

UNIT OVERVIEW

Unit Length	11 Lessons (approx. 90 minutes per lesson)
Grade Level(s)/Course(s)	US History 5th-8th
Subject(s)/Area(s) of Focus	US History/English Language Arts
Unit Overview	<p>Using Dr. Alfred Tatum’s Framework to teach literacy, we explore the complex 400+ year history of resistance and resilience through the eyes of the enslaved as well as the Abolitionists who worked beside them. Through a broad range of literature and media, students will understand how this history connects to their current-day culture, activism, and the systemic issues facing American citizens. They will further see themselves as the next Abolitionists in this ongoing struggle for freedom.</p> <p>This unit is centered on building literacy skills as well as high-interest content. Through a combination of Dr. Alfred Tatum’s Framework, GLAD strategies and a culminating student-led research project. To learn more about this methodology and how it is employed in this unit, refer to the Teacher Facilitation Guide [.pdf][.docx].</p> <p>Teachers should read The 1619 Project created by Nikole Hannah-Jones, The 1619 Project: New Origin Story, Born on the Water by Nikole Hannah-Jones and Renée Watson, Stamped: Racism, Antiracism, and You by Jason Reynolds and Ibram Kendi, and "Understanding the Historical Perspective" by Erica Murdock to build a solid foundational knowledge on which these lessons have been crafted and materials have been created.</p> <p>Before engaging in the unit, the teacher must ensure that students:</p> <ul style="list-style-type: none"> ● Feel safe intellectually, and emotionally while engaging in collaborative discussion ● Have a basic understanding of slavery and the colonies and the United States ● Have been introduced to main idea, key details, theme, and facets of non-fiction text <p>In this unit, each “era” begins with anchor texts that are read before engaging with the slide deck and reviewed throughout by using GLAD strategies, and narrative charts.</p>

	<p>1. Colonial Era (1619-1750) Anchor Text(s) “The White Lion,” <i>Born on the Water</i> by Nikole Hannah-Jones and Renée Watson</p> <p>2. Civil Era (1800-1865) Anchor Text, January’s Sparrow by Patricia Polacco</p> <p>3. Modern Era (1966-2023) Anchor Text, Stamped for Kids by Jason Reynolds and Ibram Kendi</p> <p>In addition, each era will begin with an anchor map that can anchor students to the time period being taught and what the country (America / United States) looked like at that time in terms of colonies, states, etc. Each era will also contribute to an interactive timeline that captures important events, movements and legislation during each era. Students will continue to leverage new learning to extend the timeline.</p>
<p>Objectives & Outcomes (list about 3-5)</p>	<p>Colonial Era (1619-1750) Today you will become smarter in/about...</p> <ul style="list-style-type: none"> ● The resistance that began in 1619 from the enslaved against the colonizer ● The Little George ship revolt and Bisa Butler, an artist-activist ● Slave revolts led by women <p>Civil Era (1800-1865) Today you will become smarter about...</p> <ul style="list-style-type: none"> ● The role the abolitionist movement played in resistance and revolts and how music has historically been used as a tool for black joy, activism and resistance ● The history of the Crosswhite Affair, the Underground railroad, and how art has been used as a form of expression and activism by Faith Ringgold ● The role the abolitionist movement played in resistance and revolts, by learning about Anthony Burns and the Boston Slave Riot as well as the history of black hairstyles <p>Modern Era (1966-2023) Today you will become smarter about...</p> <ul style="list-style-type: none"> ● The origins and impact of the Black Panther Party ● The movement to Abolish Prisons ● The origins and impact of the Black Lives Matter movement

Standards	<p><u>California Social Science Standards</u></p> <p>5.4.6 Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.</p> <p><u>Teaching Hard History</u></p> <p>Essential Knowledge 15: In every place and time, enslaved people sought freedom.</p> <p>Essential Knowledge 16: Enslaved people worked to preserve their home cultures while creating new traditions</p> <p>Essential Knowledge 20: Students will know that after the Civil War, formerly enslaved people faced many obstacles, including racism and political, social and economic inequality. Their descendants continue to face similar oppression today, though it may look different now than it did then.</p> <p><u>Social Justice Standards</u></p> <p>Diversity Domain</p> <p>8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p> <p>10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</p> <p>Justice Domain</p> <p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</p> <p>15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <p><u>Common Core English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</u></p>
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- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3 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.,
- RI.5.4 Determine the meaning between general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or a subject area.
- RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate and answer a question quickly or to solve a problem efficiently.
- RI.5.9 Integrate information from several texts on the same topic.
- RF. 5. 3 Know and apply grade-level phonics and word analysis skills in decoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4 Read with sufficient accuracy and fluency to support comprehension. A. read on-level text with purpose and understanding. Read on-level text prose and poetry orally with accuracy, appropriate rate, and expression on successive readings C. Use context to confirm or self-correct word recognition, word understanding, and rereading as necessary.
- W.5.2 Write informative/explanatory texts to examine topics and convey ideas and information clearly.

