



BLACK STUDIES

AS THE STUDY OF THE WORLD

A PK-12 Black Studies Curriculum
for New York City Public Schools

CURRICULUM GUIDE

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Praise for the *Black Studies as the Study of the World* Curriculum

"It is rare that we review a curriculum that is so intentionally rooted in the creation of positive and affirming stories and narratives for historically marginalized groups. We are excited for New York City students and are hopeful educators and schools are equipped with the tools, resources, and training to deliver this dynamic content to our students."

New York University Metro Center, Culturally Responsive-Sustaining Education Curriculum Scoring Overview

"Throughout the lesson, I observed a shift in the classroom dynamic as students became more engaged and passionate about the subject matter. They connected historical events to contemporary issues, challenged stereotypes, and demonstrated a newfound empathy for marginalized communities. Ultimately, this experience reinforced the power of culturally relevant curriculum in sparking student interest and fostering critical thinking skills. It reminded me of the importance of providing students with opportunities to explore diverse perspectives and engage in meaningful discussions about social justice issues."

Middle school counselor, District 13, Brooklyn

"The students were excited about the overall experience! It was great to see them embrace the learning opportunities, and be able to take ownership of the new vocabulary words like 'lineage & ancestor.' Also, they were able to come up with thoughtful questions that they would have liked to ask their ancestors."

1st grade teacher, District 31, Staten Island

"As an educator, I was able to fill my own knowledge gaps about black studies that I had not known prior to implementing these lessons. It was a positive learning experience for both me, as the educator, as well as for my students. The JOY that I saw in the classroom when learning about these periods of history and the diversity of the black culture across the African Diaspora."

K-5 Social Studies teacher, District 10, Bronx

"My students enjoyed the Black Studies curriculum very much and were engaged throughout each lesson. They frequently asked, 'Are we going to have a Black Studies lesson today?'"

Pre-K teacher, District 29, Queens

"One of my colleagues, when she heard about the lesson content, asked, 'Can your students do that work?' And I replied yes, I think they can. She went on to say that she hadn't had to do such work until high school and college. It was so fulfilling and heart-warming to hear the high-level discussion my students have and to know that yes, they can analyze and interpret artwork."

5th grade teacher, District 13, Brooklyn

“Students were more engaged than ever and even those who usually do not participate had a lot to share and make connections to today. In fact, I had to modify some activities because I just allowed the meaningful class discussion to go on.”

8th grade French and Social Studies Teacher, District 28, Queens

“During a visit to our local library my students were able to share what they learned about the Sankofa symbol and different family values. The conversations were more focused, thoughtful, and engaging because of our learning experiences from the Black Studies Curriculum. The librarian was so impressed with their knowledge and engagement. I learned that just exposing my students to the information was so beneficial. At first I thought it might be too much for them, but they rose to the challenge.”

Kindergarten teacher, District 5, Manhattan

“Students were fully engaged, they wanted to express their opinions and share their ideas. They loved annotating the poem written by Amanda Gorman... Afterwards I created my own lesson where the students participated in deeper discussion based on the poem and then were able to share their ideas. This was a great way for them to build on their understanding.”

4th grade teacher, District 31, Staten Island

“My Haitian students were delighted and were very active in the activity, they had a great sense of pride. Some of my parents offered to come to class to speak about Haiti. It fostered a great class community.”

5th grade English Language Arts teacher, District 28, Queens

“My students always ask me to teach them things about their own history and people! I have been doing so for the past 2 years and having these lessons helped me to be able to continue to teach them the things they are interested in. My students loved the learning and discussions we had.”

8th grade Humanities teacher, District 27, Queens

“I found teaching Black liberation to be a profoundly enriching experience, as it sparked meaningful discussions and empowered students to critically engage with historical and contemporary issues of social justice. Through exploring themes of empowerment, resistance, and resilience, the classroom became a space where students not only learned about Black liberation but also felt inspired to advocate for equity and change in their own communities. Witnessing the students’ enthusiasm and newfound awareness was immensely rewarding for me, reaffirming the importance of inclusive and empowering education.”

High school English teacher, District 5, Manhattan

“I personally learned history that I did not know ...It’s important to expose our students to history, especially if it is uncomfortable. It’s important to break those barriers and expose them.”

4th grade teacher, District 10, Bronx

Acknowledgments

The development and implementation of the *Black Studies as the Study of the World: A PK-12 Black Studies Curriculum for New York City Public Schools* is the culmination of a collaborative effort involving many dedicated individuals and organizations.

The Black Education Research Center (BERC) at Teachers College, Columbia University expresses our sincere appreciation to the New York City Council for their unwavering support and generous funding of the Educational Equity Action Plan (EEAP) Initiative, which made this curriculum possible. We wish to acknowledge our EEAP partner organizations: United Way of New York City, Eagle Academy Foundation, Association of Black Educators of New York (ABENY), and Black Edfluencers-United (BE-U) and their commitment to educational equity in New York City, which has been instrumental in bringing this vision to life.

We are grateful to Chancellor David C. Banks and New York City Public Schools for their leadership and guidance. Their efforts in facilitating this project have been invaluable in ensuring that the curriculum meets the highest educational standards.

Our heartfelt thanks go to the educators, researchers, and scholars who dedicated their time and expertise to develop the content of this curriculum. Their passion for Black studies and educational justice shines through in every lesson.

A special thank you to the members of the EEAP Black Studies Commission, community organizations, and cultural institutions that provided resources, insights, and support. Your collaboration has enriched the curriculum, making it a more comprehensive and authentic representation of Black experiences.

We recognize the contributions of teachers, principals, and school staff who helped pilot the curriculum and will bring it to life in classrooms across the city. Your dedication to educating and inspiring students is the cornerstone of this initiative.

To the parents and students of New York City Public Schools, we thank you for your enthusiasm and engagement. Your feedback and support are crucial in ensuring the success of this curriculum.

We acknowledge the members of the BERC Advisory Board whose strategic vision and oversight have guided the development of this curriculum. Your expertise and advocacy have been invaluable.

Lastly, we extend our gratitude to all the individuals who contributed to the review and refinement of the curriculum. Your critical feedback has helped shape a robust and impactful educational program.

Together, we have created a curriculum that not only educates but advances a vision of education that reflects and celebrates the rich history and contributions of peoples of African descent to the U.S. and the world. We look forward to seeing the positive impact it will have on today's students and for generations to come.

Table of Contents

■	Acknowledgments	05
■	Introduction	07
■	The Curriculum Guide	09
	About the Curriculum	10
	Curriculum Framework	11
	Key Curriculum Components	13
	Curriculum Contents: List of PK-12 Lessons	15
	Digital Distribution via WeTeachNYC	18
	List of Contributors	19
■	Resources	20
	Teaching Black Studies Resource Directory	21
	Bridge to Literacy Book List	23
■	Lesson Plans	
	Grades PK-2	30
	Grades 3-5	174
	Grades 6-8	241
	Grades 9-12	391

Introduction

By Sonya Douglass, Ed.D.

Professor and Founding Director, Black Education Research Center (BERC) at Teachers College, Columbia University

In a city as dynamic and diverse as New York, the student learning experience is enriched by the tapestry of cultural histories and perspectives that shape its neighborhoods and communities. As the first district-wide PK-12 curriculum of its kind, Black Studies as the Study of the World: A Black Studies Curriculum for New York City Public Schools (NYCPS) is the result of decades of scholarly research, community organizing, policy advocacy, and leadership committed to ensuring students have access to lessons that infuse the experiences of peoples of African descent in the U.S. and throughout the world.

As part of a landmark three-year project funded by the New York City Council known as the Education Equity Action Plan (EEAP), the Black Studies as the Study of the World curriculum and professional learning guide were developed for NYCPS through a collaboration of five organizations: United Way of New York City, Eagle Academy Foundation, Association of Black Educators of New York (ABENY), Black Edfluencers United (BE-U), and the Black Education Research Center (BERC) at Teachers College in partnership with NYCPS. Its primary aim is to provide a critical, interdisciplinary, curricular framework through which learners of all ages can study, understand, and appreciate an African-centered perspective that predates slavery and values unity, wholeness, cooperation, liberation, and education as the practice of human freedom.

As the university research partner on the project, BERC facilitated consultative conversations and working groups with Black studies experts, education research faculty, curriculum writers, teachers, and school and district administrators to co-create the curriculum in ways that would increase its likelihood for adoption and implementation by NYCPS educators given its alignment with the New York State Learning Standards for Social Studies and Next Generation Learning Standards for English Language Arts, History, and Social Studies. Through an examination of the intersections of race, culture, identity, and power, this curriculum seeks also to foster critical thinking, informed dialogue, and an appreciation for the complexities of our shared humanity in ways that advance educational transformation and social change.

Through an examination of the intersections of race, culture, identity, and power, this curriculum seeks also to foster critical thinking, informed dialogue, and an appreciation for the complexities of our shared humanity in ways that advance educational transformation and social change.

Informed by the *SCALE Framework for Learning and Liberation* – a conceptual model that invites learners and leaders to reflect more deeply on their knowledge of self (Who am I?), culture (What do I believe?), agency (What can I do?), leadership (How do I lead others?), and ethics (What do I value?). By focusing more intentionally on how we educate, prepare, and empower ourselves to become better learners and leaders, the education community will be better positioned to support our students and shared commitment to critical self-reflection, knowledge, empathy, insight, and liberation.

We are encouraged by the fact that through this curriculum, students will learn not only about the past and the rich tapestry of cultural histories and perspectives that shape its neighborhoods and communities, but also make critical connections to contemporary realities – understanding how historical events and sociopolitical movements have informed our society and the extent to which today's ideas and actions will determine our future.

In fact, this curriculum would not be possible without the contributions of individuals representing research, policy, and practice communities in New York City and throughout the U.S. including my fellow EEAP core team members and the NYCPs educators who helped write, review, and pilot lessons from the curriculum. I am especially humbled by the hard work, dedication, and expertise of our BERC staff (Deirdre Hollman, Dr. Samantha Chung, Ann LoBue, Cassandra Edwards, Dane Peters, and Alexandria Lowe), research assistants, advisory board members, and community partners.

Together, let us study and explore the significant contributions of Black peoples, cultures, and communities to U.S. history and American life, all while recognizing that Black studies are indeed the study of the world. We are determined and inspired to embark on this educational journey with you and excited to witness the transformative impact this curriculum will have on the educational experiences and outcomes of New York City students and their school communities for years to come.

BLACK STUDIES

AS THE STUDY OF THE WORLD

Curriculum Guide

About the Curriculum Guide

The Black Studies as the Study of the World: A PK-12 Black Studies Curriculum for New York City Public Schools features over 100 comprehensive lessons that have been created to align with New York State social studies standards, as well as Next Gen Standards for English Language Arts and History & Social Studies. As a pedagogical document, this curriculum contains a rich array of resources to support teachers' Black Studies content knowledge and to guide teacher's instructional approaches to lesson plan implementation.

What follows is a description of key components of the Black Studies Curriculum (BSC):

The Curriculum Framework

Integrated Learning Plans (ILPs)

Lesson Plans

Bridge to Literacy Reading Lists

Curriculum Connections to Passport to Social Studies, The Hidden Voices: Global African Diaspora Project, and The Creative Curriculum

Curriculum Content: List of Lessons Across all Grades PreK-12

Curriculum Framework

The Black Studies as the Study of the World: A PK-12 Black Studies Curriculum for New York City Public Schools curriculum framework spans from pre-kindergarten to twelfth grade and thematically aligns with the content areas of the New York City Social Studies Scope and Sequence. Lessons on each grade level draw from these themes and include topics such as the study of early African civilizations, the global migrations of African people throughout the African Diaspora, the continuum of the Black experience in America from the 17th century, as well as Black history in New York State and local Black histories from New York City. The lessons are interdisciplinary, culturally affirming, and relevant to all NYC students as they study the history and contemporary landscapes of America, Africa, and the world. This framework is designed to offer teachers a way to envision how to integrate Black Studies content into their curriculum throughout the course of the school year.

