

UNIT OVERVIEW

Unit Length	4 weeks
Grade Level(s)/Subject(s)	Grade 4
Unit Overview	In this unit, fourth-grade students will explore underreported news articles highlighting achievements of Black and Hispanic individuals. They will delve into the origins of Black and Hispanic students, uncovering the rich history and contributions of these communities. The unit integrates art and music to enhance understanding and celebrate diversity.
Objectives & Outcomes	<p>Students will...</p> <ul style="list-style-type: none"> • Analyze underreported news articles to identify the achievements of Black and Hispanic individuals (in particular, Puerto Rican and Dominican) • Explore the historical origins and contributions of Black and Hispanic students • Develop an appreciation for diversity and cultural contributions • Describe the importance of acknowledging under-represented excellence <p>By the end of the unit, students will...</p> <ul style="list-style-type: none"> • Understand the achievements of Black and Hispanic individuals • Identify historical contributions of Black and Hispanic students • Express appreciation for diversity through art and music
Standards	<p>Massachusetts State Standards:</p> <ul style="list-style-type: none"> • History and Social Science: <ul style="list-style-type: none"> • 4.G2: Explain the contributions of diverse groups and individuals to Massachusetts and the United States. • English Language Arts: <ul style="list-style-type: none"> • 4.RN.1: Refer to details and examples in a text when explaining what the text says explicitly. • 4.W.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Unit Resources	<p>Books:</p> <p><i>We Are All Connected</i> by Gabi Garcia</p> <p><i>Thunder Rose</i> by Jerdine Nolen</p> <p><i>Timelines from Black History</i> by Mirelle Harper</p> <p><i>If Dominican Were a Color</i> by Sili Recio</p> <p><i>ABCs of Black History</i> by Rio Cortez</p> <p>Lesson Resources:</p> <p>Diversity cards (from Lakeshore Learning or Really Good Stuff)</p> <p><i>Finding & analyzing underreported news stories: Critical thinking, text analysis and writing</i> a lesson plan by the Pulitzer Center</p> <p><i>What are Underreported Stories</i> from the Pulitzer Center (3:27)</p> <p>Black History Legends card</p> <p>News Articles:</p> <p><i>A Revolution for Puerto Rico's Afro-Latinos</i> by Natasha S. Alford</p> <p><i>Afro-Mexican Identity</i> by Jonathan Custodio</p> <p><i>Finding Their Roots: Blacks Repatriate to Africa</i> by Lottie Joiner</p> <p><i>The Lost Ancestors</i> by Linda Matchan</p> <p><i>Black Education Beyond U.S. Borders</i> by Jermaine Ervain Jr.</p> <p><i>The Untold Story of Black Cowboys in America: How One Florida Farmer Made History</i> by Ashonti Ford for Spectrum Bay News</p> <p><i>"Don't Teach Black History Without Joy,"</i> by Jania Hoover for Education Week</p>
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	<p><i>Distant Neighbors: How New Immigrants Are Serrating Relations Between Haiti and the DR</i> by Macollvie Neel, Ralph Cherry and Marvens Compere for <i>The Haitian Times</i></p> <p>Videos: 2020 ICP Infinity Awards: Online Platforms - The 1619 Project of the New York Times Magazine by Media Storm (13:01)</p> <p>Divided island: How Haiti and the DR became two worlds from Vox.com (15:51)</p> <p>Why did Haiti and the Dominican Republic Break Up? (Short Animated Documentary) from History Matters (3:23)</p> <p>Black History Month for Kids: Discover African American Heroes by Pippin Kids (15:36) or Black History Month for Kids by Homeschool Pop (4:54)</p> <p>Eyes on the Prize with Dr. Henry Louis Gates from PBS</p> <p>Websites: PebbleGo.com</p> <p>Britannica Kids</p>
Performance Task(s)	<p>Students will use Pulitzer reporting on Black joy, Black history, Puerto Rico and Dominican Republic to create artwork, poems, and write songs that celebrate their home countries/islands and cultures. Students will showcase their creations along with their research findings, in a multicultural fair for parents and the school community. “Family Culture Night” celebrates diversity and encourages understanding among students and families.</p>
Assessment/Evaluation	<p>Formative Assessment: Pulitzer Exit Ticket (example) [.docx][.pdf] Pulitzer Reading/Writing Rubric [.docx][.pdf]</p> <p>Summative Assessment: 4th Grade Black & Hispanic Culture Research Project Evaluation Sheet [.docx][.pdf]</p>