	<p>W.5.4 Produce clear coherent writing including multiple-paragraph texts, in which the development and organization are appropriate to task, purpose and audience.</p> <p>W.5.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact with and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting., W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes. and finished work and provide a list of details.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.10 Write routinely over extended time frame (time for research, reflection, and revision) and shorter time frames to single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Facilitation Resources</p>	<p>Teacher Facilitation Guide [.pdf][.docx] This guide includes an extended explanation of the curricular methodology and a list of the multimedia resources used to develop each slide deck. Sourced resources are linked throughout the unit.</p> <p>Resource Map [.pdf][.docx] This table lists the anchor texts and slide decks for each era taught in this unit.</p> <p>Colonial Era (1619-1750) Anchor Text “The White Lion,” Born on the Water by Nikole Hannah-Jones and Renée Watson The 1619 Project Born on the Water READ ALOUD Book by Nikole Hannah-Jones & Renee Watson from Reading Rocket (15:08)</p>

	<p>Introduction to the unit [.pdf][.pptx] Alfred Tatum Framework [.pdf][.pptx] **All resources used in slide decks are listed in the Teacher Facilitation Guide [.pdf][.docx]</p> <p>Civil Era (1800-1865) Anchor Text, <i>January's Sparrow</i> by Patricia Polacco Civil Era Slide Deck 1: Resistance, Abolitionists [.pdf][.pptx] Civil Era Slide Deck 2: Crosswhite Family [.pdf][.pptx] Civil Era Slide Deck 3: Anthony Burns [.pdf][.pptx] **All resources used in slide decks are listed in the Teacher Facilitation Guide [.pdf][.docx]</p> <p>Modern Era (1966-2023) Anchor Text, <i>Stamped for Kids</i> by Jason Reynolds and Ibram Kendi Full playlist: <i>Stamped (For Kids) Read Aloud</i> from Mr. Spencer ELA "<i>Twenty & Odd</i>" <i>Exploring 400 years of the African American Experience</i> from National Park Service Modern Era Slide Deck 1: Black Power [.pdf][.pptx] Modern Era Slide Deck 2: Angela Davis: Abolitionism Today [.pdf][.pptx] Modern Era Slide Deck 3: Black Lives Matter Today's Civil Rights Movement [.pdf][.pptx] **All resources used in slide decks are listed in the Teacher Facilitation Guide [.pdf][.docx]</p>
<p>Performance Task</p>	<p>Research Project Student Packet (Guidelines) [.pdf] After all lesson are implemented, students will apply their knowledge about U.S. History to conduct their own research project capturing underrepresented histories with their community. They will present what they learned about resistance and resilience through their own research and explain how their project connects to learning from the unit.</p> <p>Each student will conduct a research project based on a list of key figures, events or movements from the unit (or from topics touched on in the unit). Students must:</p> <ol style="list-style-type: none"> 1. Choose at least 2 sources to create their project including articles, anchor texts (from the unit), web pages, student journal entries, etc.

	<ol style="list-style-type: none">2. Students will use these sources to create three subtopics on their chosen subject and create or find two graphics about their topic.3. Students will then choose the method they want to present their project with such as Google Slides, essay, or video.
Assessment/Evaluation	<p><u>Formative:</u> At the end of each Lesson (slide deck) students will write one full page about what they learned in an ongoing learning journal. Journal response rubric for formative assessments [.pdf]</p> <p><u>Summative:</u> Rubrics (Student & Teacher) and Student Project Checklist [.pdf]</p>

UNIT PACING/LESSONS AND RESOURCES

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 1 Introduction & Colonial Era</i>				
Day 1	<p><i>Teacher Facilitation Guide</i> [.pdf][.docx]</p> <p>Intro and Overview Slides [.pdf][.pptx]</p> <p><u>Resources in the slides:</u> The 1619 Project National Geographic (3:15) The 1619 Project Still I Rise by Maya Angelou Born on the Water by Nikole Hannah-Jones and Renée Watson The 1619 Project Born on the Water READ ALOUD Book by Nikole Hannah-Jones & Renee Watson from Reading Rocket (15:08) Example images of in-class</p>	<p><u>Objectives:</u> Today you will become smarter about the history of African Americans and <i>The 1619 Project</i>.</p> <p><u>Essential Questions</u> How can we frame 400+ years of African Americans history? How is the story of African Americans the story of America? Why is the year 1619 important in understanding U.S. history?</p> <p><u>Assessment:</u> Students will be able to use multiple sources of information (media/text)</p>	<p><u>Educator notes:</u> <i>It will be very important to continuously come back to the idea of resistance; that in every time and place, enslaved people sought freedom, as stated in the Teaching Hard History standards.</i></p> <p><i>Detailed instructions on how to use the slide decks are included in the note section of the PowerPoint format of each slide deck. Each slide deck follows a similar format to engage with the content while developing foundational literacy skills. The slides take the students through experiences of viewing images, watching videos and reading text to build knowledge. Joy is included at the end of every slide deck to celebrate the foundation of food, song, dance, etc, brought to the United States by Africans forced from their homes.</i></p> <p><i>Students should have a physical copy of these slides so they can analyze these readings collaboratively</i></p>	<p>Resources for Class Narrative Chart Images Quotes</p> <p>Copy of slide deck with space for student notes</p> <p>Student journals</p> <p>Pencils</p> <p>Highlights</p> <p>Class set of <i>Born on the Water</i> (optional)</p>

