

## UNIT OVERVIEW

Unit Length	Six lessons; suggested pacing: 8-10 30 minute blocks
Grade Levels/Courses	4th–5th grade Social Studies
Unit Overview	<p>The compelling question for this unit is: “How did Black entrepreneurs help create thriving communities?”</p> <p>In this inquiry, students will investigate how Black entrepreneurs helped to build thriving communities in spite of the oppressive forces of Jim Crow. The inquiry helps students to understand what an entrepreneur is and what is meant by a “thriving community.” Through this understanding and an investigation into the achievements of selected local Black entrepreneurs, students will develop arguments supported by evidence that answer the compelling question. This inquiry integrates history, geography, and economics to give students a fuller picture of the contributions of Black entrepreneurs to local, state, and national economies.</p> <p>The first supporting question—“What is an entrepreneur?”—helps establish a foundational understanding of the role entrepreneurs play in our economy and society. The task also connects this new learning to an earlier reading of <i>The 1619 Project</i> picture book <i>Born on the Water</i>. Through discussion led by the teacher, students can understand that before Africans were enslaved by Europeans, they built thriving communities in their own cultures.</p> <p>For the second supporting question—“What and where were America’s Black Wall Streets?”—students build upon their knowledge of entrepreneurship by learning how entrepreneurial activities that are geographically concentrated can lead to the development of financial districts. The featured resources help students to define Black Wall Street and to discover that this was not a single phenomenon, but instead was something many Black communities around the United States achieved.</p> <p>The third supporting question—“Why were the goods and services created by Black entrepreneurs important to their communities?”—sets students on the path to understanding why the contributions of Black entrepreneurs were so important to Black communities. Advertisements from <i>The Crisis</i> magazine give students a chance to see firsthand what types of goods and services Black entrepreneurs were providing to their communities.</p> <p>The fourth supporting question—“What were the achievements of Durham’s Black entrepreneurs?”—personifies the term entrepreneur</p>

	<p>and gives students the opportunity to look closely at how the contributions and achievements of individuals helped their communities thrive economically.</p> <p>Lastly, students will read the poem “Legacy” from <i>Born on the Water</i> and participate in a discussion on belonging and contribution.</p>
<p>Objectives &amp; Outcomes</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>→ Formulate an argument based on historical evidence.</li> <li>→ Understand how the intelligence, ingenuity, and diligence of Black Americans led to the creation of thriving communities.</li> <li>→ Recognize that anyone can be an entrepreneur.</li> </ul>
<p>Standards</p>	<ul style="list-style-type: none"> <li>→ Common Core Reading Standards for Informational Text, Grade 4: 1-7, 9             <ul style="list-style-type: none"> <li>◆ <a href="#">CCSS.ELA-LITERACY.RI.4.1</a>: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>◆ <a href="#">CCSS.ELA-LITERACY.RI.4.2</a>: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>◆ <a href="#">CCSS.ELA-LITERACY.RI.4.3</a>: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> <li>◆ <a href="#">CCSS.ELA-LITERACY.RI.4.4</a>: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</li> <li>◆ <a href="#">CCSS.ELA-LITERACY.RI.4.5</a>: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> <li>◆ <a href="#">CCSS.ELA-LITERACY.RI.4.6</a>: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</li> <li>◆ <a href="#">CCSS.ELA-LITERACY.RI.4.7</a>: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>◆ <a href="#">CCSS.ELA-LITERACY.RI.4.9</a>: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>→ Common Core Reading Standards for Informational Text, Grade 5: 1-7, 9             <ul style="list-style-type: none"> <li>◆ <a href="#">CCSS.ELA-LITERACY.RI.5.1</a>: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>◆ <a href="#">CCSS.ELA-LITERACY.RI.5.2</a>: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>◆ <a href="#">CCSS.ELA-LITERACY.RI.5.3</a>: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> <li>◆ <a href="#">CCSS.ELA-LITERACY.RI.5.4</a>: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> <li>◆ <a href="#">CCSS.ELA-LITERACY.RI.5.5</a>: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</li> <li>◆ <a href="#">CCSS.ELA-LITERACY.RI.5.6</a>: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>◆ <a href="#">CCSS.ELA-LITERACY.RI.5.7</a>: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>◆ <a href="#">CCSS.ELA-LITERACY.RI.5.9</a>: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul> </li> </ul>
<p>Facilitation Resources</p>	<p><i>1619 Project</i> Resources:</p> <ul style="list-style-type: none"> <li>→ <i>Born on the Water</i> by Nikole Hannah-Jones and Renée Watson, illustrated by Nikkolas Smith             <ul style="list-style-type: none"> <li>◆ Emphasis on the first four poems (“What Grandma Tells Me,” “They Had a Language,” “Their Hands Had a Knowing,” and “And They Danced”) and the last two poems (“Legacy” and “Pride”).</li> </ul> </li> </ul> <p>Resources for Exploring Entrepreneurship and Black Wall Streets:</p> <ul style="list-style-type: none"> <li>→ <a href="#">“What Does It Mean to be an Entrepreneur?”</a> from Storytime with Tristan (7:49)</li> <li>→ <a href="#">America’s Black Wall Streets Map</a> [.pdf]</li> </ul>