	<p>Create and share the following additional rubrics with outlined criteria:</p> <ol style="list-style-type: none"> 1. Rubric for Reading and Analysis: <ul style="list-style-type: none"> • Criteria: Identifying achievements and contributions • Scale: 1-4 (1 being limited understanding, 4 being thorough comprehension) 2. Research Project Evaluation: <ul style="list-style-type: none"> • Criteria: Historical accuracy, organization, creativity • Scale: 1-5 (1 being below expectations, 5 being outstanding) 3. Art and Music Project Assessment: <ul style="list-style-type: none"> • Criteria: Creativity, expression of cultural diversity, effort • Scale: 1-3 (1 being needs improvement, 3 being excellent) 4. Ongoing Checks: <ul style="list-style-type: none"> • Informal assessments during class discussions and activities • Peer feedback during group projects 5. Formal Evaluation: <ul style="list-style-type: none"> • Rubric-based evaluations for reading analysis, research project, and art/music projects
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UNIT PACING / DAILY LESSONS AND RESOURCES

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Lesson Objective(s) or Essential Question(s)	Lesson / Activities
<i>Week 1: Introduction to Diversity and Achievement</i>				
Day 1	Optional lesson resources We Are All Connected by Gabi Garcia	**Create bingo-style worksheets for step	Students will... <ul style="list-style-type: none"> • Identify elements of culture 	Icebreaker Activities and Building a Positive, Inclusive Classroom

	Diversity cards (from Lakeshore Learning or Really Good Stuff)	two in today's lesson	<ul style="list-style-type: none"> Define and discuss diversity Connect their classroom environment with diversity and culture 	<p><u>Welcome & Introduction</u> (10 mins):</p> <ol style="list-style-type: none"> Greet students and explain that the class will be learning about cultures and diversity. Set class expectations for respect, kindness, and openness. <p><u>Icebreaker: "Find Someone Who..."</u> (15 mins): Hand out a bingo-style worksheet where students need to find classmates who fit descriptions like "someone who speaks more than one language" or "someone who likes spicy food." This activity will encourage movement and interaction.</p> <p><u>Discussion: what is diversity?</u> (15 mins):</p> <ol style="list-style-type: none"> Ask students what they think the word "diversity" means. Explain that diversity means differences, including how we look, what we believe, and where we come from. <p><u>Class Agreement</u> (10 mins): As a class, create a "Class Agreement" poster that includes statements about how students will respect and celebrate each other's differences.</p>
Day 2	Optional: Diversity cards (from Lakeshore Learning or Really Good Stuff)	<p>Paper</p> <p>Writing utensils</p> <p>A photo or item that represents their culture</p>	<p><u>Objectives:</u> Students will be able to...</p> <ul style="list-style-type: none"> Explore and analyze heritage and tradition Leverage personal heritage and tradition to connect to classmates Identify an object or image that represents their culture 	<p>Exploring Our Differences and Similarities</p> <p><u>Warm-Up: "Same and Different"</u> (10 mins):</p> <ol style="list-style-type: none"> In pairs, have students discuss two things that are the same about them and two things that are different. Share a few examples with the class. <p><u>Group Discussion: Backgrounds and Heritage</u> (15 mins):</p>