	<p>work Cognitive Content Dictionary example 1 -Intro Slides Cognitive Content Dictionary example 2 - Intro Slides Narrative Input Chart for <i>Born on the Water</i> Born on the Water Story Map</p>	<p>to build on previous knowledge and demonstrate their learning in a one-page written journal response.</p>	<p><i>Refer to the Teacher Facilitation Guide [.pdf][.docx] for an overview of the approach to each slide deck.</i></p> <p><u>Vocabulary:</u> Introduce vocabulary in this lesson using slide 9 of the Intro and Overview Slide deck:</p> <ul style="list-style-type: none"> ● Ancestor ● Haughtiness ● Democracy ● Wondrously <p><i>**Educator note: We will also be using a GLAD Model Strategies of word work with this vocabulary such as Cognitive Content Dictionary for each word to support literacy and emergent bilingual students. One strategy used here is the Cognitive Content Dictionary (class example in the resources)</i></p> <p><u>Lesson Steps:</u> Use the Intro and Overview Slide deck to introduce <i>The 1619 Project</i>. This presentation provides a background and builds a foundation for the learning that will take place throughout this study.</p> <p>Some notes about implementing this particular slide deck:</p> <ol style="list-style-type: none"> 1. Review the cognitive content dictionary method used to teach vocabulary from slide 9. 	
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			<p>2. Narrative Input Chart & Story Map. After reading the text to students once, complete a re-read using the charts.</p> <ul style="list-style-type: none"> • Print Narrative Input images and quotes for the chart. Students listen to a second read of <i>Born on the Water</i> and they tape the pictures and quotes as the story is read again. • Students should collaborate to help the teacher complete a Story Map. <p>3. Sentence starters for slide 17 include</p> <ul style="list-style-type: none"> • Today I learned about... • One thing I connected with was... • This helped me understand • An example of resistance was... <p>4. Don't skip the slides on joy: This goal is specific to the research of Dr. Gholdy Muhammad's model that pushes the use of joy in content and narratives. Ask yourself: <i>How will my instruction advance students' happiness through the use of beautiful and truthful images, representations, and narratives about themselves and/or others?</i></p> <p>This portion can be included during the lesson or at a separate time</p>	
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			<p>depending on time availability.</p> <p>**Key understandings for these slides in the intro deck: What is <i>The 1619 Project</i> and why is it important?</p> <ul style="list-style-type: none"> → In introducing it to your students, it is important that they understand the significance of the project and that they will be participating in a study of their own related to this project. → The reading outlines the foundation of <i>The 1619 project</i>, the first essay written by Hannah-Jones, “Democracy.” Hannah-Jones discusses how her father always placed a flag at their house and served in the military. The underlying message being that African Americans have ALWAYS upheld democracy. <ul style="list-style-type: none"> • “Without the idealistic, strenuous, and patriotic efforts of black Americans, our democracy would most likely look very different—it might not be a democracy at all.” 	
Days 2-3	<p>Background Information: “Point Comfort: where slavery in America Began 400 years ago.” by David Smith for <i>The Guardian</i></p>	<p>Objectives: Today you will become smarter in learning how African American Ancestors were kidnapped by European enslavers and</p>	<p>Vocabulary: Use the cognitive content dictionary method to teach the following vocabulary words:</p> <ul style="list-style-type: none"> • Descendent • Resignation 	<p>Copies of text in slides for students</p> <p>Student Journals</p>

	<p>Beauty and sorrow: Virginia family retraces steps of enslaved Angolan ancestors from The William Tucker 1624 Society (5:01)</p> <p>Colonial Era Slide Deck 1: White Lion [.pdf][pptx]</p> <p><u>Resources for the Slide Deck</u> 3-D Video- Trans-Atlantic Slave Trade from Slave Voyages 20 and Odd: Africans' Arrival in 1619 from <i>13News Now</i> (26:35)</p> <p><u>Images:</u> African Slave Castles from the <i>Los Angeles Sentinel</i> First Africans in Virginia Hampton VA 1619 from Janice Temple 17th century Monarch of Ndongo (now Angola) Queen Nzinga Mbande from <i>Diplomatic Informer Magazine -South Africa</i></p> <p><u>Texts:</u> The 1619 Podcast Listening Guide from the Pulitzer Center</p>	<p>brought to what is now the United States.</p> <p><u>Essential Questions:</u> What is ironic about the name Point Comfort? Does the irony remind you of any other historical names or landmarks?</p> <p>What is the significance of the title, <i>Born on the Water</i>?</p> <p>How did Africans resist enslavement from the beginning?</p> <p><u>Assessment:</u> Students will be able to use multiple sources of information (media/text) to build on previous knowledge and demonstrate their learning in a one-page written journal response.</p>	<ul style="list-style-type: none"> • Ancestors • Transatlantic <p>Example: Cognitive Content Dictionary for 1619- White Lion</p> <p><u>Lesson Steps:</u> Use the Colonial Era Slide Deck 1: White Lion [.pdf][pptx] to follow unit routines as students explore the focus texts and media. The slides take the students through experiences of viewing images, watching videos and reading text to build background knowledge about the roots of enslavement in the history of the United States. They will also build foundational skills throughout the slides.</p> <p>**Key understandings for this slide deck:</p> <ul style="list-style-type: none"> → We are building upon the information presented in the introduction slides. Students will first learn about the White Lion, a Dutch ship whose passengers kidnapped the families from a Portuguese ship that had stolen families from Ndongo from their homes. → The White Lion aimed for the United States with now enslaved Africans and landed in Port Comfort, an event that is recorded to have started enslavement in the Colonies. 	<p>Pencils</p> <p>Highlighters</p>
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	<p>“Slave Trade: How African Foods Influenced Modern Cuisine,” by Jocelyne Sambira for <i>Africa Renewal Simply West African</i> by Pierre Thiam</p> <p>Videos: Nikole Hannah-Jones and Carol Anderson, Ph.D.: The 1619 Project: A New Origin Story from Family Action Network (1:00:14) <i>**features Claudia Rankine reading “The White Lion”</i> High on the Hog: How African American Cuisine Transformed America Official Trailer Netflix (2:10)</p>		<p>→ The students will first view a 3-dimensional video of what a slave ship might have looked like to give context for when they listen to the poem, <i>The White Lion</i>, ready by author Claudia Rankine on the following slide.</p> <p>→ Joy is included at the end of every slide deck to celebrate the foundation of food, song, dance, etc, brought to the United States by Africans forced from their homes.</p>	
Day 4-5	<p>Colonial Era Slide Deck 2: Enslaved People Revolts on the Ships [.pdf][pptx]</p> <p>Cognitive Content Dictionary for 1619-Early Ship Revolts</p> <p><u>Background Information:</u> “Little George Slave Revolt,” by Samuel Momodu for <i>BlackPast</i></p>	<p><u>Objectives:</u> Today you will become smarter in the Little George ship revolt and Bisa Butler, an artist-activist in order to analyze themes of resistance and resilience throughout U.S. history.</p> <p><u>Essential Questions:</u> What is a revolt and what makes a successful one?</p>	<p><u>Vocabulary:</u> Use the cognitive content dictionary method to teach the following vocabulary words:</p> <ul style="list-style-type: none"> ● Abandoned ● Generations ● Uprisings ● Ventilated <p>Example: Cognitive Content Dictionary for 1619-Early Ship Revolts</p>	<p>Copies of text in slides for students</p> <p>Student Journals</p> <p>Pencils</p> <p>Highlighters</p>