Curriculum Framework Grades PK-5

PK	My Community and Me	Cultures in My Classroom		The Environment and Me		Change and Growth All Around Me	
K	Celebrating Diversity and Difference		Black American History	Ancient African Community Studies		Black Cultural Traditions	
1	Black Families	Black Families Now and Long Ago	Black Community Culture and Activism			Black American History	
2	African American Communities	Historic Black Communities in New York City	Urban, Suburban, and Rural Communities and Migrations		Contemporary Communities: Issues and Change		
3	The African Continent	The African Diaspora	Case Study: Nigeria (Extended Learning)	Case Study: Egypt (Extended Learning)	Case Study: Peru (Extended Learning: Afro-Peruvian History and Culture)	Universal Human Rights and The UN Convention on the Rights of the Child	Case Study: Additional African and African Diasporan Nations (Reflective of African, Caribbean, and Other African Diasporan Populations in NYC)
4	From Africa to the Americas: Black/ African Migrations and Cultural Continuity and Change	Early African Explorations to the Americas	Africans in New York During the Colonial and Revolutionary Periods		The Black Freedom Struggle in New York	Black New Yorkers and the “Empire State of Mind”	
5	Africans in Europe	African Exploration to the West		Case Study: Haiti		The African Presence in the West Today	

In Grades PK-5 the Black Studies as the Study of the World Curriculum Framework provides chronological, thematic, and topical connections to social studies content knowledge of each grade level.

- Grade PK aligns with the NYCPS Pre-K for All Scope & Sequence: My Community and Me; The Environment and Me; Change and Growth All Around Me.
- Grade K aligns with the NYCPS Kindergarten SS Scope & Sequence: Self and Others.
- Grade 1 aligns with the NYCPS 1st Grade SS Scope & Sequence: My Family and Other Families, Now and Long Ago.
- Grade 2 aligns with the NYCPS 2nd Grade SS Scope & Sequence: My Community and Other Communities.
- Grade 3 aligns with the NYCPS 3rd Grade SS Scope & Sequence: Communities Around the World.
- Grade 4 aligns with the NYCPS 4th Grade SS Scope & Sequence: New York State and Local History.
- Grade 5 aligns with the NYCPS 5th Grade SS Scope & Sequence: The Western Hemisphere.

Curriculum Framework Grades 6-12

6	The Geography of the African Continent	Archeological Explorations of Ancient African Civilizations of the Classical Era		African Religious and Spiritual Traditions	African Contributions to Greek and Roman Civilizations	The Influence of Power on Global Geographies, Societies, and Human Rights	Africa and the Mediterranean and Indian Ocean Worlds
7	Africans in the Age of Colonization and the Fight Against Enslavement in Africa and the Americas		Blacks and the American Revolution	Blacks and the U.S. Constitution	The Black Freedom Struggle in the U.S.	Blacks and the Civil War	Emancipation
8	Black Reconstruction	The Building of Black America	African Americans and World War I			African Americans and World War II	African American Political Leadership
9	Ancient African Civilizations	African Exploration to the East and West	Kingdoms and Queendoms of Africa	African Unification and Liberation	Africa and the Americas Pre-1600		African Encounters with Europeans: Slave Wars and the “Dawn” of Colonization 1400-1750
10	African and African Diaspora History (18th Century)	African and African Diaspora History (19th Century): The Age of European Colonization		African and African Diaspora History (20th Century): The Age of Colonization, Decolonization, Nationalism, and Black Liberation	Africa and the African Diaspora: Modernization and Globalization		African Futurism
11	Black U.S. History (1607-1800)	Black U.S. History (1800-1865)	Black U.S. History (1865-1900)		Black U.S. History (1890-1941)	Black U.S. History (1941-Present)	Black U.S. History (1990s-Present)
12	Government: The Black/African American Fight for Political Rights and Participation in American Politics			Economics: American Capitalism and the Exploitation of Black Labor; Economic Disenfranchisement and Barriers to Black Wealth Building		Economics: Black Economic Empowerment	

In Grades 6-12 the Black Studies as the Study of the World Curriculum Framework provides chronological, thematic, and topical connections to social studies content knowledge of each grade level.

- Grade 6 aligns with NYCPS 6th Grade SS Scope & Sequence: The Eastern Hemisphere.
- Grade 7 aligns with NYCPS 7th Grade SS Scope & Sequence: U.S. and New York State History: Colonization to Civil War.
- Grade 8 aligns with NYCPS 8th Grade SS Scope & Sequence: U.S. and New York State History II: Reconstruction to Present.
- Grade 9 aligns with NYCPS 9th Grade SS Scope & Sequence: Global History and Geography I: 10,000 BCE First Civilizations to 1750.
- Grade 10 aligns with NYCPS 10th Grade SS Scope & Sequence: Global History and Geography II: 1750-Present.
- Grade 11 aligns with NYCPS 11th Grade SS Scope & Sequence: U.S. History and Government.
- Grade 12 aligns with NYCPS 12th Grade SS Scope & Sequence: Participation in Government & Economics.

Key Curriculum Components

Integrated Learning Plan (ILP)

The Integrated Learning Plan (ILP) serves as a guide for teachers, detailing the curriculum for each grade level and its specific lessons.

At the beginning of each grade, the ILP offers a narrative description of how the Black Studies Curriculum integrates with the current NYCPS curriculum. For the entire grade, this document includes essential questions, learning objectives, a summary of activities and projects, important teacher notes, and the “Bridge to Literacy,” which is a curated list of book recommendations related to the themes of each grade level.

Following this, the ILP provides a concise breakdown for each lesson within the grade, including essential questions, objectives, NYCPS standards, and learning experiences. This structured approach ensures that teachers have a clear and cohesive roadmap for effectively delivering the curriculum.

K Integrated Learning Plan

BLACKS STUDIES OVERVIEW

In the current kindergarten curriculum, the third unit addresses geography, people, and the environment and asks, what makes a community? This unit aims to have students understand that communities have history and that they change over time. The Black Studies Curriculum adds to the focus with a study of different aspects of various African communities. Lessons discuss what a community is and center on different aspects of various African cultures. Students will learn about how Adinkra symbols are useful in understanding and expressing communal and cultural enduring values, and how people in Ancient Africa used their intelligence, imagination, and ingenuity to use resources in nature that are still relied on today. Students will also learn about how communities from Ancient Africa have similar characteristics to communities we know today. Additionally, students will gather knowledge about how Kente cloth is a symbol of African pride and heritage in the global African community.

● ESSENTIAL QUESTIONS

- What are Adinkra symbols, and why are they important to understand ourselves and our collective history?
- How can Adinkra symbols represent values we hold in our daily lives?
- What are some of the natural resources that people in Ancient Africa used?
- How did the Mali Empire exhibit community characteristics?
- What are some of the cultural traditions that existed in kingdoms of Ancient Africa? How do these cultural traditions influence contemporary African communities?

● LEARNING OBJECTIVES: STUDENTS WILL BE ABLE TO:

- Identify Adinkra symbols from Ghana and the Ivory Coast.
- Identify the Sankofa symbol and explain its meaning.
- Know that Adinkra symbols represent the enduring values of the Akan people.
- Use Adinkra symbols to show their values individually and collectively.
- Create their own symbols that represent an important value to their family.
- Identify the uses of natural resources found in different countries and communities in Africa.
- Understand the characteristics of a community.
- Understand the contributions of the Mali Empire and what made it a community.
- Know about some of the rich traditions of Ghana.
- Create patterns using Adinkra and Kente designs.

● ACTIVITIES AND PROJECTS

Some of the activities students will engage in include using the Adinkra symbol of Sankofa to tell about a lesson that was passed down to them, creating their own Adinkra symbols based on personal and family values, exploring natural resources found in Africa through station learning, expressing the characteristics of the Mali Empire as a community, and creating their own kente cloth based on color, meaning, and preference.

GRADE: K BLACK STUDIES CURRICULUM GUIDE 44

K | Plan Overview

LESSON 1: ADINKRA SYMBOLS-SANKOFA

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS Unit & Topic)	LEARNING EXPERIENCES
What are Adinkra symbols and why are they important to understand myself and our collective history?	K.8 The past, present, and future describe points in time and help us examine and understand events. Develop an understanding of how people use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.	Students will be introduced to Adinkra symbols with a focus on the Sankofa symbol. After learning the meaning and discussing what it means to them, students will draw and write about something the past has taught them for the future.
Objective(s): Students will be able to identify Adinkra symbols from Ghana and the Ivory Coast.		
Students will be able to identify the Sankofa symbol and explain its meaning.		

LESSON 2: ADINKRA SYMBOLS: VALUES

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS Unit & Topic)	LEARNING EXPERIENCES
How can Adinkra symbols represent values we hold in our daily lives?	K.2 Children, families, and communities exhibit cultural similarities and differences. Learn about and respect individual differences.	The class will discuss the meaning and examples of values. Teachers may choose to read the book, <i>Seven Spools of Thread</i> and discuss how the characters showed values of gratitude, peace, and harmony. Students will learn more about values and create symbols that represent their own family values.
Objective(s): Students will be able to understand that Adinkra symbols represent the enduring values of the Akan people. Students will be able to use Adinkra symbols to show their values individually and collectively. Students will be able to create their own symbols that represent an important value to their family of "gratitude" and are inspired by Adinkra symbols.		

GRADE: K BLACK STUDIES CURRICULUM GUIDE 46

Grade 6 | Lesson 1

The Influence of Power—Project Launch

Big Idea	The relationship between Power, Influence and the Government
Enduring Understanding	Power equals influence.
Driving/Essential Question(s)	In what ways have people in power influenced other people's rights and freedoms?
Social Studies Practices	<ul style="list-style-type: none">6.5. Identify implicit bias and draw inferences with support6.6. Understand the role that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analysis of case studies in the Eastern Hemisphere in the same historical period with teacher support.
Next Gen English Language Arts Standards	<ul style="list-style-type: none">6.8.1. Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
NYC Social Studies Scope & Sequence	<ul style="list-style-type: none">6.2. The First Humans Through the Neolithic Revolution in the Eastern Hemisphere: The first humans modified their physical environment as well as adapted to their environment.6.28. Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points.
Prior Knowledge Required / Addressing Prior Misconceptions	Power as a concept. How people with power or in powerful positions can affect social dynamics with regard to (in)equality and (in)justice.
Resources/Materials	Laptops and/or tablets for stations Headphones for stations Student notebooks or loose leaf paper for T-chart and notes Smartboard or printed image for modeling How can governments report people? (Civics: www.governmentsreportpeople.com) If you do not have a Newsela account use this alternative: Introduction: Crash Course U.S. Government and Politics World Changing Moment (Civics: www.newsela.com) If you do not have a Newsela account use these alternatives: 13 Most Influential Black Women (Civics: ZmzH9mYmT8k) and 13 Black Women Activists You Didn't Know About in High School (Civics: ZmzH9mYmT8k) Image analysis: What Do You Know So Far About the Sankofa? (Civics: www.nyct.org) African Kingdoms and Empires (Civics: www.nyct.org)
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)
Objective	Students will be able to understand the role of a social scientist and analyze relationships of power.
Vocabulary	power, social scientist

GRADE: 6 BLACK STUDIES CURRICULUM GUIDE 231

Lesson Plans

The lesson plans in the Black Studies Curriculum Guide begin with standard sections such as the Big Idea, which encapsulates the central concept students will grasp by the end of the lesson, and the Enduring Understanding, representing the essence or major takeaway of the lesson. Following these are the Driving/Essential Questions, open-ended inquiries that encourage deeper meaning, critical thinking, and higher-order capabilities, setting the stage for further questioning.

The lesson plans then detail the standards addressed, any required prior knowledge, common misconceptions, and the materials and technology needed. The time allocated for each lesson is specified in days. The lesson objectives and vocabulary are also clearly highlighted.

Each lesson opens with a hook to connect the learning to students' identities and prior knowledge. Following the Gradual Release model for educator ease, the lessons include the “I do, You Do, We Do” sections. Checks for understanding, closing activities, and student reflection sections provide a concise conclusion to the lesson.

Accommodations, modifications, and scaffolds are included to offer educators ideas on differentiating instruction for students of varying abilities. Finally, the lesson extension/homework section provides opportunities for further student engagement and activities that involve family interaction.