				<ol style="list-style-type: none">1. Ask questions like, “Where are your families from?” “What traditions do you celebrate?”2. Highlight that everyone has a different background, but we also have many similarities. <p><u>Venn Diagram Activity (15 mins):</u></p> <ol style="list-style-type: none">1. In pairs or small groups, have students create a venn diagram comparing and contrasting their backgrounds (e.g., food, language, clothing).2. Have students share diagrams with the class to foster understanding of differences and similarities. <p style="text-align: center;">Exploring Cultural Elements</p> <p><i>**Educator Note: for this lesson, students should come to class with a a photo or item that represents an element of their culture</i></p> <p><u>Food, Language, Clothing, Values Discussion (20 mins):</u></p> <ol style="list-style-type: none">1. Discuss different aspects of culture: food, language, clothing, values, and experiences.2. Use examples from different cultures to help students see diversity in each category. <p><u>Show and Tell: Culture Edition (20 mins):</u></p> <ol style="list-style-type: none">1. Ask students to bring in a photo or item that represents an element of their culture, such as traditional clothing, food, or a family tradition.
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				<p>2. Give each student a few minutes to share their item and explain why it is important to them.</p>
Day 3				<p>Writing a Paragraph About Who We Are</p> <p><u>Brainstorming Activity</u> (10 mins):</p> <ol style="list-style-type: none"> 1. As a class, brainstorm ideas that students can use for writing about themselves (family, favorite foods, traditions, etc.). 2. Introduce prompts such as “I am from...” or “One tradition my family celebrates is...” <p><u>Paragraph Writing</u> (25 mins):</p> <ol style="list-style-type: none"> 1. Guide students in writing a paragraph about who they are, incorporating what they’ve learned about culture and diversity. 2. Encourage them to include elements like family traditions, languages spoken, favorite foods, or important values. <p><u>Peer Review</u> (10 mins):</p> <p>Have students partner up to share and give positive feedback on each other's paragraphs.</p>
Day 5		Art supplies		<p>Self-Illustration and Sharing</p> <p><u>Illustrating Ourselves Art Activity</u> (30 mins): Have students illustrate a self-portrait that reflects their cultural background. They should be wearing something that represents their culture or a setting that is important to them.</p>

				<p><u>Description Writing</u> (15 mins): Have students write a brief description to accompany their self-portrait, explaining the cultural elements they included in their drawing.</p> <p><u>Class Gallery Walk</u> (10 mins):</p> <ol style="list-style-type: none"> Display all illustrations and descriptions around the room. Encourage students to walk around and view each other's work, celebrating the diversity within the class. Keep the gallery walk up for tomorrow's lesson.
Day 6	<p>Finding & analyzing underreported news stories: Critical thinking, text analysis and writing</p> <p>What are Underreported Stories</p> <p>A Revolution for Puerto Rico's Afro-Latinos by Natasha S. Alford</p> <p>Afro-Mexican Identity by Jonathan Custodio</p> <p>2020 ICP Infinity Awards: Online Platforms - The 1619 Project of the New York Times Magazine by Media Storm (13:01)</p>		<p><u>Objectives:</u> Students will be able to...</p> <ul style="list-style-type: none"> Describe the news and identify what qualifies news stories as underreported Describe the connection between underreported news stories and diverse culture and perspectives Analyze how celebrating heritage, culture and history combats erasure 	<p>Connecting with Stories of Culture and Diversity</p> <p><u>Warm up:</u> (10 mins)</p> <ol style="list-style-type: none"> Introduce students to the news/underreported stories by leveraging the warm up section of the Pulitzer Center's underreported stories lesson plan: <ol style="list-style-type: none"> Explore definitions of the news and underreported stories Screen the video What are Underreported Stories Lead a small discussion connecting underreported news stories and culture/diversity. Make the point that diverse perspectives and stories are not featured in the mainstream media as they should. News stories, especially from sources like the Pulitzer Center, connect us to diverse cultures, identities, and perspectives in context of world events. <p><u>Stories about Afro-Latino Culture</u> (25 minutes):</p>