	<p>June 6, 1730: Revolt on the Little George from <i>Zinn Education Project</i></p> <p>Videos: The Little George Ship Revolt Story from On the Shoulders of Giants (3:44) 20 and Odd: Africans' Arrival in 1619 from 13News Now (26:35) Quilting for the Culture, Bisa Butler from Sok.Vision (5:51) REVIEW: Bisa Butler - Portraits from Trending In (0:58)</p> <p>Texts: "Narrative of Slave Revolt on Ship off Africa" excerpt from <i>Rhode Island, Slavery, and the Slave Trade</i>, by Joanne Pope Melish, <i>EnCompass</i> "Little George Slave Revolt," by Samuel Momodu for <i>BlackPast</i></p>	<p>What made the Little George revolt so successful?</p> <p>Assessment: Students will be able to use multiple sources of information (media/text) to build on previous knowledge and demonstrate their learning in a one-page written journal response.</p>	<p>Lesson Steps: Use the Colonial Era Slide Deck 2: Enslaved People Revolts on the Ships [.pdf][pptx] to follow unit routines as students explore the focus texts and media.</p> <p>**Key understandings for this slide deck:</p> <ul style="list-style-type: none"> → Students learn about the Little George Ship Revolt, a successful revolt on the ship headed for Rhode Island. → Students will start by reading a couple of pages, "Stolen," from the anchor book, <i>Born on the Water</i>. This will give students context, again, about the experience of African mothers, fathers, sisters, brothers, and so on being stolen from their homes by the white people who kidnapped them. → They will watch a video and read a text about the revolt. 	
<p>Day 6-7</p>	<p>Colonial Era Slide Deck 3: Women-Led Revolts [.pdf][pptx]</p> <p>Videos:</p>	<p>Objectives: Today you will become smarter about slave revolts led by women</p> <p>Essential Questions:</p>	<p>Vocabulary: Use the cognitive content dictionary method to teach the following vocabulary words:</p> <ul style="list-style-type: none"> ● Dehumanization ● Historian 	<p>Copies of text in slides for students</p> <p>Student Journals</p>