Key Curriculum Components

Bridge to Literacy

Culturally affirming books and critical literacies are key components of the Black Studies as the Study of the World: A PK-12 Black Studies Curriculum for New York City Public Schools. As such, every grade level's integrated learning plan (ILP) features a section called, Bridge to Literacy, that features a list of recommended readings to advance students' and teachers' knowledge on the lesson topics. This book list supports the NYC Reads Initiative and is also intended to be a resource for parent coordinators, school librarians, instructional coaches, and school leaders who wish to engage with and amplify Black studies teaching and learning in other areas of the school. A full list of all of the Bridge to Literacy texts for grades PK-12 can be found in the Appendix.

Curriculum Connections: Passport to Social Studies, Hidden Voices Global African Diaspora, and Creative Curriculum

As part of New York City Public School's comprehensive effort to provide students and teachers with instructional materials that expand the content of the traditional curriculum, the Black Studies as the Study of the World: A PK-12 Black Studies Curriculum highlights its alignment with the NYCPS *Passport to Social Studies Curriculum*, the *Hidden Voices: Stories of the Global African Diaspora Project*, and the *Creative Curriculum for Preschool* on each lesson plan.

The Hidden Voices Global African Diaspora Project

Hidden Voices: Stories of the Global African Diaspora (HVGAD), a project of the NYCPS Social Studies and Civics Department, is a two volume curriculum resource that delves into the perspectives, experiences, and impact that peoples of African descent have had—and continue to have—on United States and world history. It features historical profiles of 41 individuals who have influenced the social, political, cultural, and economic landscapes of the world and United States in so many ways, and their contributions continue to shape our collective history and identity. HVGAD follows the historical trajectories of the African diaspora in chronological fashion, beginning with a consideration of Africans in antiquity, and ending with figures whose work and import continue well into the twenty-first century.

The instructional materials in *Hidden Voices: Stories of the Global African Diaspora* were designed to align with and complement the Black Studies as the Study of the World: A PK-12 *Black Studies Curriculum for New York City Public Schools*. This cross-alignment is highlighted on the Black Studies lessons plans in the "Curriculum Connections" section as an additional resource to help students and teachers develop content knowledge about the people of the global African diaspora and its history.

Hidden Voices: Stories of the Global African Diaspora (HVGAD) volumes one and two are available through the NYCPS WeTeachNYC digital platform.

Curriculum Content: List of Lessons

Grade PK

Lesson 1: What is My Name?

Lesson 2: My Five Senses

Lesson 3: I Like Myself!

Lesson 4: Water in Burkina Faso

Lesson 5: Transformation-Juneteenth

Grade K

Lesson 1: Adinkra Symbols - Sankofa

Lesson 2: Adinkra Symbols - Values

Lesson 3: Ancient African Community Study: Ingenuity and Imagination

Lesson 4: Ancient African Community Study: The Great Mali Empire

Lesson 5: Ancient African Community Study: Kente Cloth of Ghana

Grade 1

Lesson 1: My Family and its Lineage

Lesson 2: Black Families are Important

Lesson 3: Black Families Share Stories - Part 1

Lesson 4: Black Families Share Stories - Part 2, Day 1 of 2

Lesson 4: Black Families Share Stories - Part 2, Day 2 of 2

Lesson 5: My Family Story

Lesson 6: A Family Long Ago - The Benin Kingdom

Lesson 7: Families in Africa Long Ago - Cultural Traditions

Lesson 8: Families in Africa Today - Lagos, Nigeria

Lesson 9: Black Families Create Change, Now and Long Ago

Lesson 10: My Family Long Ago

Grade 2

Lesson 1: A Map of a Black Community

Lesson 2: The Black Community and the Environment

Lesson 3: The Black Community and Black Businesses

Lesson 4: Innovators and Activists in the Black Community

Lesson 5: Contributing the to the Community

Lesson 6: Sandy Ground, New York's 1st Free Black Community

Lesson 7: Seneca Village: Life Before Central Park

Lesson 8: The Great Migration: A Wave of Change For Black Communities

Lesson 9: The Harlem Renaissance: A Celebration of Black Culture in a Black Community

Lesson 10: Black Communities Change Over Time

Curriculum Content: List of Lessons

Grade 3

- Lesson 1:** Africa is Not a Country
 - Lesson 2:** Celebrations of Dance Across Cultures
 - Lesson 3:** Sense of Pride
 - Lesson 4:** Components of Culture in an African Culture
 - Lesson 5:** Rooted in Values
-

Grade 4

- Lesson 1:** Is the Cakewalk a Dance of Freedom or Oppression?
 - Lesson 2:** The Value of Education for Black/African People During Enslavement
 - Lesson 3:** Black New Yorkers and the “Empire State of Mind”
 - Lesson 4:** Resilience: The Great Migration and the Harlem Renaissance
 - Lesson 5:** The Power of Poetic Expression
-

Grade 5

- Lesson 1:** All About Haiti Research Day
 - Lesson 2:** Who is Toussaint L’ouverture?
 - Lesson 3:** Who is Toussaint L’ouverture?
 - Lesson 4:** Exploring Haitian Art as a Window Into History and Culture
 - Lesson 5:** Haitian Art Can Be a Window Into Its History and Culture
-

Grade 6

- Lesson 1:** Influence of Power - Project Launch
 - Lesson 2:** An Archeological Dig
 - Lesson 3:** Credibility of Sources
 - Lesson 4:** Cause and Effect Relationships: Power and Human Rights
 - Lesson 5:** Cause and Effects Relationships: Freedoms
 - Lesson 6:** Field Research Presentation
 - Lesson 7:** Organizing for Collective Action
 - Lesson 8:** Appealing to an Audience
 - Lesson 9:** Presentations of Power
 - Lesson 10:** The Influence of Power
-

Grade 7

- Lesson 1:** “We Wish to Plead Our Own Cause”: A Free Black Press Part 1
 - Lesson 2:** “We Wish to Plead Our Own Cause”: A Free Black Press Part 2
 - Lesson 3:** In Pursuit of an Education: The Power of Literacy Part 1
 - Lesson 4:** In Pursuit of an Education: The Power of Literacy Part 2
 - Lesson 5:** Black Soldiers During the Civil War Part 1
 - Lesson 6:** Black Soldiers During the Civil War Part 2
 - Lesson 7:** The Black Enclave Series: Van Cortlandt Park (Bronx, NY)
 - Lesson 8:** The Black Enclave Series: Seneca Village (New York, NY)
-

Curriculum Content: List of Lessons

Grade 8

- Lesson 1:** Ida B. Wells - Investigative Journalism and the Reconstruction
 - Lesson 2:** American Heroes: The Legacy of African American Political Leadership
 - Lesson 3:** American Heroes: New York's The Harlem Hellfighters of World War I
 - Lesson 4:** Greenwood: The Tulsa Star
 - Lesson 5:** Forever Henrietta: Long Live Henrietta Lacks
 - Lesson 6:** Power to the People: The Black Panther Party's 10 Point Program
 - Lesson 7:** Where's the Party? African Americans and Political Party Alignment
 - Lesson 8:** The Black Enclave Series: Sandy Ground (Staten Island, NY)
 - Lesson 9:** The Black Enclave Series: Canarsie Colored Colony (Canarsie, NY)
 - Lesson 10:** The Black Enclave Series: San Juan Hill (Midtown Manhattan, NY)
 - Lesson 11:** The Black Enclave Series: Weeksville (Brooklyn, NY)
 - Lesson 12:** The Black Enclave Series: Carrsville (Brooklyn, NY)
-

Grade 9:

- Lesson 1:** Warrior Queens, Stateswomen, & Queen Mothers: Female Leadership in Africa
 - Lesson 2:** African Architectural, Technological, and Communicative Ciphering
 - Lesson 3:** African Civilizations: Aksum—The Ancient Land of Coins and Scents
 - Lesson 4:** New World Declarations of Independence: Haiti and the U.S.
 - Lesson 5:** Strengthening Africa: Exploring Pan-African Unity and its Advantages
-

Grade 10:

- Lesson 1:** Age of Black Liberation - Unveiling the Dynamic Forces of Geography and Civilization
 - Lesson 2:** Age of Black Liberation - Unraveling the Legacy of the Scramble for Africa
 - Lesson 3:** Age of Black Liberation - Examining Global Struggles for Liberation
 - Lesson 4:** Age of Black Liberation - Exploring Interconnected Narratives
 - Lesson 5:** Age of Black Liberation - Envisioning African Futures
 - Lesson 6:** Carnival, Mardi Gras, and Traditions of Remembrance Across the African Diaspora
 - Lesson 7:** The Haitian Revolution: Cultural Legacy and Commemoration
-

Grade 11:

- Lesson 1:** Black Disenfranchisement
 - Lesson 2:** The Future of Policing in Black Communities
 - Lesson 3:** Reparations L1: Intro to Reparations
 - Lesson 4:** Reparations L2: The Case for Reparations: One Man's Experience
 - Lesson 5:** Reparations L3: The Case for Reparations: Making a Second Ghetto
-

Grade 12:

- Lesson 1:** Black Political Thought and Activism During Slavery
 - Lesson 2:** Black Women Advancing Democracy
 - Lesson 3:** The Black Vote and Current Trends in Voter Legislation in the U.S. *Economics*
 - Lesson 4:** Slavery and the American Economy
 - Lesson 5:** The Black Effect: Black Genius in the Apparel Industry
-

Digital Distribution via WeTeachNYC

Black Studies as the Study of the World: A PK-12 Black Studies Curriculum for New York City Public Schools is being distributed via NYCPS WeTeachNYC digital platform (<https://www.weteachnyc.org/>).

The Black Studies Curriculum collection on WeTeachNYC includes:

1. **A Curriculum Guide** - an introduction to teaching and learning Black Studies in New York City with a detailed overview of the curriculum components and resources.
2. **Grade Band Bundles** - sets of lesson plans gathered together by early childhood, elementary, middle and high school grade levels that are aligned with NYCPS Social Studies and ELA Standards.
 - a. Grades PK-2
 - b. Grades 3-5
 - c. Grades 6-8
 - d. Grades 9-12
3. **A Professional Learning Guide** - a tool for teachers and school leaders to study the curriculum and plan for implementation.

Visit WeTeachNYC (<https://www.weteachnyc.org/>) to download documents from the Black Studies Curriculum collection.

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BLACK STUDIES

AS THE STUDY OF THE WORLD

Resources

Teaching Black Studies Resource Directory for Educators

The Black Studies Curriculum draws from a range of content and pedagogical resources vetted for their authentic, reputable, and research-based source materials that center African-American, African Diasporan, African, and global Black voices, narratives, and experiences. This *Teaching Black Studies Resource Directory for Educators* highlights a selection of these cultural institutions, museums, libraries/archives, and digital resources. (Listed alphabetically)

Cultural Institutions, Museums, Libraries, and Historic Sites in New York City Area

The Africa Center
<https://www.theafricacenter.org/>

The Apollo Theater
<https://www.apollotheater.org/>

Black Archives
<https://www.blackarchives.co/>

The Black Gotham Experience
<https://blackgotham.com/>

Brooklyn Academy of Music (BAM)
<https://www.bam.org/>

- Dance Africa
<https://www.bam.org/danceafrica>

The Brooklyn Museum of Art
<https://www.brooklynmuseum.org/>

Brooklyn Public Library
<https://www.bklynlibrary.org/>

- Center for Brooklyn History
<https://www.bklynlibrary.org/locations/center-for-brooklyn-history>

The Caribbean Cultural Center / African Diaspora Institute
<https://www.cccadi.org/>

The Flatbush African Burial Ground
<https://www.flatbushafricanburialground.org/>

The Gilder Lehrman Institute of American History
<https://www.gilderlehrman.org/>

Harlem International Museum
<https://harleminternationalmuseum.org/>

The Hip Hop Museum
<https://uhhm.org/>

Historic Hudson Valley
<https://hudsonvalley.org/>

- Philipsburg Manor
<https://hudsonvalley.org/historic-sites/philipsburg-manor/>

The International African Art Festival
<https://www.iaafestival.org/>

The Lewis Latimer House Museum
<https://www.lewislatimerhouse.org/>

The Library of Congress Digital Collections
<https://www.loc.gov/collections/>

- African American History
https://www.loc.gov/collections/?fa=subject_topic:african+american+history

