At the end of that time, have students share out. Then, as an exit ticket, have students anticipate what the essay’s overall meaning might be.</p> <p>Selected Quotes:</p> <ol style="list-style-type: none"> <li>1. So when I was young, that flag outside our home never made sense to me. How could this black man, having seen firsthand the way his country abused black Americans, how it refused to treat us as full citizens, proudly fly its banner? I didn’t understand his patriotism. It deeply embarrassed me.</li> <li>2. The United States is a nation founded on both an ideal and a lie.</li> <li>3. Without the idealistic, strenuous and patriotic efforts of black Americans, our democracy today would most likely look very different – it might not be a democracy at all.</li> </ol>

4. Profits from black people’s stolen labor helped the young nation pay off its war debts and financed some of our most prestigious universities. It was the relentless buying, selling, insuring and financing of their bodies and the products of their labor that made Wall Street a thriving banking, insurance and trading sector and New York City the financial capital of the world.

Day 7

Lesson Objective
SWBAT understand the message of Nikole Hannah Jones’ “The Idea Of America.”
Lesson Materials & Resources
→ Excerpt “The Idea Of America” by Nikole Hannah Jones formatted for gists/annotations <a href="#">[.pdf]</a> <a href="#">[.docx]</a>
Lesson Activities
<ol style="list-style-type: none"> <li>1. Warm Up: have students reflect upon yesterday’s quotes and their understanding of them. Students will take about 3 minutes to independently write a response in the Peardeck slideshow to the following question:             <ol style="list-style-type: none"> <li>a. What is your idea of America?</li> </ol> </li> <li>2. Students turn and talk to share their response to the question.</li> <li>3. Begin reading the excerpt (paragraphs 1-14) from “The Idea of America” <a href="#">[.pdf]</a> <a href="#">[.docx]</a> and model for students how to stop and write the gist of each chunk that you read. Read aloud the first paragraph. Then think aloud, “what is the most important idea being discussed in this paragraph?” Alternatively, ask students, “what is this paragraph about?” Have students write down the gist of the paragraph.</li> <li>4. After writing down the gist, ask students what questions they have about the first paragraph. These questions can be centered on areas where they need more clarity or they are curious about. Model annotating the paragraph for questions and remind students that they will also annotate the text with questions that they have.</li> <li>5. Have students continue to read the rest of the excerpt and write the gist and annotate with questions for each paragraph. Depending on the reading level of the students, you may decide to do small reading groups, partner reading, or independent reading. Circulate to check student comprehension.</li> <li>6. Closing: After students have completed the first reading of the excerpt “The Idea Of America” they will write a response to an exit ticket question posted on Google Classroom using the “Question” option:             <ol style="list-style-type: none"> <li>a. What is Nikole Hannah Jones trying to say about Black Americans and democracy in America?</li> </ol> </li> </ol>