				<p>1. Annotate and read aloud either or both of the following articles about preserving Afro-Latino Culture around the world:</p> <ul style="list-style-type: none"> • A Revolution for Puerto Rico's Afro-Latinos by Natasha S. Alford • Afro-Mexican Identity by Jonathan Custodio <p>2. As a class, discuss the following:</p> <ul style="list-style-type: none"> • What elements of culture do you recognize in the story? • Why are these communities trying to preserve their cultures? <p><u>What is erasure ?(10 minutes):</u></p> <p>1. Play the first five minutes of Media Storm's 1619 Project video. Lead a discussion focused on the following questions:</p> <ol style="list-style-type: none"> a. How did Nikole Hannah-Jones feel about what she learned about Black history growing up? b. What is erasure? c. How does erasure affect especially Black and Brown communities? d. How do stories about history and culture help us fight erasure? e. Why should we fight erasure? <p><u>Extension - News stories about identity and culture (20 minutes):</u></p> <p>1. Share the following articles for students to read in small groups:</p> <ul style="list-style-type: none"> • Finding Their Roots: Blacks Repatriate to Africa by Lottie Joiner • The Lost Ancestors by Linda Matchan
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				<ul style="list-style-type: none">● Black Education Beyond U.S. Borders by Jermaine Ervain Jr. <ol style="list-style-type: none">2. Share the following questions for students to answer through small group and/or independent reflection:<ul style="list-style-type: none">● Provide a three sentence summary of the article● How does this underreported story capture how Black people are celebrating their culture to fight erasure? <p><u>Add to Class Gallery Walk:</u> Encourage students to review the gallery walk and explain how each gallery installation fights erasure by celebrating culture and diversity.</p> <ol style="list-style-type: none">1. Pass out post its, providing each student with two to three post its.2. Introduce the task to students and include sentence starters if needed.3. Have each student celebrate at least two illustrations/descriptions.4. End the gallery walk by encouraging students to return to their own illustration and noticing what their classmates wrote.
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Lesson Objective(s) or Essential Question(s)	Lesson / Activities
<i>Week 2: Exploring Historical Origins</i>				
Day 1	<p>Thunder Rose by Jerdine Nolen</p> <p>The Untold Story of Black Cowboys in America: How One Florida Farmer Made History by Ashonti Ford for <i>Spectrum Bay News</i></p> <p><u>Additional Resources:</u> "Don't Teach Black History Without Joy." by Jania Hoover for <i>Education Week</i></p> <p>Timelines from Black History by Mirelle Harper</p> <p>Black History Legends cards</p>		<p>Students will be able to...</p> <ul style="list-style-type: none"> Discover legendary Black Americans and spotlight the original "cowboys" who happened to be Black Read and analyze the tall tale of Thunder Rose. 	<p>Introduction to Timeline Analysis and Heroes</p> <p><u>Introduction</u> (10 mins):</p> <ol style="list-style-type: none"> Introduce the day's lesson: students will explore stories and timelines, focusing on actions and events that define heroes. Briefly introduce "Thunder Rose," the fictional tall tale hero, and discuss what makes someone famous or infamous. <p><u>Story Reading: Thunder Rose</u> (20 mins):</p> <ol style="list-style-type: none"> Read aloud "Thunder Rose" to the class. Pause occasionally to ask comprehension questions. Highlight key events in the story that show Thunder Rose's heroic qualities. <p><u>Timeline Activity: Thunder Rose</u> (15 mins):</p> <ol style="list-style-type: none"> On the board or a large chart, create a timeline of major events in "Thunder Rose." Discuss with students which actions were significant and how they contributed to her heroism.

				<p><u>Discover a news story about Black Cowboys in America</u> (20 mins):</p> <ol style="list-style-type: none">1. Introduce the reporting to students, connecting Thunder Rose to Al Everett.2. Pull the following quotes from the article and encourage students to analyze them using see, think, wonder strategies in table groups or post them around the room and facilitate a gallery walk.<ul style="list-style-type: none">• “We are intertwined and braided into the history of America,” said Everett.• “You don’t read about that in the books, now do you?” Everett asked. “We was the everyday cowboy back then. They called the white man cowhand and the Black man cowboy.”• “They didn’t want to see us on their picture screen — we were Black,” said Everett. “They only wanted to see what made them feel good and that was another white person. They wanted to erase us.”• “I was invited to the 17th annual event and inducted into the Cowboy Hall of Fame up in Texas,” said Everett. “I couldn’t believe it. My daughter and her friend were with me and between them two, they had to hold me up. I burst into tears because I couldn’t fight anymore.”3. Screen the video from <i>The Untold Story of Black Cowboys in America: How One Florida</i>
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				<p><u>Farmer Made History</u> by Ashonti Ford for <i>Spectrum Bay News</i>.</p> <p><u>Group Discussion: Heroes</u> (10 mins): Lead a discussion focusing on the themes of erasure and heroism. Ultimately, students should be able to discuss the following:</p> <ul style="list-style-type: none"> • How did Al Everett fight erasure of Black history by telling the story of Black cowboys? • Is Al Everett a hero? Why? • As a class, discuss what made Thunder Rose a hero. Was she famous or infamous? Why? • Ask students to share examples of heroes they know in real life or from other stories.
Day 2	<p><u>If Dominican Were a Color</u> by Sili Recio.</p> <p><u>Distant Neighbors: How New Immigrants Are Serrating Relations Between Haiti and the DR</u> by Macollvie Neel, Ralph Cherry and Marvens Compere for <i>The Haitian Times</i> <i>**pre-read the project and choose a couple of articles that would resonate with your students</i></p> <p><u>Divided island: How Haiti and the DR became two worlds</u> from <i>Vox.com</i> (15:51)</p>	<p>Create the following resources for students:</p> <p>Graphic Organizer for students to accompany your presentation of Haiti and the Dominican Republic</p> <p>A collection of accessible research materials that include facts about</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Describe cultural attributes for both Haiti and the Dominican Republic • Describe the history and connection between the two countries, focusing on key historical events and contemporary news reporting • Analyze a range of texts about Haiti and the Dominican Republic to gather 	<p><u>Introduction to Hispaniola</u> (10 mins):</p> <ol style="list-style-type: none"> 1. Show students a map of the Caribbean, focusing on the island of Hispaniola which contains two countries: Haiti and the Dominican Republic. 2. Explain that today, they will be learning about both countries, their similarities, and differences. 3. Provide a brief overview of Haiti and the Dominican Republic. <ol style="list-style-type: none"> a. Give a quick introduction to both countries. b. Focus on their geography, languages and other cultural elements (food, music, celebrations). <p><u>Research and Venn Diagram Activity</u> (20 mins):</p>

