

## Teacher Facilitation Guide

### Unit Structure:

This unit is divided into three eras: the Colonial Era, the Civil Era and the Modern Era. Each era is taught through a series of slide decks, an anchor text, and an anchor map to connect to the geographic elements of the timeframe. The study of each era begins with an exploration of the anchor texts using GLAD strategies and narrative charts. Each Era will also result in a piece of a continually evolving, interactive timeline that signifies important events, movements and legislation across each time.

### Unit Methodology:

This unit was planned using the models (and research) of Dr. Alfred Tatum and Gholdy Muhammad. Jenny Ridders adapted a slide deck template based on the core tenets of both models.

### **Dr. Gholdy Muhammad's HILL Model, an equity framework, focuses on 5 Pursuits:**

1. **Identities:** How will your teaching help students to learn something about themselves and/or others?
2. **Skills:** What skills and content learning standards are you teaching?
3. **Intellect:** What will your students become smarter about?
4. **Criticality:** How will you engage your thinking about power, equity, and anti-oppression in the text in society and in the world?
5. **Joy:** How will my instruction advance students' happiness through the use of beautiful and truthful images, representations, and narratives about themselves and/or others?

Dr. Alfred Tatum's Multidimensional Reading Model is outlined in his book [\*Teaching Black Boys in the Elementary Grades: Advanced Disciplinary Reading and Writing to Secure Their Futures\*](#). The model focuses on nurturing interdisciplinary reading, writing, and speaking. In this model, each lesson includes multiple texts, multisyllabic word study, and multiple components during each lesson, while providing explicit reading instruction and writing instruction. Every lesson is designed to provide students an opportunity to:

- Strengthen their concept of reading
- Decode multisyllabic words
- Develop reading fluency
- Monitor their comprehension
- Demonstrate their comprehension through reading and writing using scientifically based reading research
- Learn new information that potentially can contribute to personal and academic growth

All lessons follow a specific sequence that includes:

1. Images and/or multimedia presentations and discussion to acquaint students with the topic audiovisually
2. Decoding multisyllabic words found in the text, using a three-step process
3. Comprehension monitoring
4. Fluency practice with a partner, aiming for 100% fluency including the multisyllabic words previously decoded
5. Reading the texts

6. Choice between two line sets, selecting the set that better captures the full meaning of the text (designed to gauge whether the students were focusing on the beginning, middle, and end of the texts, instead of individual sentences or words alone)
7. Using writing tips to write one page synthesizing or comparing the content of both texts and expressing a personal view about what was learned and how it could be applied
8. Discussion of texts and comments

This language in this outline of the multidimensional reading model is pulled directly from Dr. Alfred Tatum's book, [\*Teaching Black Boys in the Elementary Grades: Advanced Disciplinary Reading and Writing to Secure Their Futures.\*](#)

#### Slide Deck Template and Reasoning Using Both Models [[.pdf](#)][[.pptx](#)]

Review Jenny Ridders' adaptation of this model into a flexible slide deck template, which is used throughout this unit. Review the overview of this template below:

- **Slide 1** Title & “ You will become smarter statement”
- **Slide 2** Lesson Standards
- **Slides 3&4** Images and/or multimedia presentations and discussion to acquaint students with the topic audiovisually. This should build background knowledge and vocabulary, building towards a deep understanding of the concept.
- **Slide 5** This slide will include domain-specific or lesson-specific vocabulary (4 to 5 words). Students will decode these multisyllabic words, while also looking at the etymology. We will also be using a [GLAD Model Strategies](#) of word work with this vocabulary such as a Cognitive Content Dictionary for each word to support literacy and emergent bilingual students.
- **Slides 6 & 7** Typically include **text** that provides additional background and information on your topic. You will cloze read this together and students will be given a copy of this to support comprehension. Students can also annotate this text.
- **Slide 8** Includes a “cloze” passage of **previous reading from other slide decks or anchor text with keywords removed**. The purpose is to build comprehension and background knowledge with previously taught concepts and vocabulary with this passage. Students would also be given a copy where they could partner read or review this in whole and/or small groups.
- **Slide 9** Includes open-ended discussion questions here; 2-4 should be fine. In this discussion, the students are piecing together their understanding of everything they have learned so far and are now being asked to think critically about the topic.
- **Slide 10** This is a fluency passage from the current slide topic with vocabulary from slide 5 highlighted. Students could have multiple reads of this slide and practice with a partner.
- **Slide 11** Students will now write about what they have learned in the slide deck and its resources completing a page of writing. “Synthesizing or comparing the content of both texts and expressing a personal view about what was learned and how it could be applied.”
- **Slide 12** This includes joy! This goal is specific to the research of Dr. Gholdy Muhammad's model that pushes the use of Joy in content and narratives.