Day 8

Lesson Objective
SWBAT analyze imagery and understand its effect on the overall purpose of the text and the reader.
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>→ Excerpt “The Idea Of America” by Nikole Hannah Jones formatted for gists/annotations <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> <li>→ Copies of the annotated excerpt of the text</li> <li>→ Post-its</li> <li>→ Poster paper or construction paper</li> <li>→ Chart paper</li> <li>→ Markers, crayons, colored pencils</li> </ul>
Lesson Activities
<ol style="list-style-type: none"> <li>1. Warm Up: Post a compelling quote on the slideshow. Have students create a sketch that reflects their interpretation of the quote’s meaning. You may consider using the Peardeck drawing option so students can sketch on their device, or provide each student with a post-it to create their sketch. If using post-its, have students add their sketches to a chart paper at the front of the room.</li> <li>2. Review with students the purpose of imagery in a text. Tell them that imagery is a way to engage the reader and appeals to the 5 senses:             <ol style="list-style-type: none"> <li>a. Vision</li> <li>b. Sound</li> <li>c. Scent</li> <li>d. Touch</li> <li>e. Taste</li> </ol> </li> <li>3. Explain to students that when we analyze imagery used in a text we need to think about how it helps the writer/speaker convey the tone and the overall purpose of the text. Practice analyzing a quote from the text and having students discuss the effects of it.             <ol style="list-style-type: none"> <li>a. <i>Example</i>, “At the edge of our lawn, high on an aluminum pole, soared the flag, which my dad would replace as soon as it showed the slightest tatter.” Read the quote aloud with students and then have students turn and talk to their elbow partner and discuss the following questions:                 <ol style="list-style-type: none"> <li>i. Which sense does this quote appeal to?</li> <li>ii. Why would Nikole Hannah Jones try to appeal to this sense? What does she want the audience to think about or feel?</li> <li>iii. How does this use of imagery develop the overall purpose of the text?</li> </ol> </li> </ol> </li> <li>4. Tell students, “One way to help us analyze imagery in the text is by sketching some of those powerful images and thinking about how it affects the reader and develops the purpose. Today you will work on a poster that will help you analyze the imagery of this text.” Students can work in pairs or groups of 3. Instruct students that their imagery poster must include:</li> </ol>

- a. The powerful example of imagery, quoted from the text.
  - b. A sketch that accurately represents the imagery.
    - i. Think about the senses that the imagery most appeals to and the sketch should highlight that specific sense.
  - c. A caption that describes how the imagery affects the reader and helps to develop the overall purpose of the text.
    - i. Which sense does this quote appeal to?
    - ii. Why would Nikole Hannah Jones try to appeal to this sense? What does she want the audience to think about or feel?
    - iii. How does this use of imagery develop the overall purpose of the text?
5. Closing: Once students have completed their imagery poster conduct a gallery and have them write comments using post-its:
- a. Why is this image compelling to the reader? What does it make them think, feel, or understand?

Day 9

<b>Lesson Objective</b>
Students will analyze how Nikole Hannah Jones develops the purpose of her essay “The Idea Of America.”
<b>Lesson Materials &amp; Resources</b>
<ul style="list-style-type: none"> <li>→ <a href="#">“The Idea of America” by Nikole Hannah-Jones</a></li> <li>→ Chart paper</li> <li>→ Marker</li> </ul>
<b>Lesson Activities</b>
<p><b>Part 1: Warm Up:</b> Bring up a jamboard to show students their thoughts from the day before as a way to start the lesson. Then, students will spend 5-10 minutes reading and annotating the text.</p> <p><b>Part 2: Partner Work:</b> Students will work in pairs to figure out Nikole Hannah-Jones’ overall message. They will prepare to share their answers with the class. As students share their ideas, record them on chart paper.</p> <p><b>Part 3: PAPA Square:</b> In small groups, have students complete a PAPA square. They simply draw a square and label the four sides Purpose, Audience, Persona, and Argument. Inside the square they write the short answer; outside the square, they provide evidence/explanation.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>Purpose:</p> <p>Audience:</p> </div> <div style="text-align: center;"> <p>Argument:</p> </div> </div>

Persona:

- PAPA review (Purpose, Audience, Persona, Argument)
  - What is Jones’ persona in this essay? How do you know? (Think credibility or ethos)
  - Who is her audience? How do you know?
  - What is her argument? How do you know
  - Ultimately, what is the purpose of the text? How do you know?

**Part 4: Exit Ticket:** How does Nikole Hannah Jones use rhetorical strategies to convey an overall message in her essay? Be prepared to share ideas tomorrow in a Socratic Seminar.

Day 10

Lesson Objective

Students will engage in a Socratic Seminar to discuss the message of Nikole Hannah Jones’ essay “The Idea of America.”