	<p>Why did Haiti and the Dominican Republic Break Up? (Short Animated Documentary) from <i>History Matters</i> (3:23)</p> <p><u>Create the following resources:</u> Slide deck/presentation that introduces both Haiti and the Dominican Republic</p>			<ol style="list-style-type: none"> 1. Divide the class into two groups: one focusing on Haiti and the other on the Dominican Republic. 2. Provide research materials (books, articles, or handouts) about both countries, focusing on key facts like geography, history, language, culture, and government. 3. Encourage students to take notes on key aspects of each country. <p><u>Class Venn Diagram</u> (15 mins):</p> <ol style="list-style-type: none"> 1. On the board or a large chart, create a class Venn diagram comparing and contrasting Haiti and the Dominican Republic. 2. Ask students to contribute facts from their research to fill in the overlapping and separate sections of the diagram (e.g., Haiti's history of slavery and the Haitian Revolution vs. Dominican Republic's Spanish influence). <p><u>Sharing Personal Stories</u> (10 mins):</p> <ol style="list-style-type: none"> 1. If there are students from Haiti or the Dominican Republic in the class, invite them to share personal experiences about their country. Encourage them to talk about any trips, family traditions, or unique aspects of their country. 2. Discuss how learning from people who have lived in or visited these countries helps us understand their culture better than just reading about them. <p><u>Reading on the Haitian Revolution</u> (25 mins):</p>
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				<ol style="list-style-type: none">1. Introduction to the Haitian Revolution:<ol style="list-style-type: none">a. Introduce the topic by explaining that Haiti was once a colony of France and enslaved many Africans.b. Explain that the Haitian Revolution was the first successful slave rebellion, and it led to Haiti's independence from France in 1804.2. Read the Article: Read aloud or have students read an article about the Haitian Revolution. in small groups.<ol style="list-style-type: none">a. Pre-teach any challenging terms.b. If reading aloud, stop to focus on the key events that led to Haiti gaining its freedom.3. Lead a class discussion focused on the following questions:<ol style="list-style-type: none">a. Why was the Haitian Revolution important not just for Haiti, but for the world?b. Ask students how they think this historical event shaped Haiti's future. <p><u>Wrap-Up</u> (5 mins):</p> <ol style="list-style-type: none">1. Reflection: Ask students to write a brief reflection on what they found most interesting about Haiti and the Dominican Republic. This could be a fact from the Venn diagram, something from the student presentations, or the Haitian Revolution.2. Summarize the lesson by emphasizing the importance of learning about different countries, cultures, and their history.
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<p>Day 3</p>	<p><i>ABCs of Black History</i> by Rio Cortez</p> <p><i>Black History Month for Kids: Discover African American Heroes</i> by Pippin Kids (15:36) or <i>Black History Month for Kids</i> by Homeschool Pop (4:54)</p> <p><i>Eyes on the Prize with Dr. Henry Louis Gates</i> from PBS</p>	<p>Create the following resources for your students as needed:</p> <ul style="list-style-type: none"> • Graphic Organizer • Worksheet 	<p><u>Objectives:</u> Students will...</p> <ul style="list-style-type: none"> • Learn about key figures in Black history by reading <i>The ABCs of Black History</i> • Research one historical figure of their choice • Analyze an excerpt from the PBS documentary series <i>Eyes on the Prize</i> • Research historical origins of Black and students • Group and class discussions on key historical events 	<p>Meeting Our Black History Heroes **Educator note: this is a one-day lesson plan for students based on the theme of "Traveling Through Time to Meet Black History Heroes."</p> <p><u>Introduction: Traveling Through Time</u> (5 mins)</p> <ol style="list-style-type: none"> 1. Hook: Tell students, "Today, we are going to travel through time to meet heroes from Black history who changed the world." 2. Briefly explain how important historical figures have impacted the fight for freedom, equality, and civil rights. 3. Preview the Lesson. Students will be... <ol style="list-style-type: none"> a. Reading <i>The ABCs of Black History</i> b. Researching one historical figure c. Watching part of a documentary series called <i>Eyes on the Prize</i>. <p><u>Reading: The ABCs of Black History</u> (15 mins):</p> <ol style="list-style-type: none"> 1. Read <i>The ABCs of Black History</i> to the class, pausing to discuss significant figures as you go through each letter. <ul style="list-style-type: none"> • Highlight major contributions • Ask brief questions to engage students (e.g., "What do you think made this person a hero?"). 2. Group Discussion: Discuss the variety of people mentioned in the book. Ask students to share which person stood out to them and why. <p><u>Researching a Black History Hero</u> (15 mins):</p>
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				<p>1. Choosing a Historical Figure: Ask students to choose one figure from <i>The ABCs of Black History</i> that they would like to research and write about.</p> <ol style="list-style-type: none"> Provide a list of additional notable figures for students who want to explore someone not mentioned in the book. Provide students with short articles, books, or online resources about the figures they've chosen. As they research, have them focus on three key questions: <ul style="list-style-type: none"> ➔ What made this person famous or important in Black history? ➔ What challenges did they overcome? ➔ How did they impact the world? <p><u>Writing about a Black History Hero (15 mins):</u></p> <ol style="list-style-type: none"> Writing Prompt: Have students write a short paragraph or page about the person they researched. They should include key facts from their research, such as the person's background, achievements, and legacy. Peer Sharing: have students share their paragraphs with a partner or small group to exchange what they learned. <p><u>Viewing: Eyes on the Prize (20 mins):</u></p> <ol style="list-style-type: none"> Introduction to <i>Eyes on the Prize</i>: Introduce the documentary series, explaining that it covers the Civil Rights Movement in the U.S.
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				<p>and highlights many Black history heroes they've been learning about.</p> <ol style="list-style-type: none"> 2. Watch a Segment: Choose a short, age-appropriate excerpt from <i>Eyes on the Prize</i> (10-15 minutes) that focuses on a major figure or event in the Civil Rights Movement, such as Martin Luther King Jr., Rosa Parks, or the Montgomery Bus Boycott. 3. Use the following questions to lead a guided discussion: <ul style="list-style-type: none"> • How did the people in the film show bravery? • What actions did they take to stand up for their rights? • How do these events connect to the people we researched? <p><u>Wrap-Up and Reflection</u> (5 mins):</p> <ol style="list-style-type: none"> 1. Reflection: Ask students to reflect in their journals about what they learned today. They can write about the person they researched, something they learned from <i>Eyes on the Prize</i>, or what it means to be a hero. 2. Closing Thoughts: End the lesson by emphasizing the importance of remembering and honoring Black history heroes and how their actions have shaped the world today.
Day 4 & 5	PebbleGo.com Britannica Kids		<ul style="list-style-type: none"> • Students begin research on the origins of Black and 	<p><u>Research Heroes</u> (full day): Students will choose a hero in history to research and a country of origin.</p>