	<p>Teaching Wake: Hidden History of Women-led Slave Revolts: BLM at School Curriculum Fair 2023 from Teaching for Change (31:00)</p> <p>Wake: The Hidden History of Women-Led Slave Revolts Audio Play Trailer Podium Audio (1:35)</p> <p>"Women-Led Slave Revolts" featuring Rebecca Hall from <i>Unsung History</i> (44:51)</p> <p><u>Images:</u> Wake: The Hidden History of Women-Led Slave Revolts by Dr. Rebecca Hall</p> <p>Wake: The Hidden History of Women-Led Slave Revolts on Kickstarter</p>	<p>Why was it so difficult for the author to obtain information about women-led slave revolts?</p> <p>Why do you think this was true and why was it written off as a coincidence?</p> <p><u>Assessment:</u> Students will be able to use multiple sources of information (media/text) to build on previous knowledge and demonstrate their learning in a one-page written journal response.</p>	<ul style="list-style-type: none"> ● Manufactured ● Statistically <p><u>Lesson Steps:</u> Use the Colonial Era Slide Deck 3: Women-Led Revolts [.pdf][.pptx] to follow unit routines as students explore the focus texts and media.</p> <p>**Key understandings for this slide deck:</p> <ul style="list-style-type: none"> → Introduce slave revolts led by women. It will be very important to continuously come back to the idea of resistance; in every time and place, enslaved people sought freedom, as stated in the Teaching Hard History standards. → Dr. Rebecca Hall, the author of <i>Wake</i>, shares her challenges finding documentation about women-led slave revolts, as it would have potentially been an embarrassment to the enslavers if others knew that women took control of the ship or even attempted to do so. → Throughout this study, the students will listen to excerpts from an interview with Dr. Hall, watch a video of her book and read some pages from her graphic novel. 	<p>Pencils</p> <p>Highlighters</p>
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 2 Civil Era</i>				
Day 1	<p>Civil Era Slide Deck 1: Resistance, Abolitionists [.pdf][.pptx]</p> <p>Anchor Text: January's Sparrow by Patricia Polacco</p> <p>Part 1: Reading with Ms. Anthony- January's Sparrow by Patricia Polacco (22:05)</p> <p>Reading with Ms. Anthony- January's Sparrow by Patricia Polacco Last Part (21:00)</p> <p>Videos: Slavery - Crash Course US History #13 from Crash Course (14:24)</p>	<p>Objective: Today you will become smarter about the history of Resistance, Revolt, and Abolition in the United States during the 1800s (Civil War Era)</p> <p>Essential Question: In what ways did enslaved peoples resist, and revolt?</p> <p>How was enslavement built into our constitution and legislation during the civil era?</p> <p>Assessment: Students will be able to use multiple sources of information</p>	<p>Vocabulary: Use the cognitive content dictionary method to teach the following vocabulary words:</p> <ul style="list-style-type: none"> ● Resistance ● Fugitive ● Abolitionist ● Enslaved <p>Example: Cognitive Content Dictionary for Resistance, Abolitionists</p> <p>Lesson Steps: Use slideshow Civil Era Slide Deck 1: Resistance, Abolitionists [.pdf][.pptx] to launch The Civil Era. Refer to the text on each slide note to guide your instruction.</p> <ol style="list-style-type: none"> 1. January's Sparrow Narrative Input Chart and Story Map Chart. <ol style="list-style-type: none"> a. Print narrative input images and quotes for the chart. Students listen to a second read of <i>January Sparrow</i> and tape the 	<p>Copies of text in slides for students</p> <p>Student Journals</p> <p>Pencils</p> <p>Highlighters</p> <p>Materials for January's Sparrow Narrative Input Chart</p> <p>Images</p> <p>Quotes</p>

<p>Creative Resistance The African Americans from <i>PBS Learning Media</i> (1:10)</p> <p>The Abolitionist Movement from <i>BowTie Guy and Wife</i> (7:04)</p> <p>Rap and Hip Hop: Crash Course Black American History #47 from <i>CrashCourse</i> (14:51)</p> <p><u>Texts:</u> “Resist” from Born on the Water</p> <p>Excerpt from “Capitalism,” The 1619 Project: New Origin Story, page 170</p> <p>“Fugitive Slave Act.” from <i>Britannica for Kids</i></p> <p>Fugitive slave laws facts for kids, Kiddle</p> <p>"Understanding the Historical Perspective" by Erica Murdock on sutori.com</p>	<p>(media/text) to build on previous knowledge and demonstrate their learning in a one-page written journal response.</p>	<p>pictures and quotes as the the story is read again.</p> <p>b. Students should collaborate to help the teacher complete a story map.</p> <p>**Key understandings for this slide deck:</p> <ul style="list-style-type: none"> → This slide deck focuses on the evolution of resistance and resilience throughout American history. This introduces the Underground Railroad and abolitionists. This is a more in-depth view of who abolitionists were and what they did. → This slide deck adds another layer to the history of resistance: The idea that abolitionism rose against enslavement and included different kinds of key figures. In contrast to the horrors of enslavement were those who fought against it. Anyone can be an abolitionist, even students! → Additionally, students analyze how enslavement was built into our constitution and legislation with laws such as the Fugitive Slave Act. → Anchor texts are used throughout. The anchor text directly connects to the topics covered in the slide 	
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	<p>“Fight the Power: The most provocative song ever” by Dorian Lynskey for <i>the BBC</i></p> <p>Lyrics for “Fight the Power” by Public Enemy</p> <p><u>Background Resources for Civil Era (1800 - 1865):</u></p> <p>400 Years of Resistance to Slavery and Injustice from KnightLab and the University of California Berkley</p> <p>Creative Resistance The African Americans from <i>PBS Learning Media</i> (1:10)</p>		<p>deck (abolition and resistance). It should be taught concurrently with the slide deck or during the same time period. <i>January’s Sparrow</i> is based on the true story of the Crosswhite family. They escaped using the underground railroad and found support from abolitionists along the way. Everything ties together under the lens of resistance.</p> <ul style="list-style-type: none"> • In teaching these, you can use the GLAD strategies shown in the left-hand column or choose your own interactive read-aloud strategies. • Having students watch a read-aloud version has worked well as this story is written from a dialect “modified from slave narratives.” 	
<p>Days 2-3</p>	<p>Civil Era Slide Deck 2: Crosswhite Family [.pdf][.pptx]</p> <p>United States in the Civil Era Map (class example)</p> <p><u>Videos:</u> The Underground Railroad: Crash Course Black</p>	<p><u>Objectives:</u> Today you will become smarter about the Crosswhite affair and the Underground Railroad.</p> <p><u>Essential Questions:</u> What was the role of the Underground Railroad in the resistance of the</p>	<p><u>Vocabulary:</u> Use the cognitive content dictionary method to teach the following vocabulary words:</p> <p>Network Route Conductor Disguises</p> <p><u>Lesson Steps:</u></p>	<p>Copies of text in slides for students</p> <p>Student Journals</p> <p>Pencils</p> <p>Highlighters</p>