Lesson Materials & Resources

- [“The Idea of America” by Nikole Hannah-Jones](#)
- Notes from Previous Class Periods

Lesson Activities

**Part 1: Warm Up:** Review class norms for Socratic Seminars with students.

- Eye contact
- Speak loudly enough for everyone to hear
- Build on each other’s ideas
- Use transition words to move to new ideas or take a moment to crystalize an idea the group has come to
- One mic
- Step up, Step back

**Part 2: Socratic Seminar (20-30 minutes):** Students move their desks into a circle and discuss their analysis of “The Idea of America.” The focus question is how does Nikole Hannah-Jones convey her message? What is it that she is saying and how is she saying it? You can tell students they will have an exit ticket that asks this question. Inform them that they should take notes during the seminar. Do not interject during the seminar. Rather, take notes to help students solidify their ideas at the end of class.

**Part 3: Exit Ticket:** How does Jones use rhetorical strategies to convey her overall meaning? Do you agree with her argument? Why/why not?

Day 11

Lesson Objective
Students will research images that express their own vision of America and craft an anecdote modeled after Jones’ anecdotes in her essay.
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>→ Model Text: <a href="#">“The Idea of America” by Nikole Hannah-Jones</a></li> <li>→ My Idea Of America Personal Essay Rubric [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> <li>→ Laptops</li> </ul>
Lesson Activities
<p><b>Warm Up:</b> Review the final assessment directions. What do you notice? What must be included? How might you brainstorm for this project?</p> <p>Because students are using Jones’ essay as a model for their own, they will need to practice writing short anecdotes that align with their own overall message, just as she does.</p> <p><b>Part 1: Teacher Models Image Research</b> Tell students they will be researching three images to express how they see America. The images must work together to tell a story. Model this exercise to students. First, show students three images you’ve chosen. Ask them to guess the message that the images depict. Students may turn and talk to discuss what they believe the message is. After students have shared their guesses, reveal the message. Explain to them the thought processes behind putting the images together.</p> <p><b>Part 2: Students Research Images That Express What They Believe About America</b> Students use laptops to research images that work together to create a message they can use as their overall argument for their own relationship to the US. Once they have pulled together the images, they will share with partners to articulate their messages.</p> <p><b>Part 3: Exit Ticket: Students Choose An Image and Craft An Anecdote</b> Using Nikoke Hannah Jones’ essay as a model, students will write their own idea of America. In her essay, she uses short anecdotes that illustrate a point she is making. Students will review her anecdote about her father putting up the flag in front of her house. They will use it to create their own anecdote based on an image they chose earlier. Encourage students to be concise, clear, and descriptive.</p>

Day 12

Lesson Objective
Students will reflect upon their own identities and begin to research how their own communities have made historical and/or contemporary contributions to America.
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>→ <a href="#">“The Idea of America” by Nikole Hannah-Jones</a></li> <li>→ Laptops</li> </ul>
Lesson Activities
<p><b>Warm Up:</b> Ask students to name or research historical or current figures from their communities who have made contributions to America. Chart ideas as students share.</p> <p><b>Part 1: Analyze Mentor Text</b> Have students analyze “The Idea of America.” Their analysis should answer the following questions: where does Jones include the specific history of her community? Why is it impactful to her overall argument? How does she incorporate it into the text?</p> <p><b>Part 2: Research</b> Students research their community’s historical contributions to the country. They should focus on movements, figures, or laws that have impacted society.</p> <ul style="list-style-type: none"> <li>● Brainstorm: Have students research and list as many contributions as possible.</li> <li>● Filter work by what best reflects students’ arguments about their idea of America.</li> <li>● Align the strongest example with the anecdote from yesterday, so that students will already have a chunk of their paper outlined and drafted.</li> </ul> <p><b>Part 3: Exit Ticket:</b> Students write a paragraph summarizing their research findings. Students should use Jones’ essay as a model.</p>

Day 13

Lesson Objective
Students will outline their performance tasks.
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>→ <a href="#">“The Idea of America” by Nikole Hannah-Jones</a></li> </ul>
Lesson Activities
<b>Warm Up:</b> What new person or law or movement did you learn about yesterday in your research? Chart or

jot down student answers, so the class can visualize how much they learned yesterday.