			<div>Hispanic students.</div> <ul style="list-style-type: none">● Guidance on reliable sources and effective note-taking.	<ol style="list-style-type: none">1. Encourage students to research the following about their hero's country of origin:<ol style="list-style-type: none">a. foodb. musicc. geography2. Introduce sources including:<ul style="list-style-type: none">● PebbleGo● Britannica3. Introduce note taking strategies and tools.4. Hold space for students to research
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Lesson Objective(s) or Essential Question(s)	Lesson / Activities
<i>Week 3: Art and Music Exploration:</i>				
Day 1	Pre-collected resources for students to use as research	Art supplies	<u>Objectives:</u> Students will... <ul style="list-style-type: none"> • Research facts about a country and hero • Create an illustration that represents their chosen country and hero 	Research and Planning for Art Project <u>Introduction to the Art Project</u> (10 mins): <ol style="list-style-type: none"> 1. Explain to students that they will create an art piece that represents their country of origin and a historical hero from that country or culture. 2. Discuss how they can incorporate the land (geography, landmarks, etc.) and the person they admire (a hero or historical figure). 3. Remind students of any previous research they've done (if applicable) on their country of origin and a historical figure. <u>Research and Idea Brainstorming</u> (20 mins): Have students spend time researching their country of origin and the chosen hero in more detail. <ol style="list-style-type: none"> 1. Provide books, articles, and websites for students to explore the geography, culture, and history of their chosen country. 2. Encourage students to focus on important features of the land (flags, landmarks,