	<ul style="list-style-type: none"> <li>→ <a href="#">“Black Wall Street: Business Is Booming”</a> by Sarajane Davis and Kelly Agan for the North Carolina Government &amp; Heritage Library</li> <li>→ Advertisements from <i>The Crisis</i> magazine             <ul style="list-style-type: none"> <li>◆ <a href="#">.pdf document</a></li> <li>◆ <a href="#">.docx document</a></li> <li>◆ Teacher Note: Additional advertisements can be found on <a href="#">this website</a>. Be sure to choose advertisements that are appropriate for your students.</li> </ul> </li> <li>→ <a href="#">Entrepreneur Biographies</a> [.pdf]</li> </ul> <p>Educator-created Worksheets and Activities:</p> <ul style="list-style-type: none"> <li>→ Vocabulary development: Frayer Model graphic organizer             <ul style="list-style-type: none"> <li>◆ <a href="#">.pdf document</a></li> <li>◆ <a href="#">.docx document</a></li> </ul> </li> <li>→ Geography activity: <a href="#">Identifying America’s Black Wall Streets</a> [.pdf]</li> <li>→ Primary source analysis: Advertisements from <i>The Crisis</i> <ul style="list-style-type: none"> <li>◆ <a href="#">.pdf document</a></li> <li>◆ <a href="#">.docx document</a></li> </ul> </li> <li>→ Guided research: Entrepreneurs Biographies Note-taking sheet             <ul style="list-style-type: none"> <li>◆ <a href="#">.pdf document</a></li> <li>◆ <a href="#">.docx document</a></li> </ul> </li> </ul>
<p>Performance Task(s)</p>	<p>Students should be able to answer the compelling question: <i>How did Black entrepreneurs help create thriving communities?</i> using evidence from the sources explored throughout this unit. Students' arguments can take a wide variety of forms, including essay writing, presentation, poster, etc. Directions and rubrics for writing RACER paragraphs and one-pagers are included below.</p>
<p>Assessment/Evaluation</p>	<p>A template for the RACER paragraph can be found here:</p> <ul style="list-style-type: none"> <li>→ <a href="#">.pdf document</a></li> <li>→ <a href="#">.docx document</a></li> </ul> <p>Instructions for the one-pager can be found here:</p> <ul style="list-style-type: none"> <li>→ <a href="#">.pdf document</a></li> <li>→ <a href="#">.docx document</a></li> </ul> <p>Rubrics for both assignments can be found here:</p> <ul style="list-style-type: none"> <li>→ <a href="#">.pdf document</a></li> <li>→ <a href="#">.docx document</a></li> </ul>