## Resources

The following introduction and set of eras are taught through teacher-created slide decks which include a series of multimedia resources. All PowerPoint versions of slide decks include teacher directions in the notes section.

\*\*Make copies of slide decks with blank note sections for students to take notes while learning.

### **Introduction to the unit**

Slide Deck [[.pdf](#)][[.pptx](#)]

Resources in the slide deck:

- [The 1619 Project | National Geographic](#) (3:15)
- [The 1619 Project](#)
- [Still I Rise](#) by Maya Angelou

### **Colonial Era (1619-1750)**

Anchor Text: [Born on the Water](#) by Nikole Hannah-Jones and Renée Watson

#### Background Information:

[“Point Comfort: where slavery in America began 400 years ago.”](#) by David Smith for *The Guardian*  
[Beauty and sorrow: Virginia family retraces steps of enslaved Angolan ancestors](#) from *The William Tucker 1624 Society* (5:01)

#### **Colonial Era Slide Deck 1: White Lion** [[.pdf](#)][[.pptx](#)]

[3-D Video- Trans-Atlantic Slave Trade](#) from *Slave Voyages*  
[20 and Odd: Africans' Arrival in 1619](#) from *13News Now* (26:35)

#### Images:

[African Slave Castles](#) from the *Los Angeles Sentinel*  
[First Africans in Virginia Hampton VA 1619](#) from Janice Temple  
[17th century Monarch of Ndongo \(now Angola\) Queen Nzinga Mbande](#) from *Diplomatic Informer Magazine -South Africa*

#### Texts:

[The 1619 Podcast Listening Guide](#) from the *Pulitzer Center*  
[“Slave Trade: How African Foods Influenced Modern Cuisine.”](#) by Jocelyne Sambira for *Africa Renewal*  
[Simply West African](#) by Pierre Thiam

#### Videos:

[Nikole Hannah-Jones and Carol Anderson, Ph.D.: The 1619 Project: A New Origin Story](#) from *Family Action Network* (1:00:14)  
\*\*features Claudia Rankine reading “The White Lion”  
[High on the Hog: How African American Cuisine Transformed America | Official Trailer | Netflix](#) (2:10)

## Colonial Era Slide Deck 2: Enslaved People Revolts on the Ships [[.pdf](#)][[.pptx](#)]

### Background Information:

[“Little George Slave Revolt.”](#) by Samuel Momodu for *BlackPast*  
[June 6, 1730: Revolt on the Little George](#) from *Zinn Education Project*

### 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)

### Texts:

[“Narrative of Slave Revolt on Ship off Africa”](#) excerpt from *Rhode Island, Slavery, and the Slave Trade*, by Joanne Pope Melish, *EnCompass*  
[“Little George Slave Revolt.”](#) by Samuel Momodu for *BlackPast*

## Colonial Era Slide Deck 3: Women Led Revolts [[.pdf](#)][[.pptx](#)]

### Videos:

[Teaching Wake: Hidden History of Women-led Slave Revolts: BLM at School Curriculum Fair 2023](#) from Teaching for Change (31:00)  
[Wake: The Hidden History of Women-Led Slave Revolts | Audio Play Trailer | Podium Audio](#) (1:35)  
[“Women-Led Slave Revolts”](#) featuring Rebecca Hall from *Unsung History* (44:51)

### Images:

[Wake: The Hidden History of Women-Led Slave Revolts](#)  
[Wake: The Hidden History of Women-Led Slave Revolts](#) on Kickstarter

### Civil Era (1800-1865)

Anchor Text: [January's Sparrow](#) by Patricia Polacco

#### Background Resources:

- [400 Years of Resistance to Slavery and Injustice](#) from KnightLab
- [Creative Resistance | The African Americans](#) from PBS Learning Media

#### Civil Era Slide Deck 1: Resistance, Abolitionists [.pdf][.pptx]

#### Videos:

- [Slavery - Crash Course US History #13](#) from Crash Course (14:24)
- [Creative Resistance | The African Americans](#) from PBS Learning Media (1:10)
- [The Abolitionist Movement](#) from BowTie Guy and Wife (7:04)
- [Rap and Hip Hop: Crash Course Black American History #47](#) from CrashCourse (14:51)

#### Texts:

- “Resist” from [Born on the Water](#)
- Excerpt from “Capitalism,” [The 1619 Project: New Origin Story](#), page 170
- [“Fugitive Slave Act,”](#) from *Britannica for Kids*
- [Fugitive slave laws facts for kids](#), Kiddle
- ["Understanding the Historical Perspective"](#) by Erica Murdock on sutori.com
- [“Fight the Power: The most provocative song ever”](#) by Dorian Lynskey for *the BBC*
- [Lyrics for “Fight the Power”](#) by Public Enemy