	<p>American History #15 from CrashCourse (12:44)</p> <p>The Adam Crosswhite Affair & How Marshall Michigan changed the World from Michael Delaware (28:59)</p> <p>African American Artist Illustrates the Power of Black Women NowThis (8:33)</p> <p>Faith Ringgold: Artist & Activist from MAKERS (3:30)</p> <p><u>Texts:</u> "The Underground Railroad," Michiganology</p> <p>The Crosswhite Family." The 1847 Michigan Slave Rescues</p> <p>"Understanding the Historical Perspective," by Ericka Murdoch, <i>Sutori</i></p> <p><u>Additional Resources:</u> Faith Ringgold Website</p>	<p>enslaved?</p> <p>How is the legislation, such as the Fugitive Slave Act, used to combat resistance?</p> <p>What role did abolition play during this time period?</p> <p><u>Assessment:</u> Students will be able to use multiple sources of information (media/text) to build on previous knowledge and demonstrate their learning in a one-page written journal response.</p>	<p>Use Civil Era Slide Deck 2: Crosswhite Family [.pdf][.pptx] to lead this lesson. Refer to the text on each slide note to guide your instruction.</p> <p>**Key Understandings:</p> <ul style="list-style-type: none"> → This deck introduces another major form of resistance and connects back to the anchor text where students learned about the Crosswhite family’s use of the Underground Railroad to escape enslavement. → Students will get an understanding of the realities of Adam Crosswhite’s resistance and should also connect his story to what they know of abolitionists. → They should also connect the use of legislation in this account, equating humans to property through the use of the Fugitive Slave Act. 	
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	<p>Painted Story Quilt, a lesson plan from BLICK</p> <p>Faith Ringgold and Story Quilts: How are narrative artworks created? A lesson plan from The Matt at Home</p>			
<p>Days 3-5</p>	<p>Civil Era Slide Deck 3: Anthony Burns [.pdf][.pptx]</p> <p><u>Resources for the slide deck:</u></p> <p><u>Videos:</u> Anthony Burns.flv from <i>jghprofhist</i> (5:25)</p> <p>Failed Protests, from <i>PBS</i> (2:55)</p> <p>Caleb McLaughlin Reads "Crown: An Ode to the Fresh Cut" Bookmarks Netflix Jr (7:14)</p> <p>A History Of African Hairstyles Used As Maps To</p>	<p><u>Objective:</u> Today you will become smarter about the role that the abolitionist movement played in resistance and revolts.</p> <p>Today you will become smarter by examining the case of Anthony Burns and the Boston Slave Riot</p> <p><u>Essential Questions:</u> Why was the trial of Anthony Burns important historically?</p> <p>What was the role of Abolitionists in the resistance of the enslaved?</p>	<p><u>Vocabulary:</u> Use the cognitive content dictionary method to teach vocabulary words</p> <ul style="list-style-type: none"> • Liberty • Freedom • Compromise <p><u>Lesson Steps:</u> Use Civil Era Slide Deck 3: Anthony Burns [.pdf][.pptx] to lead this lesson. Refer to the text on each slide note to guide your instruction.</p> <p>**Key understanding from this slide deck: → There are many examples of active resistance, such as Anthony Burns. In this example, Anthony Burns is arrested under the Fugitive Slave Act and it causes a riot. This becomes a bigger fight with abolitionists pushing for his</p>	<p>Copies of text in slides for students</p> <p>Student Journals</p> <p>Pencils</p> <p>Highlighters</p>

	<p>Escape Slavery from <i>HomeTeam History</i> (5:57)</p> <p>Love Your Locs: Myths & Misconceptions About Dreadlocks from <i>NowThis Impact</i> (7:17)</p> <p>The History of Braids & Bans on Black Hair from <i>NowThis Impact</i> (8:54)</p> <p><u>Texts:</u> “Boston slave riot, and trial of Anthony Burns.” Library of Congress</p> <p>"Anthony Burns captured," from <i>Africans in America</i> by PBS</p> <p>"God made me a man- not a slave": The Arrest of Anthony Burns," an interactive timeline from the Boston African American National Historic Site</p>	<p>What connections can be made to our previous learning (Crosswhite family, abolitionism)?</p> <p>Although Anthony Burns does not win freedom, what is the significance of this case?</p> <p><u>Assessment:</u> Students will be able to use multiple sources of information (media/text) to build on previous knowledge and demonstrate their learning in a one-page written journal response.</p>	<p>freedom as well.</p> <ul style="list-style-type: none"> → This is a well-documented case and connects back to the resistance found in the anchor text. Anthony himself is an abolitionist activist in this as he champions his own fight against enslavement and a constitution that protects his enslavers. → This slide deck also introduces another key figure and abolitionist, Leonard Grimes. 	
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	<p>"The Joy of Black Hair," by Sandra E. Garcia for <i>The New York Times</i></p> <p>"The History of Black Barbershops." nationalbarbers.org</p>			
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 3 Modern Era</i>				
Day 1	<p>Anchor Text: Stamped for Kids by Jason Reynolds and Ibram Kendi</p> <p>Videos: Full playlist: Stamped (For Kids) Read Aloud from Mr. Spencer ELA (chapters 14-18 and 23-24)</p> <p>The Birth of the Black Panthers from <i>Black History in Two Minutes</i> (2:06)</p> <p>The Black Panthers' Overlooked Health Programs The History You Didn't Learn TIME (9:52)</p> <p>Texts: “The Black Panther Party,” National Archives</p> <p>Elaine Brown Website</p>	<p><u>Essential Questions:</u> How can we frame African American History 400+ years of Resistance, Resilience, Power and Pride into the modern era as we know it?</p> <p><u>Assessment:</u> Students will be able to use multiple sources of information (media/text) to build on previous knowledge and demonstrate their learning in a one-page written journal response.</p>	<p><u>Lesson Steps:</u> Have students listen to <i>Stamped for Kids</i>, chapters 14-19 & 23-24 before the week's lessons or complete this concurrently with the week's slide decks. Use the Stamped for Kids Discussion/Journal Questions [.docx][.pdf] to lead students in a reflection of each chapter.</p> <ul style="list-style-type: none"> • The chapters are fairly brief but are packed with a lot of important information. Each chapter is typically about 2 to 4 pages. • It is helpful to listen to these together using a virtual source, such as YouTube, and the students can follow along with their texts. • If you have an audible subscription this is read in a kid's voice and is much more engaging. 	<p>Stamped for Kids</p> <p>Stamped for Kids Discussion/Journal Questions [.docx][.pdf] **This worksheet was adapted from a resource for purchase: THE ULTIMATE Stamped for Kids Novel Study - by Jason Reynolds and Ibram X. Kendi</p> <p>Journals</p> <p>Pencils</p> <p>Copies of discussion questions</p>