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DAILY LESSONS AND RESOURCES

Day 1: Staging the Compelling Question

Essential Question
→ How did Black entrepreneurs help build thriving communities?
Lesson Materials & Resources
→ <a href="#"><i>Born on the Water</i></a> by Nikole Hannah-Jones and Renée Watson, illustrated by Nikkolas Smith
Lesson Activities
<p>1. Before initiating inquiry into the compelling question, read <i>The 1619 Project</i> picture book <i>Born on the Water</i>. Return to the text, paying attention to the first four poems. Discuss with the class the ways in which Africans built thriving communities, as illustrated in the kingdom of Ndongo in <i>Born on the Water</i>. Tell students that, in this unit, they will learn about one way African Americans built thriving communities after emancipation.</p> <p>2. Brainstorm with students a list of goods and services that they think fourth graders need but do not exist yet. How would these goods and services make their lives better? What steps could they take to bring these goods and services to other fourth graders?</p>

Day 2: Supporting Question 1

Lesson Objective(s) or Essential Question(s)
→ What is an entrepreneur?
Lesson Materials & Resources
→ <a href="#">“What Does It Mean to be an Entrepreneur?”</a> from Storytime with Tristan (7:49) → Frayer Model graphic organizer <ul style="list-style-type: none"> <li>◆ <a href="#">.pdf document</a></li> <li>◆ <a href="#">.docx document</a></li> </ul>
Lesson Activities
<p>1. Begin the lesson by watching the video <a href="#">“What Does it Mean to be an Entrepreneur?”</a> and/or reading the text featured in that video, <a href="#">What Does It Mean to Be an Entrepreneur?</a> by Rana DiOrio and Emma D. Dryden.</p> <p>2. Use the <a href="#">Frayer Model</a> graphic organizer to help students develop a solid understanding of the word entrepreneur.</p> <p>3. Use the discussion questions at the bottom of the Frayer Model graphic organizer to deepen students’ understanding of entrepreneurs. For question #4 (Which entrepreneurial traits do we see in people throughout the <i>Born on the Water</i> story?), students can discuss the people of Ndongo; they innovated and shared goods and services outside of the structures of contemporary markets, but we can still identify traits that are consistent with entrepreneurship. Students might also make the connection that the enslavers were entrepreneurial. This is a great opportunity to interrogate entrepreneurship as something that can be an agent for good or evil.</p> <p>4. Additional vocabulary development of other terms used in this inquiry can also be done using the Frayer Model. Terms to consider are: “Black Wall Street,” “primary source,” “communities,” and “insurance company.”</p> <p>As a class, create an anchor chart with agreed upon definitions of the chosen vocabulary terms to be displayed in the classroom during the inquiry.</p>

Day 3: Supporting Question 2

Lesson Objective(s) or Essential Question(s)
→ What and where were America’s Black Wall Streets?
Lesson Materials & Resources
→ <a href="#">“Black Wall Street: Business Is Booming”</a> by Sarajanee Davis and Kelly Agan for the N.C. Government & Heritage Library → Geography activity: <a href="#">Identifying America’s Black Wall Streets</a> [.pdf] → In Your Own Words... worksheet ◆ <a href="#">.pdf document</a> ◆ <a href="#">.docx document</a>
Lesson Activities
1. Begin the lesson by asking students if they have ever heard of Wall Street. Collect student responses on the board or chart paper. Show images associated with Wall Street and explain what it is to the students. After students have an understanding of what Wall Street represents, ask them what they think is meant by Black Wall Street. Deepen discussion by asking students why Black communities needed their own “Wall Street.” Be sure students can articulate ideas such as: Black Americans face(d) discrimination in opportunity, job hiring, and education.  2. Students should read <a href="#">“Black Wall Street: Business Is Booming”</a> and complete the <a href="#">3-2-1 protocol</a> , noting three things they learned, two things they found interesting, and one question they have,  3. Work with students to complete the <a href="#">map of America’s Black Wall Streets</a> .  4. Close the lesson with a quick write defining Black Wall Streets, using the <a href="#">In Your Own Words... worksheet</a> .