The Louis Armstrong House Museum
<https://www.louisarmstronghouse.org/>

The Malcolm X and Dr. Betty Shabazz Memorial & Educational Center
<https://theshabazzcenter.org/>

Museum of Contemporary African Diaspora Arts (MOCADA)
<https://mocada.org/>

The National Jazz Museum in Harlem
<https://jmih.org/>

The National Urban League (NUL)
<https://nul.org/>

The New York African Burial Ground National Monument
<https://www.nps.gov/abfg/index.htm>

New-York Historical Society
<https://www.nyhistory.org/>

The New York Public Library
Center for Educators and Schools
<https://www.nypl.org/education/educators>

The Paley Center for Media
<https://www.paleycenter.org/>

The Schomburg Center for Research in Black Culture
<https://www.nypl.org/locations/schomburg>

- Digital Schomburg
<https://www.digitalschomburg.org/>

The Studio Museum in Harlem
<https://www.studiomuseum.org/>

Tenement Museum
<https://www.tenement.org/>

- A Union of Hope 1869
<https://www.tenement.org/new-exhibit/>
- Reclaiming Black Spaces
<https://www.tenement.org/reclaiming-black-spaces/>

Cultural Institutions, Museums, Libraries, and Historic Sites in New York City Area (continued)

VanCortlandt Park

<https://www.nycgovparks.org/parks/VanCortlandtPark>

- Van Cortlandt House Museum
<http://www.vchm.org/>
- Enslaved People Project
<https://vancortlandt.org/epp/>

The Wallach Art Gallery

<https://wallach.columbia.edu/>

- Teaching the Harlem Renaissance in the 21st Century
<https://wallach.columbia.edu/curriculum-guide-harlem-renaissance>

Weeksville Heritage Center

<https://www.weeksvillesociety.org/>

Digital Resources

The African History

<https://theafricanhistory.com/>

Amsterdam News

<https://amsterdamnews.com/>

The Art History Project

<https://www.arthistoryproject.com/>

Black History in Two Minutes or so (Dr. Henry Louis Gates)

<https://www.youtube.com/@BlackHistoryinTwoMinutes>

The Black Past (Dr. Quintard Taylor)

<https://www.blackpast.org/>

Britannica Kids

<https://kids.britannica.com/>

Caribbean Life Media

<https://www.caribbeanlife.com/>

Caribbeing

<https://www.caribbeing.com/>

Civics for All Comics Group (NYCPS Social Studies & Civics Department)

<https://sites.google.com/schools.nyc.gov/social-studies-and-civics/resources/comics-group>

Courageous Conversations (Glenn E. Singleton)

<https://courageousconversation.com/>

Crash Course Black American History (Clint Smith)

<https://www.youtube.com/playlist?list=PL8dPuuaLjXtNYJO8JWpXO-2JP0ezgxsrJJ>

Haitian Cultural Exchange

<https://haiticulturalx.org/>

Harlem Is...

<https://www.harlem-is.org/>

Hidden Voices: Stories of the Global African Diaspora

<https://www.weteachnyc.org/resources/resource/hidden-voices-stories-of-the-global-african-diaspora-volume-1/>

Historic Hudson Valley

<https://hudsonvalley.org/>

- People Not Property: Stories of Slavery in the Colonial North
<https://peoplenotproperty.hudsonvalley.org/>
- Kofi's Fire: An Interactive Graphic History
<https://kofisfire.hudsonvalley.org/>

History | The History Channel

<https://www.history.com/>

Knarrative

<https://www.knarrative.com/home>

The National Association for the Advancement of Colored People (NAACP)

<https://naacp.org/>

The National Geographic Society | Nat Geo Education

<https://education.nationalgeographic.org/>

The National Museum of African American History and Culture (Washington, D.C.)

<https://nmaahc.si.edu/>

- Talking About Race Resources
<https://nmaahc.si.edu/learn/talking-about-race>

The New York Public Library

- Center for Educators and Schools
<https://www.nypl.org/education/educators>
- Digital Collections
<https://digitalcollections.nypl.org/>

New York Times - Celebrating Black History

<https://www.nytimes.com/2023/02/01/learning/lesson-plans/black-history-month.html>

PBS Learning Media

<https://ny.pbslearningmedia.org/>

SNCC Digital Gateway

<https://snccdigital.org/>

SPLC Learning for Justice

<https://www.learningforjustice.org/>

- Teaching Hard History: American Slavery
<https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery>

Teach Rock

<https://teachrock.org/>

TED

<https://www.ted.com/>

- TED Education
<https://ed.ted.com/>

TrueFiktion - Historical Fiction Comics

<https://www.truefiktion.com/>

University of Buffalo Center for K-12 Black History and Racial Literacy Education

<https://ed.buffalo.edu/black-history-ed.html>

- Black History Framework
<https://ed.buffalo.edu/black-history-ed/framework.html>

World History Encyclopedia

<https://www.worldhistory.org/>

Bridge to Literacy Book List

Culturally affirming books and critical literacies are key components of the Black Studies Curriculum (BSC). This Bridge to Literacy book list features all of the texts utilized in BSC lessons for each grade level, as well as a supplemental list of recommended readings to advance students' and teachers' knowledge on the lesson topics. This book list is also intended to be a resource for parent coordinators, school librarians, instructional coaches, and school leaders who wish to engage with and amplify Black studies teaching and learning in other areas of the school.

Grade PK

In BSC

- ***Your Name is a Song*** by Jamila Thompkins Bigelow
- ***Thank you, Omu!*** by Oge Mora
- ***I Lost My Tooth in Africa*** by Penda Diakit 
- ***I Am Enough*** by Grace Byers
- ***The Water Princess*** by Susan Verde
- ***Juneteenth for Mazie*** by Floyd Cooper

Recommended Reading

- ***Jambo Means Hello: Swahili Alphabet Book*** by Muriel Feelings
- ***Honey Baby Sugar Child*** by Alice Faye Duncan
- ***Kaaro Tomi, Good Morning Tomi: A bilingual Yoruba/English picture book for babies, toddlers and preschoolers*** by Abimbola Anifowoshe
- ***Kwanzaa Gets an A*** by Steven C. Thedford
- ***Dream Builder: The Story of Architect Phillip Freelon*** by Kelly Starling Lyons
- ***Africa, Amazing Africa: Country by Country*** by Atinuke (2021 version)
- ***Why The Sky Is Far Away: A Nigerian Folktale*** by Mary-Joan Gerson
- ***Hair Love*** by Matthew Cherry & Vashti Harrison
- ***Gloriana, Presente: A First Day of School Story*** by Alyssa Reynoso-Morris

Grade K

In BSC

- ***Beautiful Blackbird*** by Ashley Bryan
- ***The Talking Cloth*** by Rhoda Mitchell
- ***Kente Colors*** by Debbi Chocolate

Recommended Reading

- ***The Day You Begin*** by Jacqueline Woodson
- ***Hey Black Child*** by Useni Eugene Perkins
- ***All are Welcome*** by Alexandra Penfold
- ***Deron Goes to Nursery School*** by Ifeoma Onyefulu
- ***Ruby Bridges Goes To School: My True Story*** by Ruby Bridges
- ***Separate is Never Equal*** by Duncan Tonatiuh
- ***Little Leaders: Bold Women in Black History*** by Vashti Harrison
- ***My First African Dance*** by Tremontenia Morga
- ***Afro-bets First Book About Africa*** by Veronica Freeman Ellis

Bridge to Literacy Book List

Grade 1

In BSC

- *Tar Beach* by Faith Ringgold
- *Folktale: Anansi Tries to Steal All the Wisdom in the World* adapted by Matt Evans
- *Idia of the Benin Kingdom* by Ekiuwa Aire-
- *My Daddy, Dr. Martin Luther King* by Martin Luther King III

Recommended Reading

- *Family* by Isabell Monk
- *Peeny Butter Fudge* by Toni Morrison
- *Auntee Edna* by Ethel Footman Smothers
- *Me & Mama* by Cozbi A. Cabrera
- *I Am Loved* by Nikki Giovanni
- *Back Home: Story Time with My Father* by Arlène Elizabeth Casimir
- *The Blue Pickup* by Natasha Tripplett
- *Old Clothes for Dinner!?* by Nathalie Alonso
- *Angélica and la Güira* by Angie Cruz
- *Into the Mighty Sea* by Arlene Abundis
- *Abuelo, the Sea, and Me* by Ismée Williams

Grade 2

In BSC

- *Harlem Grown* by Tony Hillery
- *Schomburg, The Man Who Built the Library* by Carole Boston Weatherford
- *My Seneca Village* by Marilyn Nelson
- *"The Great Migration* by Jacob Lawrence, *This is the Rope: A Story of Migration"*
- *Harlem's Historic Neighborhood: Sugar Hill* by Carol Boston Weatherford

Recommended Reading

- *Dream Street* by Tricia Elam Walker
- *Ellington Was Not A Street* by Ntozake Shange
- *Harlem* by Walter Dean Myers
- *Something Beautiful* by Sharon Dennis Wyeth
- *Schomburg: The Man Who Built a Library* by Carole Boston Weatherford
- *The ABCs of the Black Panther Party* by S. Khaliah Brann and Chemay Morales-James
- *Opal Lee and What It Means to Be Free: The True Story of the Grandmother of Juneteenth* by Alice Faye Duncan
- *Best Believe: The Tres Hermanas, a Sisterhood for the Common Good* by Nonieqa Ramos

Bridge to Literacy Book List

Grade 3

In BSC

- ***Africa is Not a Country*** by Margy Burns Knight
- ***Drumbeat in Our Feet*** by Patricia Keely
- ***Sing a Song*** by Kelly Starling Lyons
- ***Harlem Grown*** by Tony Hillery

Recommended Reading

- ***Our People*** by Angela Shelf Medearis
- ***Light as a Feather: The 42 Laws of Maat for Children*** by Kajara Nebthet and Adofa Bey
- ***I am Mind, Body and Spirit*** by Kajara Nebthet and Kasmos Black
- ***I Know I Can!*** by Veronica Chambers
- ***I Am Every Good Thing*** by Derrick Barnes
- ***Brown Girl Dreaming*** by Jacqueline Woodson
- ***Black Girl Magic: A Poem*** by Mahogany L. Browne
- ***Black Boy Joy: 17 Stories Celebrating Black Boyhood*** by Kwame Mbalia
- ***Love, Lah Lah*** by Nailah Blackman

Grade 4

In BSC

- ***Mirandy and Brother Wind*** by Patricia McKissack
- ***The Great Migration*** by Jacob Lawrence
- ***(Poem) A Poet to His Baby Son by James Wheldon Johnson / The Hill We Climb*** by Amanda Gorman

Recommended Reading

- ***Clean Getaway*** by Nic Stone
- ***Roll of Thunder, Hear My Cry*** by Mildred D. Taylor
- ***The Undeclared*** by Kwame Alexander & Kadir Nelson
- ***I, too, am America*** by Langston Hughes
- ***When the Schools Shut Down: A Young Girl's Story of Virginia's "Lost Generation" and the Brown v. Board of Education of Topeka Decision*** by Yolanda Gladden and Dr. Tamara Pizzoli
- ***Linda Brown, You Are Not Alone: The Brown vs. Board of Education Decision*** by Joyce Carol Thomas
- ***When the Beat was Born: DJ Kool Herc and the Creation of Hip Hop*** by Laban Carack Hill (NYPL: Hip-Hop Books for Kids)

Grade 5

In BSC

- ***Digital Book: The Slave Revolution That Gave Birth to Haiti*** by Rocky Cotard and Laurent Dubois
- ***I Want to Ride a Tap Tap*** by Danielle Joseph, ***Tap Tap*** by Karen Lynn Williams, ***Masterpieces of Haitian Art*** by Candice Russell

Recommended Reading

- ***Radiant Child*** by Javaka Steptoe
- ***Tap-Tap*** by Karen Lynn Williams
- ***Freedom Soup*** by Tami Charles
- ***Auntie Luce's Talking Paintings*** by Francie Latour
- ***Eight days*** by Edwidge Danticat
- ***Toussaint L'Ouverture: The Fight for Haiti's Freedom*** by Walter Dean Myers and Jacob Lawrence