**Outlining:** Give students the entire class period to outline their essays. Make time to conference with students, looking specifically at their message and whether it aligns with what they already have in terms of anecdote and research. Here are a few approaches students can take to their essays:

- Students can set up their essays exactly like Jones’ and go paragraph by paragraph with anecdote, research, opinion, etc.
- Students can use the title as their launchpad and write in their own voice and style
- Students can start with an anecdote like Jones and then move into their own findings in research if they connect with that more

Each essay must include:

- Imagery that relates to the message
- Research that supports the message
- An argument about America that is clear, concise, and argumentative

By the end of class, every student should have verbal feedback on their ideas and outline. They should also have either a completed essay outline or a general idea of how they plan on drafting for the next day.

Day 14

Lesson Objective

Students will begin drafting an essay about their relationship and contributions to America by incorporating anecdotes from their own lives and ancestors.

Lesson Materials & Resources

→ [“The Idea of America” by Nikole Hannah-Jones](#)

Lesson Activities

**Warm Up:** In pairs, students share their essay outlines. Students should provide their partner with feedback.

**Drafting:** Students will use this class period to draft their essay. Circulate to see if any students need assistance. Provide students with the help they need. The following questions may be helpful to students who are experiencing writer's block or other challenges with the assignment.

- What is your argument?
- How does your anecdote connect to your argument?
- What do you want the reader to walk away with?
- How is your anecdote appealing to emotion?
- How is your research supportive of your message ?



Day 15

Lesson Objective
Students will revise their essay through peer review.
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>→ <a href="#">“The Idea of America” by Nikole Hannah-Jones</a></li> <li>→ Laptops</li> </ul>
Lesson Activities
<p><b>Warm Up:</b> Have students review their essay drafts. Instruct them to highlight and annotate the strongest part of their essays. Ask them to also highlight and identify the parts of their essay where they need help or feedback. Students should use Nikole Hannah Jones’ essay “The Idea Of America” as a mentor text and ensure they have a clear, argumentative message, along with</p> <p><b>Peer Review:</b></p> <ul style="list-style-type: none"> <li>● Ask students what their peer review checklist should be. Looks for answers like:             <ul style="list-style-type: none"> <li>○ Clear, argumentative message</li> <li>○ Descriptive anecdote</li> <li>○ Sharp imagery</li> <li>○ Transition words that assist in flow</li> <li>○ Sentence construction clarity</li> </ul> </li> <li>● Jot ideas in a Google document and share on Google Classroom</li> <li>● Working in pairs, students should share their highlighted documents with one another and use the comments section of Google docs to provide ideas, feedback, and constructive criticism, specifically in the areas requested. Students should use the co-created checklist to help one another.</li> <li>● Students should take turns reading work aloud to one another to hear any issues in sentence structure or clarity.</li> </ul> <p><b>Revision:</b> After students receive feedback from their peers they should begin making revisions to their paragraph and then submit the assignment.</p>

Day 16

Lesson Objective
Students will explore how their peers have each contributed to America by publishing their essays and sharing in small groups.
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>→ Google sites</li> <li>→ Student essays</li> <li>→ Student image boards</li> </ul>

Lesson Activities

1. Warm up: Ask students what is the best way to make sure their voice and/or stories are heard?
2. Have students turn and talk to share their responses. Look for students who are sharing ideas about different media platforms such as social media and various news sources.
3. Discuss with students that one way they can come together as a class and publish their writing together is by creating websites. Review how to start a Google Site. Assign students to work in small groups to begin to upload their essay and the images related to their idea of America.
4. Students will take the rest of the class period to upload all of their work. Group students heterogeneously so that more tech savvy students can help those that need support.
5. At the end of the period display the Google Site for the class to preview. Organize the rest of the essays and images for final publishing.