<p>Days 2-3</p>	<p>Modern Era Slide Deck 1: Black Power [.pdf][.pptx]</p> <p>Anchor Text: Stamped for Kids by Ibram X. Kendi</p> <p>Videos: How Did Angela Davis Inspire a Movement? from <i>Smithsonian</i> (2:50)</p> <p>Angela Davis: Resisting the System (WAMS E38) from <i>New York Historical Society</i> (2:31)</p> <p>Stamped For Kids, Chapter 17 Black Power (3:22)</p> <p><u>Texts:</u> Stamped for Kids by Jason Renolds and Ibram Kendi</p> <p>Angela Davis on the power of protest: 'We can't do anything without optimism' by Simon Hattenstone for <i>The Guardian</i></p> <p>Elaine Brown Website</p>	<p><u>Objectives:</u> Today students will become smarter about the origins and impact of the Black Panther Party and the Black Power Movement.</p> <p><u>Essential Questions:</u> What are the origins and impacts of the Black Power movement and the Black Panther Party? Who were the key figures?</p> <p>What were the initiatives and contributions of the Black Panther Party?</p> <p>Why do you think access to healthcare was a priority for the Black Panther Party?</p> <p>How does access to healthcare impact the well-being of a community?</p> <p><u>Assessment:</u> Students will be able to use multiple sources of</p>	<p><u>Vocabulary:</u> Use the cognitive content dictionary method to teach vocabulary words</p> <ul style="list-style-type: none"> ● advocacy ● disparities ● nutritious ● initiatives <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Review Chapter 17 from <i>Stamped for Kids</i> about Black Power. 2. Use Modern Era Slide Deck 1: Black Power [.pdf][.pptx] to follow unit routines as students explore the focus texts and media. Refer to the text on each slide note to guide your instruction. <p>**Key Understandings for this slide deck: In this slide deck the goal is to make the previous learning “full circle.” Looking at how resistance and resilience have evolved historically to the modern era. Through movements and groups such as the Black Panther Party.</p>	<p>Copies of text in slides for students</p> <p>Student Journals</p> <p>Pencils</p> <p>Highlighters</p>
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		<p>information (media/text) to build on previous knowledge and demonstrate their learning in a one page written journal response.</p>		
<p>Days 4-5</p>	<p>Modern Era Slide Deck 2: Angela Davis: Abolitionism Today [.pdf][.pptx]</p> <p>Resources for Slide deck</p> <p><u>Videos:</u> How Did Angela Davis Inspire a Movement? from <i>Smithsonian</i> (2:50)</p> <p>Angela Davis: Resisting the System (WAMS E38) from <i>New York Historical Society</i> (2:31)</p> <p><u>Texts:</u> Stamped for Kids by Jason Renolds and Ibram Kendi</p> <p>Angela Davis on the power of protest: 'We can't do anything without optimism'</p>	<p><u>Objectives:</u> Today you will become smarter about Angela Davis and the movement to abolish prisons</p> <p><u>Essential Questions:</u> What role has Angela Davis played as a modern day abolitionist?</p> <p>Why is she focused on prison reform?</p> <p>What connections can you make between prisons and enslavement?</p> <p><u>Assessment:</u> Students will be able to use multiple sources of information (media/text) to build on previous knowledge and</p>	<p><u>Vocabulary:</u> Use the cognitive content dictionary method to teach vocabulary words</p> <ul style="list-style-type: none"> ● injustice ● cultivate ● generation ● organized <p><u>Lesson Steps:</u> Use the Modern Era Slide Deck 2: Angela Davis: Abolitionism Today [.pdf][.pptx] to follow unit routines as students explore the focus texts and media. Refer to the text on each slide note to guide your instruction.</p> <p>**Key Understanding for this slide deck</p> <ul style="list-style-type: none"> → Introduce the topic by touching back to the anchor text, <i>Stamped</i>. → Read the passages about Angela Davis aloud. → To get students talking about what they remember from the 	<p>Copies of text in slides for students</p> <p>Student Journals</p> <p>Pencils</p> <p>Highlighters</p>