Bridge to Literacy Book List

Grade 6

Recommended Reading

- ***Planet Middle School*** by Nikki Grimes
- ***The Kaya Girl*** by Mamle Wolo
- ***Fibbed*** by Elizabeth Agyemang
- ***Crossing the Stream*** by Elizabeth-Irene Baitie
- ***Auma's Long Run*** by Eucabeth Odhiambo

Grade 7

Recommended Reading

- ***My Life as an Ice-Cream Sandwich*** by Ibi Zoboi
- ***One Crazy Summer*** by Rita Williams-Garcia
- ***Facing Frederick: The Life of Frederick Douglass, A Monumental American Man*** by Tonya Bolden
- ***No Crystal Stair: A Documentary Novel of the Life and Work of Lewis Michaux, Harlem Bookseller*** by Vaunda Micheaux Nelson
- ***Heart and Soul: The Story of America and African Americans*** by Kadir Nelson
- ***What Color Is My World?: The Lost History of African-American Inventors*** by Kareem Abdul-Jabbar
- ***Stamped: Racism, Antiracism, and You - A Remix*** by Jayson Reynolds and Ibram X. Kendi (YA Edition)
- ***Remember Liss: The Remarkable True Story of One Woman's Enslavement and Freedom in New York*** by Claire Bellerjeu and Tiffany Yecke Brooks

Grade 8

Recommended Reading

- ***A Raisin in the Sun*** by Lorraine Hansberry
- ***Forty Acres and Maybe a Mule*** by Harriette Gillem Robinet
- ***Walking to the Bus-Rider Blues*** by Harriette Gillem Robinet
- ***Out from This Place*** by Joyce Hansen
- ***Voice of Freedom: Fannie Lou Hamer*** by Carol Boston Weatherford
- ***Freedom Struggles: African Americans and World War I*** by Adriane Danette Lentz-Smith
- ***To Be A Slave*** by Julius Lester
- ***Infinite Hope*** by Ashley Bryan
- ***Dear Martin*** by Nic Stone
- ***Becoming*** by Michelle Obama (Young Reader's Edition)
- ***Hidden Figures*** by Margot Lee Shetterly (Young Reader's Edition)
- ***MARCH Books 1-3*** by John Lewis and Andrew Aydin
- ***Sit-In: How Four Friends Stood Up*** by Sitting Down by Andrea Davis Pinkney
- ***Ida B. Wells: Voice of Truth*** by Michelle Duster and Laura Freeman (Picture Book)
- ***The Harlem Hellfighters: When Pride Met Courage*** by Walter Dean Myers
- ***Unspeakable: The Tulsa Race Massacre*** by Carole Boston Weatherford (Picture Book); *Graphic History in The Atlantic*
- ***Henrietta Lacks: The Untold Story*** by Ron Lacks
- ***A Taste of Power: A Black Woman's Story*** by Elaine Brown; ***Panther Baby: A Life of Rebellion and Reinvention*** by Jamal Josephs
- ***More Than A Dream: The Radical March on Washington for Jobs and Freedom*** by Yohuru Williams and Michael G. Long
- ***Harlem Stomp! A Cultural History of the Harlem Renaissance*** by Laban Carrick Hill

Bridge to Literacy Book List

Grade 9

Recommended Reading

- ***Parable of the Sower*** by Octavia Butler
- ***Children of Blood and Bone*** by Tomi Adeyemi
- ***Akata Witch*** by Nnedi Okorafor
- ***Akata Warrior*** by Nnedi Okorafor
- ***The Gilded Ones*** by Namina Forna
- ***Daughters of Nri*** by Reni K Amayo
- ***Pride*** by Ibi Zoboi
- ***Segu*** By Maryse Conde
- ***Copper Sun*** by Sharon Draper
- ***Homegoing*** by Yaa Gyasi
- ***Americannah*** by Chimamanda Ngozi Adichie
- ***Seven Amazing African Queens and Dynasties*** by Pusch Komiete Commey
- ***Avengers of the New World: The Story of the Haitian Revolution*** by Laurent DuBois
- ***Pan Africanism by Hakim Adi, Pan Africanism in the African Diaspora*** by Ronald Walters
- ***Things Fall Apart*** by Chinua Achebe
- ***Mansa Musa: The Lion of Mali*** by Khephra Burns

Grade 10

Recommended Reading

- ***The Bluest Eye*** by Toni Morrison
- ***Their Eyes Were Watching God*** by Zora Neale Hurston
- ***The Color Purple*** by Alice Walker
- ***Children of Blood and Bone*** by Tomi Adeyemi
- ***Okoye to the People*** by Ibi Zoboi
- ***The Hate You Give*** by Angie Thomas
- ***A long Way Gone: Memoirs of Boy Soldier*** by Ishmael Beah
- ***I Know Why the Caged Birds Sings*** by Maya Angelou
- ***Black Power: The Politics of Liberation*** by Kwame Ture
- ***Rethinking the Black Freedom Movement*** by Yohuru Williams
- ***Set the World on Fire*** by Keisha Blain
- ***Waiting Til the Midnight Hour*** by Peniel Joseph
- ***From #Black Lives Matter to Black Liberation*** by Keeanga-Yamahtta Taylor
- ***Caliban and Yankee*** by Harvey Neptune
- ***We Are an African People*** by Russell Rickford
- ***Bloody Lowndes Civil Rights and Black Power in Alabama Black Belt*** by Hasan Jeffries
- ***Assata; An Autobiography, Taste of Power*** by Elaine Browne
- ***The Rebellious Life of Rosa Parks*** by Jeanne Theoharis
- ***African INdependence: How Africa Shapes the World*** by Tukufu Zuberi
- ***Krik? Krak!*** by Edwidge Danticat
- ***Black Jacobins*** by CLR James
- ***Avengers of the New World*** by Laurent Dubois
- ***Africa Is Not A Country*** by Dipo Faloyin

Bridge to Literacy Book List

Grade 11

Recommended Reading

- ***The Middle Passage*** by Tom Feelings
- ***The Fire Next Time*** by James Baldwin
- ***Child of the Dream (A Memoir of 1963)*** by Sharon Robinson
- ***The Birth of Cool: Style Narratives of the African Diaspora*** by Carol Tulloch
- ***Dapper Dan: Made in Harlem: A Memoir*** by Daniel R. Day and Mikael Awake
- ***Liberated Threads: Black Women, Style, and the Global Politics of Soul*** by Tanisha C. Ford
- ***Dreams From My Father*** by Barack Obama
- ***Becoming*** by Michelle Obama
- ***Hidden Figures*** by Margot Lee Shetterly
- ***How to Build A Museum: Smithsonian's National Museum of African American History and Culture*** by Tonya Bolden
- ***Barracoon: The Story of the Last Black Cargo*** by Zora Neal Hurston
- ***One Person No Vote; How Voter Suppression is Destroying our Democracy*** by Carol Anderson
- ***White Rage: The Unspoken Truth of Our Racial Divide*** by Carol Anderson
- ***The Hate You Give*** by Angie Thomas
- ***All American Boys*** by Jason Reynolds and Brendan Kiely
- ***Punching the Air: He's Fighting for Truth*** by Ibi Zoboi and Yusef Salaam
- ***The Sum of Us*** by Heather McGhee, (NYT Gov. Hochul's NYS Commission) (Jones What is Owed)
- ***Debt: What America Owes to Blacks*** by Randall Robinson
- ***The Reckoning What Blacks Owe to Each Other*** by Randall Robinson
- ***The Sum of Us*** by Heather McGhee
- ***From Here to Equality: Reparations for Black Americans in the Twenty-First Century*** by William Darity Jr. & A Kirsten Mullen
- ***The Warmth of Other Suns: The Epic Story of America's Great Migration*** by Isabel Wilkerson
- ***In-Motion: The African American Migration Experience*** by Sylviane Diouf
- ***The Rebellious Life of Mrs. Rosa Parks: Adapted for Young People*** by Jeanne Theoharis (YA Edition)
- ***Our History Has Always Been Contraband: In Defense of Black Studies*** edited by Colin Kaepernick, Robin D. G. Kelley, and Keean-ga-Yamahtta Taylor
- ***From Black Power to Hip-Hop: Racism, Nationalism, and Feminism*** by Patricia Hill Collins
- ***The Hip-Hop Generation: Young Blacks and the Crisis of African-American Culture*** by Bakari Kitwana
- ***Can't Stop, Won't Stop: A History of the Hip-Hop Generation (Original & YA Edition) / (NYPL List)*** by Jeff Chang

Bridge to Literacy Book List

Grade 12

Recommended Reading

- ***Freedom Dreams: The Black Radical Imagination*** by Robin D.G. Kelley
- ***The Souls of Black Folks*** by W.E.B. DuBois
- ***Set the World on Fire: Black Nationalist Women and the Global Struggle for Freedom*** by Keisha Blain
- ***Until I Am Free: Fannie Lou Hamer's Enduring Message to America*** by Keshia N. Blain
- ***UnBrought and UnBossed*** by Shirley Chisholm
- ***Assata: An Autobiography*** by Assata Shakur
- ***The Autobiography of Malcolm X: As Told to Alex Haley*** by Malcom X and Alex Haley
- ***The End of White World Supremacy: Four Speeches*** by Malcolm X
- ***The Source of Self-Regard*** by Toni Morrison
- ***We Were Eight Years in Power: An American Tragedy*** by Ta-Nehisi Coates
- ***Black Fortunes: The Story of the First Six African Americans Who Survived Slavery and Became Millionaires*** by Shomari Wills
- ***The Black Girl's Guide to Financial Freedom: Build Wealth, Retire Early, and Live the Life of Your Dreams*** by Paris Woods
- ***The Case for Reparations*** by Ta-Nehisi Coates
- ***Powernomics*** by Claud Anderson
- ***From Here to Equality: Reparations for Black Americans in the Twenty-First Century*** by William A. Darity
- ***Race After Technology: Abolitionist Tools for the New Jim Code*** by Ruha Benjamin
- ***The 1619 Project: A New Origin Project created*** by Nikole Hannah-Jones & The New York Times Magazine
- ***Race, Law and American Society*** by Gloria Browne Marshall
- ***The Color of Law: A Forgotten History of How Our Government Segregated America*** by Richard Rothstein
- ***Just Mercy: A Story of Justice and Redemption*** by Bryan Stevenson
- ***#SayHerName: Black Women's Stories of Police Violence and Public Silence*** by Kimberle Crenshaw and the African American Policy Forum
- ***On the Pulse of the Morning*** by Maya Angelou
- ***The Hill We Climb*** by Amanda Gorman

BLACK STUDIES

AS THE STUDY OF THE WORLD

Grades

PK-2

Lesson Plans



GRADE

PK

Aligned with NYCPS Pre-K for All Scope & Sequence: **My Community and Me; The Environment and Me; Change and Growth All Around Me**

Table of Contents

Grade PK

LESSON NO.	TITLE	PAGE
	Integrated Learning Plan	33
	Lesson Plan Overview	35
Grade PK BSC Lesson Plan 1	What Is My Name?	38
Grade PK BSC Lesson Plan 2	My Five Senses Part 1	42
Grade PK BSC Lesson Plan 2	My Five Senses Part 2	46
Grade PK BSC Lesson Plan 3	I Am Enough!	50
Grade PK BSC Lesson Plan 4	Water in Burkina Faso	53
Grade PK BSC Lesson Plan 5	Transformation- Juneteenth	57

PK Integrated Learning Plan

BLACKS STUDIES OVERVIEW

Unit 1 in the NYCPS Pre-K For All curriculum is titled My Community and Me. This unit focuses on introducing children to the practices of studying themselves and others. In this theme, children begin seeing themselves as critical thinkers and observers of the environment and people around them. The Black Studies Curriculum aligns its first PK lessons to this theme by having students begin with foundational self-awareness lessons and activities. Students will explore their name stories, gain pride in their names, and become observant of the world around them by learning more about their five senses through sensory experiments.

Unit 2 in the existing NYCPS Pre-K For All curriculum, titled The Environment and Me, adds depth to children's study of themselves. Black Studies lessons that correspond to this existing unit will have students investigate more about who they and their classmates are by identifying what they most like about themselves.

The third NYCPS Pre-K For All unit, The Environment and Me, covers science-based topics like plants, light, and water. The corresponding Black Studies Curriculum lesson on water examines how water is accessed and used in Burkina Faso, Africa. Students conduct water filtration-based experiments in this unit.