				<p>natural features) and traits or achievements of their hero.</p> <p>3. Have students generate ideas about how they will represent both their country and hero in their artwork. Provide guiding questions such as:</p> <ul style="list-style-type: none"> • How can you show your hero in the artwork? • What parts of the land or culture are important to include? <p><u>Sketching and Planning</u> (20 mins):</p> <p>1. Have students complete an initial sketch:</p> <ol style="list-style-type: none"> a. Give students paper to sketch their ideas. Encourage them to think about composition, colors, and the layout of their artwork. b. Have them include both elements: <ul style="list-style-type: none"> • something representing the land (like a flag or landscape) • their hero (a portrait or symbol of their achievements). <p>2. Teacher Feedback: Circulate the room to offer guidance and feedback on their sketches. Encourage creativity and ensure they are combining both themes (land and hero).</p>
Day 2		Art Supplies	<p><u>Objectives:</u> Students will use their research, sketches, and materials from the classroom and art teacher to create their final art pieces.</p>	<p>Creating the Art Pieces</p> <p><u>Introduction to Materials</u> (10 mins):</p> <p>1. Introduce the materials available for the project (paint, colored pencils, markers, collage materials, etc.)</p>

				<ol style="list-style-type: none">Discuss how students can use the different materials creatively to bring their sketches to lifeShare norms / rules / procedures for using the materials. <p><u>Creating the Art</u> (40 mins):</p> <ol style="list-style-type: none">Art Creation Process:<ul style="list-style-type: none">Students will begin working on their final art pieces based on their sketches from Day 1.Encourage them to use different art techniques (painting, drawing, collaging) to represent both their country of origin and their hero.Teacher Support: Walk around the room to offer encouragement, answer questions, and provide assistance with using materials.Finishing Touches: As students approach the end of the session, remind them to add final details and ensure both themes (country and hero) are clearly represented in their artwork. <p><u>Wrap-Up and Sharing</u> (10 mins):</p> <ol style="list-style-type: none">Have students share their artwork with the class in small groups or pairs. Encourage them to explain what they included from their country of origin and why they chose their historical hero.Ask students to reflect on the process of creating their art.
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				<p>→ What did they enjoy learning about their country or hero?</p> <p>→ How did it feel to represent this in their artwork?</p>
Day 3		<p>Musical Instruments and resources from the music teacher classroom:</p> <p>**Sheet music</p> <p>**Composition books</p> <p>**headphones</p> <p>**Ukelele</p> <p>*African Drums</p> <p>**Bongos</p>	<p><u>Objectives:</u></p> <p>Students will collaborate to compose the lyrics and begin composing the music for an original song that symbolizes unity, incorporating elements from African, Hispanic, Latin American, and African American cultures.</p>	<p>Introduction and Songwriting</p> <p><u>Introduction to the Project</u> (10 mins):</p> <p>Explain to the students that they will work together to create an original song symbolizing unity. Discuss how the song will include musical and cultural elements from African, Hispanic, Latin American, and African American traditions.</p> <p><u>What is Unity in Music?</u> (5 mins):</p> <p>Engage students in a discussion about what unity means and how music can bring people together. Discuss how different cultures contribute to the richness of music and how blending these can symbolize harmony.</p> <p><u>Exploring Musical Elements from Different Cultures</u> (15 mins):</p> <ol style="list-style-type: none"> 1. Introduction to Cultural Influences: Briefly introduce some key musical elements from each culture: <ul style="list-style-type: none"> • African rhythms (drumming, call-and-response patterns). • Hispanic and Latin American rhythms (salsa, samba, or mariachi influences). • African American traditions (jazz, blues, and gospel).