#### Civil Era Slide Deck 2: Crosswhite Family [.pdf][.pptx]

#### Background:

- [The 1847 Michigan Slave Rescues](#)
- ["Understanding the Historical Perspective"](#) by Erica Murdock on sutori.com

#### Videos:

- [The Underground Railroad: Crash Course Black American History #15](#) from CrashCourse (12:44)
- [The Adam Crosswhite Affair & How Marshall Michigan changed the World](#) from Michael Delaware (2:59)
- [African American Artist Illustrates the Power of Black Women | NowThis](#) from NowThis Impact (8:33)
- [Faith Ringgold: Art And Activist](#) from MAKERS (3:30)

#### Texts:

- [The Underground Railroad](#) from Michiganology
- [Faith Ringgold Website](#)

#### Additional Curricular Resources:

- ["Painted Story Quilt"](#) by BLICK (Possible Art Lesson on Faith Ringgold)
- [Faith Ringgold and Story Quilts](#) PDF lesson by Matt@Home

### Civil Era Slide Deck 3: Anthony Burns [[.pdf](#)][[.pptx](#)]

#### Videos:

- [Anthony Burns.flv](#) from jghprofhist (5:25)
- [American Experience: Failed Protests](#) (2:55)
- [Caleb McLaughlin Reads "Crown: An Ode to the Fresh Cut" | Bookmarks | Netflix Jr](#) (7:14)
- [A History Of African Hairstyles Used As Maps To Escape Slavery](#) from HomeTeam History (5:57)
- [Love Your Locs: Myths & Misconceptions About Dreadlocks](#) from NowThis Impact (7:18)
- [The History of Braids & Bans on Black Hair | MANE | NowThis](#) from NowThis Impact (8:54)

#### Texts:

- ["Boston slave riot, and trial of Anthony Burns,"](#) *the Library of Congress*
- [Anthony Burns captured](#) from *PBS*
- [God made me a man- not a slave": The Arrest of Anthony Burns](#) from the National Park Service
- ["The Joy of Black Hair,"](#) by Sandra E. Garcia for *The New York Times*
- [The History of Black Barbershops: The Must-Know Info about Black Barbershops' Impact on the Industry](#) from National Barbers Insurance

## Modern Era (1966-2023)

### Modern Era Slide Deck 1: Black Power [[.pdf](#)][[.pptx](#)]

#### Videos:

- [The Birth of the Black Panthers](#) from Black History (2:06)
- [The Black Panthers' Overlooked Health Programs | The History You Didn't Learn | TIME](#) (9:52)

#### Texts:

- [Stamped for Kids](#) by Jason Reynolds and Ibram Kendi
- [The Black Panther Party](#) from *the National Archives*

#### Joy:

- [Elaine Brown Online](#)

### Modern Era Slide Deck 2: Angela Davis: Abolitionism Today [[.pdf](#)][[.pptx](#)]

#### Videos:

- [How Did Angela Davis Inspire a Movement?](#) Smithsonian (2:50)
- [Angela Davis: Resisting the System \(WAMS E38\)](#), New York Historical Society (2:31)

#### Texts:

- [Stamped for Kids](#) by Jason Reynolds and Ibram Kendi
- [Angela Davis on the power of protest: 'We can't do anything without optimism'](#) by Simon Hattenstone for *The Guardian*
- [Angela Davis — Seize the Time](#) from Zimmerli Art Museum, Rutgers

### Modern Era Slide Deck 3: Black Lives Matter Today's Civil Rights Movement [[.pdf](#)][[.pptx](#)]

#### Videos:

- [President Obama: Trayvon Martin Made America Confront Its Original Sin | NYT Opinion](#) (6:56)
- ["This woman helped create Black Lives Matter a year before Ferguson,"](#) by Alicia Garza for *USA Today*
- [Black Lives Matter: Crash Course Black American History #51](#) from CrashCourse (13:20)

#### Texts:

- [Stamped for Kids](#) by Jason Reynolds and Ibram Kendi
- ["Front Live Organizing" from Black Lives Matter](#)
- ["Black Lives Matter" from Britannica Kids](#)
- [Little Prayer](#) by Danez Smith
- ["33 powerful Black Lives Matter murals,"](#) by Amelia Holowaty Krales and Vjeran Pavic for *The Verge*
- ["The 'Black Lives Matter' Street Art That Contains Multitudes,"](#) by Julia Jacobs for *The New York Times*