Finally, the fourth NYCPS Pre-K For All unit, Change and Growth All Around Me, supports the study of transformations. The Black Studies Curriculum lessons that correspond to this unit in the Black Studies Curriculum include learning about Juneteenth, a transformational celebration in the Black community.

ESSENTIAL QUESTIONS

- How does how I feel about my name connect to how I feel about myself?
- How can I use my five senses to discover the world around me?
- What are the different parts of myself that I like the most and make me feel complete?
- How do people in different places collect and use the water around them?
- What is Juneteenth and how does it represent a transformation?

LEARNING OBJECTIVES. STUDENTS WILL BE ABLE TO:

- Understand that their name is special, strong, and powerful.
- Gain a sense of pride in their name.
- Identify the five senses and describe how they are used.
- Describe an object's taste, feel, look, smell, and sound.
- Identify how they are complete just the way they are.
- Appreciate and gain pride in what makes them special.
- Understand that different cultures access and use water in different ways.
- Describe how water is collected and used in other parts of the world.
- Understand that Juneteenth is a celebration that commemorates a significant transformation for Black people in the United States.
- Gain sense of the history of Juneteenth

ACTIVITIES AND PROJECTS

Some of the activities students will engage in include self-esteem building centers, sensory experiments, water filtration-based experiments, and the creation of celebratory decorations.

TEACHER NOTES

- Teachers should understand that names can be culturally based and should be aware of culturally based names in their classrooms.
- Teachers should be aware of how each item in the 5 senses station (Lesson # 2) authentically relates to Black studies/ African and Black cultures.
- Teachers should be aware that there are European beauty standards in the United States and should embrace global, culturally affirming standards of beauty when teaching lessons on what students like about themselves.
- Teachers should have an understanding that many African countries are contemporary and modern and should reject stereotypes that project African countries as ancient, uncivilized, or “wild” places.
- Teachers should know and understand that the history of Black people did not start with enslavement, but rather with genealogical, social, and cultural origins in Africa and throughout the African Diaspora.

BRIDGE TO LITERACY

In support of The NYCReads Initiative, we offer this list of book recommendations connected to the themes in each grade level.

- ***Jambo Means Hello: Swahili Alphabet Book*** by Muriel Feelings
- ***Honey Baby Sugar Child*** by Alice Faye Duncan
- ***Kaaro Tomi, Good Morning Tomi: A bilingual Yoruba/English picture book for babies, toddlers and preschoolers*** by Abimbola Anifowoshe
- ***Kwanzaa Gets an A*** by Steven C. Thedford
- ***Dream Builder: The Story of Architect Phillip Freelon*** by Kelly Starling Lyons
- ***Africa, Amazing Africa: Country by Country*** by Atinuke (2021 version)
- ***Why The Sky Is Far Away: A Nigerian Folktale*** by Mary-Joan Gerson
- ***Hair Love*** by Matthew Cherry & Vashti Harrison

PK | Plan Overview

LESSON 1: WHAT IS MY NAME?

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How does how I feel about my name connect to how I feel about myself?</p> <p>Objective(s):</p> <p>Students will be able to understand that their name is special, strong, and powerful.</p> <p>Students will be able to gain a sense of pride in their name.</p>	<p>Unit 1: My Community & Me</p> <p>PK.CKW.1: Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.</p> <p>PK.CKW.2: Demonstrates awareness and appreciation of their own culture and other cultures.</p> <p>PK.CKW.3: Expresses oneself by engaging in musical activities.</p>	<p>Students will explore how their names connect to who they are.</p> <p>In centers, students will create a “name song,” articulate how their name came to be, and create artwork that represents their name.</p>

LESSON 2: MY FIVE SENSES?

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How can I use my five senses to discover the world around me?</p> <p>Objective(s):</p> <p>Students will be able to identify the five senses and describe how they are used. Students will be able to describe an object’s taste and feel.</p>	<p>Unit 1: My Community & Me</p> <p>PK.CKW.1: Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.</p> <p>PK.CKW.2: Demonstrates awareness and appreciation of their own culture and other cultures.</p> <p>PK.CKW.1: Asks questions and makes predictions based on observations and manipulation of things and events in the environment.</p> <p>CLL.1: With guidance and support, participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and large groups.</p>	<p>Students will understand what two of the five senses are and what they are used for.</p> <p>Through sensory stations, students will use adjectives to describe how objects connected to Black studies/African and Black cultures taste and feel.</p>

LESSON 3: I AM ENOUGH!

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What are the different parts of myself that I like the most and make me feel complete?</p> <p>Objective(s):</p> <p>Students will be able to identify how they are complete just the way they are.</p> <p>Students will be able to appreciate and gain pride in what makes them special.</p>	<p>Unit 1: My Community & Me</p> <p>SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.</p> <p>PK.CKW.1: Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.</p> <p>CLL.6: With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Students will identify what they like most about themselves after reading a special read-aloud.</p> <p>In centers dedicated to self-esteem, students will develop pride through activities like creating a self-portrait and pointing out in a “house of mirrors” what they love about themselves.</p>

LESSON 4: WATER IN BURKINA FASO

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How do different places collect and use the water around them?</p> <p>Objective(s):</p> <p>Students will be able to understand that different cultures access and use water in different ways.</p> <p>Students will be able to describe how water is collected and used in other parts of the world.</p>	<p>Unit 3: The Environment & Me</p> <p>CLL.6: With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>CLL.1: With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like/. because/).</p> <p>AL.3: Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.</p> <p>CLL.1: With guidance and support, participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and large groups.</p>	<p>Students will learn alternative ways water is accessed and used in Burkina Faso, Africa through a true-story read-aloud.</p> <p>Students will explore different ways to access water and complete an experiment that addresses water filtration through center-based experiences.</p>

LESSON 5: TRANSFORMATION - JUNETEENTH

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What is Juneteenth and how does it represent a transformation?</p> <p>Objective(s):</p> <p>Students will be able to understand that Juneteenth is a celebration that commemorates a significant transformation for Black people in the United States.</p> <p>Students will be able to gain a sense of the history of Juneteenth.</p>	<p>Unit 4: Change and Growth All Around Me</p> <p>CLL.11: Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.</p> <p>CLL.2: With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>PK.CKW.4: Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.and responding to texts.</p>	<p>Students will learn about what Juneteenth is, and how it represents a major transition for Black people in America.</p> <p>In art stations, students will create decorations for Juneteenth celebrations.</p>

What Is My Name?

Big Idea	Cultural Identity
Enduring Understanding	How you feel about your name is connected to how you feel about yourself.
Driving/Essential Question(s)	How does how I feel about my name connect to how I feel about myself?
Standards Addressed	<p>New York City Pre-K for All Scope & Sequence:</p> <ul style="list-style-type: none"> • PK.CKW.1: Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community. • PK.CKW.2: Demonstrates awareness and appreciation of their own culture and other cultures. • PK.CKW.3: Expresses oneself by engaging in musical activities.
Curriculum Connection	<p><i>Creative Curriculum</i></p> <ul style="list-style-type: none"> • Music Making Unit
Prior Knowledge Required / Addressing Prior Misconceptions	Teachers should be able to pronounce each student's name in the class. Prior to the lesson, the teacher should assign, "How I Got My Name" sheet. Names can be culturally based.
Resources/Materials/ Technology	<p>Your Name is a Song by Jamilah Thompkins-Bigelow "How I Got My Name" Homework sheet (to be sent home before teaching this lesson)</p> <p>Instruments in the music center, instrumental versions of songs for the movement center, variety of arts and crafts materials in the art center (markers, crayons, construction paper, stickers, beads, feathers, etc.)</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to understand that their name is special, strong, and powerful.</p> <p>Students will be able to gain a sense of pride in their names.</p>
Vocabulary	Pronounce, respect, pride, proud

PK | Lesson 1

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

The teacher will welcome students and establish the focus of the lesson:

Say: Welcome to Pre-K! I am so glad you are here.

Since it is the first few days of school, we are still getting to know everyone's name.

Today we'll talk about how important and special everyone's name is.

Before asking the questions below, teachers should have reviewed the "How I Got My Name" homework sheets. Teachers may choose to hand back students their sheets. This will allow them to review the pictures they drew together with their family at home before the lesson to remind them of their name story.

Before asking the questions below, teachers should have reviewed the "How I Got My Name" homework sheets. Teachers may choose to hand back students their sheets. This will allow them to review the pictures they drew together with their family at home before the lesson to remind them of their name story.

Ask: What do you know about your name? Where did it come from? Who gave you your name?

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Today we're going to read a book called, *Your Name is A Song* by Jamilah Thompkins-Bigelow.
(show the cover of the book)

Ask: What do you think that means? How can your name be a song? (students can share out predictions)

As we read, think about why names are important and what your "name song" might sound like!

Discussion Questions:

During Reading

Pause on the pages below to ask students the following questions:

- What would you do if no one could pronounce your name on the first day of school? (page 5)
- Has anyone ever said or spelled your name wrong? How did that make you feel? What did you do or say? Or what did you want to do? (page 14)

After Reading

- How do you show respect when using each other's names? How can you be sure you are pronouncing a person's name correctly? (ask them how to say it correctly)
- How do you feel about your name? (proud, happy, etc.)
- Why is your name special?

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Each of our centers today will help reinforce how our names are part of us. They are special, strong, and powerful!

Centers/Activities

Students will be asked to:

- **Center 1 - Music**—Make up a song about their names and names of their classmates using instruments in the center.
- **Center 2 - Movement** (to be visited after Center #1)—The teacher will play instrumental versions of songs (no lyrics) and have students dance along while singing their name song.
- **Center 3 - Writing/Art**—Write and draw their name in a creative way inspired by the book (in the clouds, with fire, in a storm). Have a variety of arts and crafts to support this activity (stickers, beads, feathers, etc.).

** At the educator's discretion, the movement piece can be its own station depending on the classroom support (i.e., support of paraprofessionals or volunteers).

Teacher tip: This art piece can be hung up in students' cubbies to remind them of how proud they are of their names

The teacher will explain and demonstrate the focus of each center before students make their choice of the center they'd like to visit first.

Please note that students should have picked one of the two centers to watch the teacher model demonstrations. This will allow more time for creative thinking. If a paraprofessional is available, have them support Center 2. If no extra support is available, then model with the whole group before sending students off to stations.

Teacher Model—**Center 1:** My name is Natasha, and her name is Amanda." Let me pick one instrument to use in my song about our names. I will pick a tambourine.

Okay, I am ready. Let me think about how I should start this off. I'm going to shake my tambourine and tap my feet. Next, I will start singing.

"I'm Natasha, I like my name so much,

Meet Amanda, strong with a gentle touch.

Our names are like sunshine, chasing away the gloom,

Natasha and Amanda, brighten every room!"

Teacher Model- **Center 2:** The teacher will play instrumental versions of songs (no lyrics) and dance along while singing their name song

Teacher Model- **Center 3:** Students will each have either a pre-written traceable font or a blank line to form their own name independently.

The teacher will first write their name on the sheet. The teacher will begin to think aloud about what they know about their name and how they can make connections using illustrations.

Teacher:

- When I think about my name, Amanda, it makes me feel light like clouds so let me draw some clouds.
- I also remember my sister telling me my name came from a family member who lived far away, so I will draw a road with my name going down the middle with glitter.

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Teachers will monitor each center and ask clarifying questions:

- **Music center** — ask students about the lyrics of their name song
- **Movement** — ask students why they are choosing to move their bodies in that way. What about their name song makes them move their bodies?
- **Writing/art center** — ask students how they are choosing to write and decorate their name. Ask what part of the book inspired them.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Sharing

1. **Dramatic Play Center**—transform the dramatic play area into a stage and have students act out the name songs that they created in Center 1.

2. Have students share their creative drawings from center 2.

Close the lesson by reiterating to students that their names are special, strong, and powerful.

They now have more pride in their name!

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

For the writing/art center, the teacher can provide a sheet with students' names in a traceable font for students who have not yet mastered writing their names.

Lesson Extension/Homework

How will you maintain high expectations for all students?

Have students sing their “name song” to their families.