Day 4: Supporting Question 3

Lesson Objective(s) or Essential Question(s)
→ Why were the goods and services created by Black entrepreneurs important to their communities?
Lesson Materials & Resources
→ Advertisements from <i>The Crisis</i> magazine <ul style="list-style-type: none"><li>◆ <a href="#">.pdf document</a></li><li>◆ <a href="#">.docx document</a></li><li>◆ Teacher Note: Additional advertisements can be found on <a href="#">this website</a>. Be sure to choose advertisements that are appropriate for your students.</li></ul>
Lesson Activities
<p>1. Begin the lesson with a whole class reading of the sourcing information found at the beginning of <a href="#">the document packet</a> (page 1). Ask students to predict the types of goods and services Black Americans in the early 20th century might have been most interested in.</p> <p>2. Give students <a href="#">the document packet</a>, which includes a goods and services T-Chart. Teachers may want to review the difference between goods and services before giving students the documents. Students should work in pairs or small groups for this activity. Teachers should create groups in a manner that best suits their students. Teacher should monitor groups as this activity requires students to make inferences.</p> <p>3. Wrap up the lesson with a whole class discussion using the questions at the bottom of the T-Chart:</p> <ul style="list-style-type: none"><li>→ What evidence do the advertisements provide that show the goods and services provided by Black entrepreneurs met the needs of their communities?</li><li>→ Why do you think these goods and services were important to Black communities?</li><li>→ How did these types of goods and services help to build thriving communities?</li></ul>



Day 5: Supporting Question 4

Lesson Objective(s) or Essential Question(s)
→ What were the achievements of Durham’s Black entrepreneurs?
Lesson Materials & Resources
→ <a href="#">Entrepreneur biographies</a> for important figures from Durham, NC. (This portion of the inquiry can easily be adapted to focus on Black entrepreneurs from other communities.) → Complete the <a href="#">Entrepreneur Biography Research Note-taking sheets</a>
Lesson Activities
<p>1. Begin the lesson by reminding students of their definition for entrepreneur. Ask students if they know of any modern day entrepreneurs.</p> <p>2. Using the <a href="#">jigsaw strategy</a>, assign student groups an entrepreneur to research using the included biographies. Once the groups have completed their <a href="#">biography note-taking sheets</a>, rearrange groups so there is an expert on each entrepreneur in the new group. Students will share their expertise with their new group. Ask students to make a list of the ways in which their entrepreneurs are similar and different.</p> <p>3. Before moving on to the summative performance assessment, return to the poem “Legacy” in <i>Born on the Water</i> to reconnect students to the initial conversation regarding communities and belonging. Consider the following questions for a summative discussion:</p> <ul style="list-style-type: none"><li>→ What is the legacy of Black entrepreneurs?</li><li>→ How did Black entrepreneurs and the people they served contribute to the expansion of freedom in our country?</li></ul>

*Day 6: Summative Performance Assessment*

For the summative performance assessment, students must answer the compelling question — How did Black entrepreneurs help create thriving communities? — using evidence from the sources explored in this unit.

Students may choose to write a RACER paragraph or create a one-pager.

A template for the RACER paragraph can be found here:

- [.pdf document](#)
- [.docx document](#)

Instructions for the one-pager can be found here:

- [.pdf document](#)
- [.docx document](#)

Rubrics for both assignments can be found here:

- [.pdf document](#)
- [.docx document](#)

Extension activities:

**Option 1: I Can Be an Entrepreneur!**

Return to the brainstorming session in the “Staging the Compelling Question” stage (day 1). Have students create advertisements for their proposed products/services.

**Option 2: Taking Informed Action**

Invite a local Black entrepreneur for a classroom visit. Help students craft questions about entrepreneurship today or the influence of past entrepreneurs.