				<ol style="list-style-type: none">2. Play short music clips to give students a sense of the different sounds.3. Brainstorm with students on themes that can reflect unity (e.g., community, togetherness, diversity, and peace). <p><u>Songwriting: Lyric Composition</u> (20 mins):</p> <ol style="list-style-type: none">1. Have students brainstorm lyrics in small groups.<ol style="list-style-type: none">a. Divide the class into small groups. Each group will brainstorm ideas for lyrics that reflect the theme of unity and diversity.b. Encourage students to include references to the different cultures and the ideas they discussed earlier.2. Have students continue working in their small groups to write verses and a chorus.<ol style="list-style-type: none">a. Guide students in structuring the song, ensuring that the lyrics reflect both cultural elements and the theme of unity.b. Have each group work on a section (e.g., one group might write about community, while another focuses on harmony between cultures). <p><u>Sharing and Finalizing Lyrics</u> (10 mins):</p> <ol style="list-style-type: none">1. Have each group share their lyrics with the class.2. As a class, decide how to combine the verses and chorus into a cohesive song.
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				3. Work as a class to refine the lyrics, ensuring they flow well and represent unity among cultures.
Day 4		<p>Musical Instruments and resources from the music teacher classroom:</p> <ul style="list-style-type: none"> **Sheet music **Composition books **headphones **Ukelele *African Drums **Bongos 	<p><u>Objectives:</u></p> <p>Students will collaborate to compose the music for the song, working with the music teacher to incorporate rhythms and instruments from different cultures. They will rehearse the song for performance.</p>	<p>Music Composition & Performance Preparation</p> <p><u>Introduction to Music Composition</u> (10 mins):</p> <ol style="list-style-type: none"> 1. Review the lyrics composed on the previous day and discuss how the music will reflect the cultural elements mentioned in the song. 2. **Suggested collaboration: Invite the music teacher to help guide students by introducing melody, rhythm, structure and a range of instruments students can use. <p><u>Composing the Music</u> (30 mins):</p> <ol style="list-style-type: none"> 1. Incorporating Cultural Rhythms: Ask the music teacher to demonstrate simple rhythms or melodies from African, Hispanic, Latin American, and African American musical traditions. 2. As a class, decide which rhythms and musical elements to include in different parts of the song (e.g., African drumming for the verse, Latin American beats for the chorus). 3. Group Instrumental Work: Divide students into small groups based on available instruments (e.g., drums, shakers, xylophones) and assign each group a section of the song to perform.

				<p><u>Rehearsing the Song</u> (15 mins):</p> <ol style="list-style-type: none"> 1. With the support of the music teacher, bring the groups together to rehearse the song as a whole, combining lyrics with the music they composed. 2. After a rehearsal, discuss as a class what went well and what needs improvement. 3. Make any necessary adjustments to the lyrics, rhythm, or instrumental parts. <p><u>Wrap-Up and Reflection</u> (5 mins):</p> <ol style="list-style-type: none"> 1. Ask students to reflect on how they worked together to create a song that symbolizes unity. How did incorporating different cultures make the song stronger and more meaningful? 2. Let students know that their song will be performed for the class or school later in the week, allowing them to take pride in their work.
Day 5		<p>Art supplies</p> <p>Musical instruments</p> <p>Musical resources</p>	<p><u>Objectives:</u> Students will...</p> <ul style="list-style-type: none"> • Continue working on art and music projects. • Discuss the importance of artistic expression in celebrating diversity. 	Continue to hold space for students to work on both the art pieces and our musical compositions.

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Lesson Objective(s) or Essential Question(s)	Lesson / Activities
Culminating Project and Final Reflection				
Day 1 - 3			<u>Objectives:</u> Students will be able to... <ul style="list-style-type: none"> Leverage unstructured time to work on their art and music projects 	<u>Lesson Steps:</u> <ol style="list-style-type: none"> Hold time for students to complete and refine art and music projects. Offer support where needed. Finalize research projects and timelines.
Days 4 - 5			<u>Objectives:</u> Students will be able to... <ul style="list-style-type: none"> Represent their personal and collective cultures through research-driven art and performance 	<u>Multicultural Fair:</u> Setup and present projects in a Multicultural Fair. <ol style="list-style-type: none"> Share and explore peer evaluations and reflections on the unit with students. Choose a room and finalize an agenda for the Multicultural Fair that celebrates diversity with families and the school community. <ol style="list-style-type: none"> Offer attendees ways to engage with the themes of culture and diversity.