Notes

Teachers should be able to pronounce all names in the read-aloud – practice may be required. The teacher should send home the “How I Got My Name” worksheet before teaching this lesson. This will enable students to have more engaging conversations with their peers and make real life connections to the text.

My Five Senses (Part 1) Taste and Touch

Big Idea	Five Senses
Enduring Understanding	How you use your sense of taste and touch and how they are connected to how you relate to your identity and culture.
Driving/Essential Question(s)	How can I use my five senses to discover the world around me?
Standards Addressed	<p>NYC Pre-K for All Scope & Sequence:</p> <ul style="list-style-type: none"> ● PK.CKW.1: Asks questions and makes predictions based on observations and manipulation of things and events in the environment. ● PK.CKW.2: Tests predictions through exploration and experimentation. ● CLL.6: With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Students should know the names of each body part related to the five (5) senses.</p> <p>Teachers should be aware of how each item in the five (5) senses station authentically relates to Black studies and African and Black cultures.</p> <p>Teachers should acknowledge that some people may not have access to all five of their senses. As part of human diversity, the difference in access to senses should be respected; some people have limited or no sight, limited or no hearing, and varying degrees of sense of smell and taste.</p>
Resources/Materials/ Technology	<p>The teacher creates, purchases, and refers to online versions of the following charts. Teachers may also use the attached charts:</p> <p>5 senses chart: BSC 5 Senses Chart</p> <p>or describing words charts: BSC Sensory Describing Words Chart BSC 5 Senses Describing Chart</p> <p>Thank You, Omu! by Oge Mora (search YouTube for Thank you, Omu! By Oge Mora)</p> <p>Images of Nigerian stew- (search internet for images of Nigerian stew) https://cheflolaskitchen.com/nigerian-chicken-stew-the-best/ https://www.myactivekitchen.com/nigerian-beef-stew-african-stew/</p> <p>Materials for senses stations:</p> <p>Taste: Variety of South African snacks, plantain chips, dried beef, licorice, and rusks</p> <p>Touch: Kente cloth and cowrie shells</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to identify the five senses and describe how they are used.</p> <p>Students will be able to describe an object using sight, smells, and hearing.</p>
Vocabulary	senses, describe, smell, sight, hearing

PK | Lesson 2

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

The teacher will say: We are still getting to know the world around us.

Ask: How are we able to interact with the world?

If students struggle with the above question then ask:

How can we understand what is going on around us in our world?

What body parts do we use to get to know the things around us?

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will say:

In today's lesson, we are going to use a couple of our senses to describe different objects! But what are the five senses? You're using at least two right now! (Sight and hearing)

The teacher will explain each of the five senses to the students using a chart. The chart can be found here [BSC 5 Senses Chart](#)

The teacher will say: When we talk about each of these senses, which is the way we understand the world around us, there's a way we can describe them. To describe means to tell about something. There are certain words I can use to describe how something tastes, smells, feels, looks, and sounds.

Show students a teacher-made chart of describing words:

[BSC Sensory Describing Words Chart](#)

[BSC 5 Senses Describing Chart](#)

The teacher will say: We're going to read a book to practice describing the five senses.

Show cover of the book: [Thank you, Omu!](#) By Oge Mora

Ask: Which senses do you think the character will use in this book?

Discussion Questions:

During Reading

- What senses are the people in the town using throughout the story?
- What words are they using to describe how the food smells?

After Reading

- What is your favorite sense to use?
- How can you use more than one sense at a time?
- Show students pictures of real Nigerian stew (the stew from the book). Ask students to describe it using as many senses as possible. (How do you think it tastes? How do you think it smells? How do you think it feels?)

The teacher will say: In your centers today and tomorrow, we will be getting to know some other objects that are connected to African and Black culture.

PK | Lesson 2

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Centers:

**Centers will be transformed into five senses stations. Only two centers will be presented today; the remaining will be in tomorrow's lesson.* Depending on the size of the class, the teacher may double each station to accommodate fewer students per station. Four stations = two touch and two taste stations.

**When describing each station, the teacher should explicitly state the object's connection to Black studies and African/Black culture.* Students should spend at least 6 minutes at each center allowing time for discussions.

The teacher will explain and demonstrate the focus of each center before students make their choice of the center they would like to visit first.

Taste Center:

Students will be asked to taste foods that are connected to African and Black culture and describe how they taste using precise adjectives (e.g., sweet, sour, salty, bitter, sugary, tangy, spicy, sour, and fruity).

**Be mindful of any dietary/allergy restrictions*

Examples:

- A variety of South African snacks
- Plantain chips
- Dried beef
- Licorice
- Rusks

Touch Center:

Students will be asked to touch objects that are connected to African and Black culture and describe how they feel using precise adjectives (e.g., bumpy, smooth, rough, sticky, gritty, fluffy, and soft).

- Kente cloth (made in Ghana)
- Cowrie Shells (has roots in many Ancient African cultures like West Africa (search Cowrie shells)
- Animal skin or fur
- Millet

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will rotate between each center and ensure that students are using appropriate adjectives to describe each sense. The teacher will take note of students' responses at each station.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

The teacher will close the lesson by reviewing each of the five senses, the body parts we use for each of the senses, and what words we can use to describe them.

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

The teacher can provide the sensory details chart at each station for students who need help using a describing word for the sense.

Lesson Extension/Homework

Students can review with their families what they learned about the senses of smell and touch, and go around their house or community to locate objects and use words to describe them using their five senses.

My Five Senses (Part 2) Sight, Smell, and Sound/Hearing

Big Idea	Five Senses
Enduring Understanding	How you use your five senses is connected to how you relate to your identity and culture.
Driving/Essential Question(s)	How can I use my five senses to discover the world around me?
Standards Addressed	<p>NYC Pre-K for All Scope & Sequence:</p> <ul style="list-style-type: none"> ● PK.CKW.1: Asks questions and makes predictions based on observations and manipulation of things and events in the environment. ● PK.CKW.2: Tests predictions through exploration and experimentation. ● CLL.6: With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Students should know the names of each body part related to the five (5) senses.</p> <p>Teachers should be aware of how each item in the five (5) senses station authentically relates to Black studies and African and Black cultures.</p> <p>Teachers should acknowledge that some people may not have access to all five of their senses. As part of human diversity, the difference in access to senses should be respected; some people have limited or no sight, limited or no hearing, and varying degrees of sense of smell and taste.</p>
Resources/Materials/ Technology	<p>Teachers can create, purchase, or refer to online versions of the following charts. Teachers may also use the attached charts:</p> <p>5 senses chart: BSC 5 Senses Chart</p> <p>or describing words charts: BSC Sensory Describing Words Chart BSC 5 Senses Describing Chart</p> <p>Read Africa Aloud - I Lost My Tooth in Africa by Penda Diakité (search <i>I Lost My Tooth in Africa</i> by Penda Diakité)</p> <p>Materials for senses stations: <u>Smell:</u> mango butter, shea butter, tea tree oil <u>Sound/Hearing:</u> African lion, cheetah, and drumming <u>Sight:</u> A map of Africa - (search for “map of Africa child friendly” on search engine), Boulders Beach, South Africa (search for “Boulders Beach” on search engine), Tanzania, Mt. Kilimanjaro (search for “Tanzania, Mt. Kilimanjaro” on search engine)</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to identify the five senses and describe how they are used.</p> <p>Students will be able to describe an object using sight, smell, and hearing.</p>
Vocabulary	senses, describe, smell, sight, hearing

PK | Lesson 2

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

The teacher will say:

Yesterday, we learned how to explore the world around us by using two of our five senses.

Ask: Which senses did we use at our stations yesterday?

Yes, taste and touch. How did we use our senses at our stations yesterday?

If students struggle to recall how they used their senses of taste and touch, use your teacher's notes to recall what students said to their peers while in centers.

Example: Michael, yesterday when you tried the plantain chips, you said they had a salty and sweet taste. Do you remember any other taste the chips had?

Repeat this process by recalling students' responses at the touch center if needed.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will say: In today's lesson, we are going to use our senses to describe different objects!

Yesterday, we talked about all five senses, but only got to experience two of the five. Today we will visit centers for the remaining three senses: smell, sight, and hearing.

Before we start, "What are the five senses?"

The teacher will review the five senses and refer to the students' chart. The teacher will put more focus on the remaining three senses for today's lesson. The chart can be found here: [BSC 5 Senses Chart](#)

The teacher will say: Now that we have reviewed our senses, let's review the describing words that we used while at our stations yesterday and think about the ones we can use today.

Remember the word "describe" means to talk about something. There are certain words I can use to describe how something tastes, smells, feels, looks, and sounds. Let's go over our chart of describing words.

Show students a teacher-made chart of describing words:

[BSC Sensory Describing Words Chart](#)

[BSC 5 Senses Describing Chart](#)

The teacher will say: We're going to read a book to practice describing the five senses.

Show the cover of the book: Read Africa Aloud - [I Lost My Tooth in Africa](#)

Discussion Questions:

During Reading

- Which of the five senses does Amina use to notice her wiggly tooth?
- When Amina arrives at her grandmother's house what does she see and hear in the compound?
- Describe how Amina uses her senses to help make dinner for her family.

After Reading

- Which of the five senses is your favorite to use?
- Which of the five senses would you be excited to use if you were Amina in Africa?

In your centers today, we will learn about some other objects that are connected to African and Black culture.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Centers:

**When describing each station, the teacher should explicitly state the object's connection to Black studies and African/Black culture.*

Teacher will explain and demonstrate the focus of each center before students make their choice of the center they would like to visit first.

Students should spend at least 5-6 minutes at each center.

Smell Center:

Students will be asked to smell scents that are connected to African and Black culture and describe how they smell using precise adjectives (e.g., sweet, faint, lovely, and delicious):

- Shea butter (used for hair/skin/beauty purposes in the Black community)
- Mango butter (used for hair/skin/beauty purposes in the Black community)
- Tea Tree oil (used in Afro-textured hair)

Hearing Center:

Students will be asked to listen to sounds connected to African and Black culture and describe how they sound using precise adjectives (e.g., soft, loud, noisy, howling, explosive, calm, high-pitched, low-pitched, and buzzing).

- African Lion (search African Lion video)
- African Cheetah (search African Cheetah video)
- Traditional African drumming (search Traditional African drumming)

Looking Center:

Students will be asked to look at images that are connected to African and Black culture and describe how it looks using precise adjectives (e.g., misty, shiny, shadowy, dim, bright, glittery, clear, and colorful).

- A map of Africa (search for "map of Africa child friendly" on search engine)
- Boulders Beach, South Africa (search for "Boulders Beach" on search engine)
- Tanzania, Mt. Kilimanjaro (search for "Tanzania, Mt. Kilimanjaro" on search engine)

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will rotate between each center and ensure that students are using appropriate adjectives to describe each sense.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

The teacher will close the lesson by reviewing what each of the three senses are from today's lesson, what body part we use for each of them, and what words we can use to describe them.

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

The teacher can provide the sensory details chart at each station for students who need help using a describing word for the sense.

Lesson Extension/Homework

Students can review with their families what they learned about the senses of smell and touch, and go around their house or community to locate objects and use words to describe them using their five senses.

I Am Enough!

Big Idea	Self-Confidence
Enduring Understanding	Students will be able to appreciate and acknowledge what makes them feel good about themselves.
Driving/Essential Question(s)	What are the different parts of myself that I like the most and make me feel complete?
Standards Addressed	<p>NYC Pre-K for All Scope & Sequence:</p> <ul style="list-style-type: none"> • SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests. • PK.CKW.1: Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community. • CLL.6: With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Prior Knowledge Required / Addressing Prior Misconceptions	Teachers should be aware that European beauty standards are considered ideal in the United States (such as light/pale skin color, straight hair, blonde or other colored hair, etc.) and should reject that narrative when teaching this lesson.
Resources/Materials/ Technology	<p>Book: I Am Enough by Grace Byers Read Aloud By ReadAloudStorybooks (search I Am Enough by Grace Byers)</p> <p>Grace Byers (meet the author here) (search meet the author Grace Byers)</p> <p>Mirrors for dramatic play center</p> <p>Crayola Skin Color crayons and markers</p> <p>Additional materials for embellishing their portraits (crown stickers, yarn for hair, etc.)</p> <p>Sequence cards</p> <p>(an example of the sequence cards can be found HERE)</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to identify how they are complete the way they are.</p> <p>Students will be able to appreciate and gain pride in what makes them special.</p>
Vocabulary	identify, pride, self-confidence, compliment, empowerment, joy, complete

PK | Lesson 3

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Ask: What makes you feel good about yourself or complete?