	<p>by Simon Hattenstone for <i>The Guardian</i></p> <p>“Angela Davis — Seize the Time,” Zummerli Art Museum</p>	<p>demonstrate their learning in a one-page written journal response.</p>	<p>book, it is important that students make the connections from enslavement to mass incarceration. As enslavement has changed over time to mass incarceration, so have the forms of resistance by abolitionists such as Angela Davis.</p>	
Day 6-7	<p>Modern Era Slide Deck 3: Black Lives Matter Today’s Civil Rights Movement [.pdf][.pptx]</p> <p><u>Texts:</u> Stamped for Kids by Jason Renolds and Ibram Kendi</p> <p>"Frontline Organizing." Black Live Matter</p> <p>"Black Lives Matter," Kids Britannica</p> <p>Little Prayer, poem by Danez Smith</p> <p>“33 powerful Black Lives Matter murals,” by Amelia Holowaty Krales and Vjeran Pavic for <i>The Verge</i></p>	<p><u>Objectives:</u> Today you will become smarter about the origins and impact of the Black Lives Matter movement.</p> <p><u>Essential Questions:</u> What are the origins and impact of the Black Panther Party?</p> <p>How is this movement similar and different from movements in the past such as the civil rights movement?</p> <p><u>Assessment:</u> Students will be able to use multiple sources of information (media/text) to build on previous knowledge and</p>	<p><u>Vocabulary:</u> Use the cognitive content dictionary method to teach vocabulary words:</p> <ul style="list-style-type: none"> ● intervening ● reimagine ● breathable ● foundational <p><u>Lesson Steps:</u> Use the Modern Era Slide Deck 3: Black Lives Matter Today’s Civil Rights Movement [.pdf][.pptx] to follow unit routines as students explore the focus texts and media.</p> <ol style="list-style-type: none"> 1. Begin lesson with anchor text-<i>Stamped</i>, touching on Black Lives Matter. <p>**Key understandings for this slide deck:</p> <p>→ It is important that students can connect their previous learning about resistance and abolition to</p>	<p>Copies of text in slides for students</p> <p>Student Journals</p> <p>Pencils</p> <p>Highlighters</p>

	<p>“The ‘Black Lives Matter’ Street Art That Contains Multitudes.” by Julia Jacobs for <i>New York Times</i></p> <p>Videos: President Obama: Trayvon Martin Made America Confront Its Original Sin NYT Opinion (6:55)</p> <p>This woman helped create Black Lives Matter a year before Ferguson by Chris Wiggins for <i>USA TODAY</i> (1:44)</p> <p>Black Lives Matter: Crash Course Black American History #51 by Crash Course (13:20)</p>	<p>demonstrate their learning in a one page written journal response.</p>	<p>the current day. They should be able to compare and contrast the various methods of resistance used throughout history and now.</p> <ul style="list-style-type: none"> → This is a great jumping-off point to now have students see their current-day selves as abolitionists and begin to introduce their final research project. → Throughout this unit one of the greatest forms of resistance is LEARNING this history and continuing further research is the perfect way. → The performance task is a chance for students to explore a topic, movement, or key figure (that we have learned about) more deeply and then teach their peers through this project. 	
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 4 & 5 Performance Task</i>				
Day 1 - 20	All resources used throughout the unit	<p>Objective: Students will be able to conduct research using print and digital mediums, draw evidence and write an analysis or reflection with their findings and present to their peers.</p>	<p>Lesson Steps: Use the Final Performance Task Guide to introduce the summative assessment. The below steps are outlined in this guide in a user-friendly format. Pull up a packet and go through each page with students to explain what is expected.</p> <ol style="list-style-type: none"> 1. Students have spent the unit building their background knowledge about U.S. history, and will now conduct their OWN research to share underrepresented histories with their community. 2. Each student will create a research project based on a list of key figures, events or movements from the unit. 3. They will choose at least 2 sources to create their project including articles, anchor texts, web pages, their student journals, etc. <ol style="list-style-type: none"> a. Students will use these sources to create three subtopics on their chosen topics. 	<p>Digital copies of slide decks shared with students so that they can access the media and use further research links included in slides.</p> <p>Slide templates (optional)</p> <p>Student journals to pull previous learning from.</p> <p>Research Project Student Packet (Guidelines) [.pdf]</p> <p>Summative: Rubrics (Student & Teacher) and Student Project Checklist [.pdf]</p>

			<ol style="list-style-type: none"> 4. Students will also create or find two graphics about their topic 5. Students will then choose the method they want to present their project with such as Google Slides, essay, or video. 6. Review the Summative: Rubrics (Student & Teacher) and Student Project Checklist [.pdf] 7. Students will share a presentation on what they learned about resistance and resilience through their research and how it connects to what they learned in the unit. <p><u>Possible schedule for final task completion:</u></p> <ul style="list-style-type: none"> → Day 1: Students pick a topic and how they will present it (essay, slide deck, video, etc.) → Days 2-3: Students research and create outlines of three subtopics. → Days 4-10: Students create their presentation → Day 15-20: Presentations (5 per day) 	
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