(Students will share out)

The teacher will say: Today we're going to be able to identify what we like about ourselves. There are so many parts of us to like! When we identify, or figure out, what we like about ourselves, we gain pride in who we are. Pride is when you feel that you are worthy based on who you are and what you can do!

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will say: Today we are going to read a book called, *I Am Enough* by Grace Byers.

As we read today, think about all the things you like about yourself!

Do you have anything in common with the little girl in the book?

What makes her feel pride in who she is?

Discussion Questions:

During Reading

- What does "enough" mean to the little girl?
- What are some things the little girl likes about herself?
- What makes her feel pride in who she is?
- What makes her feel confident in knowing she is enough?

After Reading

- This little girl has so much self-confidence! Self-confidence is when you trust and have faith in yourself and what you can accomplish, and when you feel good about yourself. When do you have a lot of self-confidence?
- When you like yourself most, what are you doing?
- What about you brings you joy?
- What are some things that you do that help you like yourself even when something difficult happens?

Students will share their responses. After students share, they can practice giving compliments to each other.

The teacher will say: When someone tells us what they like about themselves, we can give them a compliment. A compliment is when you say something nice to someone to show that you like what they look like, appreciate their qualities, or approve of what they have done. It makes people feel good inside.

Here's an example: One of our classmates said what they like about themselves is their hair. I can compliment them by saying, "I love the way your hair is so shiny and curly."

In your centers today, you will gain even more pride in what you like about yourself!

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

The teacher will explain and demonstrate the focus of each center before students make their choice of the center they would like to visit first.

PK | Lesson 3

Centers:

- **Dramatic play:** Transform dramatic play center into “House of Mirrors” where students can look in the mirror and admire what they like about themselves and each other.
- **Art:** Provide Crayola Skin Color crayons and markers and encourage students to create a self-portrait highlighting what they like about themselves. Provide additional materials for embellishing their portraits (e.g., crown stickers and yarn for hair).
- **Literacy:** Have students retell the story using 4-5 sequence cards created from the book (teacher created).
- **Verbal/Language/Speech:** Students will practice giving compliments to each other. Provide a compliment starter chart with starters: “I like your...,” “I love your...,” and “I like how you...” Look around the table and give a compliment to each person.

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will monitor each center and ask clarifying questions:

Dramatic play:

The teacher will ask students to articulate what they like most about themselves and point out those features in the mirror. The teacher will ask how expressing what they like about themselves gives them a feeling of empowerment or feeling capable in themselves.

Art: The teacher will prompt students to articulate what they’re drawing and why.

Literacy: The teacher will ask students how they know which part of the story came first.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

The teacher will close the lesson by reiterating to students that there are so many reasons to love themselves, and their teachers are so happy to have each one in the class.

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

Teacher will have the book in the literacy center for students to look through to help them remember the sequencing.

Lesson Extension/Homework

Students will go home and point out everything they love about themselves to their families. They will ask family members what they like about themselves, too.

Students and their families can read [The Day You Begin](#) by Jacqueline Woodson (meet the author [here](#)) and discuss how they feel about their name, themselves, and what makes them special.

Water in Burkina Faso

Big Idea	Access and Uses of Water
Enduring Understanding	Students will understand that the world around them has different ways of survival.
Driving/Essential Question(s)	How do people in different places collect and use the water around them?
Standards Addressed	<p>NYC Pre-K for All Scope & Sequence:</p> <ul style="list-style-type: none"> • CLL.6: With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts. • CLL.1: With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like... because...). • AL.3: Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities. • CLL.1: With guidance and support, participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and large groups.
Curriculum Connections	<p><i>Creative Curriculum</i></p> <ul style="list-style-type: none"> • Water unit
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Teachers should understand that many African countries are contemporary and modern and should reject stereotypes that project that all African countries are “wild” or underdeveloped places.</p> <p>Misconception: We should have pity for people who live in Burkina Faso because all African countries obtain water in this way. It is believed that in America, all water is clean and safe, when in fact many families filter their water at home to remove impurities when city/town filtration systems are not strong or reliable.</p>
Resources/Materials/ Technology	<p>Burkina Faso on a map (Search “Burkina Faso on a map” in a search engine)</p> <p>Large chart paper</p> <p>Burkina Faso video (search “Burkina Faso video, Kids Adventures” in a search engine)</p> <p>The Water Princess by Susan Verde (search The Water Princess by Susan Verde)</p> <p>Materials for science center experiment: empty and clean 2-liter plastic bottle, utility knife, dirty water (make your own with materials like coffee grounds, dirt, crunched-up old leaves, cooking oil, or tiny pieces of foam), measuring cup, and spoon</p> <p>Stopwatch or clock with a secondhand</p> <p>Pencil and paper</p> <p>Collect as many of the following filter materials as possible: activated charcoal (available in the fish section at a pet store), gravel, sand (coarse and/or fine), cotton balls, and a coffee filter (a bandanna, old sock, napkin, or paper towel works too).</p> <p>Soil and sand for the water center</p> <p>Teacher created sequence cards from the book</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to understand that different cultures access and use water in different ways.</p> <p>Students will be able to describe how water is collected and used in other parts of the world.</p>
Vocabulary	Access, filter, impurities

PK | Lesson 4

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Ask: What do you know about water? Where does it come from? How is water used? How is it used in your house and in your school?

Teacher:

Chart student responses on where water comes from and how it is used. This will be used later when students discuss similarities and differences between how water is accessed and used in Burkina Africa.

Potential answers: It comes from the sink or from rain; it is used to wash hands, clothes, cars, and to drink.

The teacher will say: Today we are going to discover how water is accessed in other parts of the world, specifically, on the continent of Africa. To access means to obtain.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will say: Today we will learn about how water is collected and used in another part of the world, in Burkina Faso, Africa. We will also learn about how water can be cleaned or filtered using a device that removes impurities for our use.

The teacher will say: Our book today is called, *The Water Princess* by Susan Verde. [The Water Princess](#) tells the true story of supermodel Georgie Badiel's childhood in Burkina Faso.

Show students the book cover.

Ask: Why do you think the book is called *The Water Princess*? What do you think this book will be about?

If students struggle to make predictions, then talk about what they notice on the cover. What do you think the girl is carrying?

What do you think the weather/temperature is where she is at? How do you know?

Students will share predictions.

Discussion Questions:

During Reading

- Why do we need water?
- What would happen if you drank dirty water?
- How do you think people can clean dirty water?
- Why do you think these children need to travel so far for water?
- What happens if the children and their families can't get water?
- How do you think Gie Gie feels about traveling so far for water each day?
- What do you think is Gie Gie's wish?

After Reading

- Compare your day with Gie Gie's day. How is your day different?
- Does Gie Gie have time to play? Why or why not?
- How does Gie Gie's access to water compare to our access to water in the US?
- How is the way Gie Gie gets her water different from how we get ours?

PK | Lesson 4

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

The teacher will explain and demonstrate the focus of each center before students make their choice of the center they would like to visit first.

Centers:

- **Science:** Students will engage in an experiment that explores water filtration and how to clean dirty water. Use this guide from National Geographic Kids
- **Water:** Provide students with a container with clean water and instruct them to make it dirty with materials provided like soil or sand. Have them try to clean it in this center.
- **Writing/Art:** Students will articulate, write/draw different ways that water can be accessed and used OR articulate, write/draw how they think water can be cleaned.
- **Literacy:** Have students retell the story using 4-5 sequence cards created from the book (teacher created).

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will monitor each center and ask clarifying questions:

- **Science:** How do people in Burkina Faso obtain water? Why is it important to have clean water? Which method helped clean the water best?
- **Water:** How are you going to clean the water? Why is it important to have clean water?
- **Writing/Art:** What other ways do you think water can be accessed? How else can water be used?
- **Literacy:** How do people in Burkina Faso obtain water? Teacher will ask students how they know which part of the story came first.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

The teacher will close the lesson by explaining that the book read today was a true story about model Georgie Badiel's childhood in Burkina Faso. She had to walk miles with her mother carrying a heavy pot on her head just to get water. And before she could drink the water, she had to wait for it to be boiled. Georgie dreamed of a day when the water could be close by, clean, and ready to drink.

Reiterate that different cultures access and use water in different ways.

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

Teacher will have the book in the literacy center for students to look through to help them remember the sequencing.

Lesson Extension/Homework

Students can place household items (salt, spices) in a cup with clean water and try to clean it. Families can help students try to clean the water while discussing why it is important to have clean water.

Transformation – Juneteenth

Big Idea	Juneteenth - A Celebration of Freedom
Enduring Understanding	Students will understand that Juneteenth represents a significant day in the history of Black people in the United States.
Driving/Essential Question(s)	What is Juneteenth and how does it represent a transformation?
Standards Addressed	<p>NYC Pre-K for All Scope & Sequence:</p> <ul style="list-style-type: none"> ● CLL.11: Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed. ● CLL.2: With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. ● PK.CKW.4: Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>The teacher should understand that Juneteenth may be a fairly new national holiday, but it has been an important holiday for Black people for generations.</p> <p>Misconception: The history of Black people started with enslavement.</p>
Resources/Materials/ Technology	<p>Juneteenth for Mazie by Floyd Cooper (search Juneteenth for Mazie)</p> <p>Video- Gracie's Corner</p> <p>Video- Colossal Cranium</p> <p>Video- Sesame Street</p> <p>Arts and crafts materials for art stations: Construction paper, glue, markers, balloons (black, red, green and/or yellow), toilet paper rolls (recycled), tape, scissors, alphabet stickers (optional for decorating), pom poms, crayons, glitter (optional for decorating), cardstock (green, black, red or patterned), DIY confetti – shredded tissue paper (green, silver or red), paint</p> <p>Station 1: Create Juneteenth Flags</p> <p>Station 2: Create Juneteenth confetti poppers</p> <p>Station 3: Create a Juneteenth windsock</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to understand that Juneteenth is a celebration that commemorates a significant transformation for Black people in the United States.</p> <p>Students will be able to gain a sense of the history of Juneteenth.</p>
Vocabulary	transformation, commemorate, celebration, enslavement, freedom, struggles

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

The teacher will say: In this unit, we are answering the questions, what is transformation and how do things change?

Ask: What do you know about transformations? What is a transformation?

Why do people hold celebrations? What kinds of moments or events do you think are worth celebrating?

Teacher will say: Today, we'll discuss a very significant transformation for Black people in the United States of America and how it is celebrated today.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Introduce the book, [Juneteenth for Mazie](#) by Floyd Cooper, and show the cover.

Juneteenth is a celebration to commemorate or honor the end of enslavement in the United States.

A transformation is a major change. The end of enslavement in the US was a major change for Black people in this country.

Enslavement is a condition where people are held as property and forced to work for another person with no pay or rights.

The period of enslavement was a period of injustice, horror, and sadness. Black people unjustly experienced this but their stories did not start as enslaved people.

Juneteenth, or June 19, 1865, is the day that the news of the end of enslavement for Black people reached Galveston, Texas, 2 years after it was already announced by the President, Abraham Lincoln.

Juneteenth is a day when people rejoice and celebrate the end of enslavement. On Juneteenth, people celebrate by having parties and barbecues, while eating red foods. The color red can represent power, sacrifice, and transformation in Yoruba and Kongo cultures, two groups of Africans who were brought to Texas due to enslavement.

It is certainly a moment of celebration for all people!

*Teachers may choose to play the [Colossal Cranium](#) video in parts for more context.

Our book today will discuss how important this transformation was for Mazie's family and other Black people.

As we read, think about why this transformation was important for Black people.

Discussion Questions

During Reading

- What do you think Mose was thinking and feeling when he heard the Declaration of Freedom?
- What were some struggles (define struggle) that continued for Black people past Juneteenth? If the students are struggling with this, please re-read the page that describes the struggles of black people.
- Why is it important to remember and celebrate Juneteenth?

After Reading

- What are some things we can do to remember Juneteenth this year?
- If you celebrated Juneteenth last year, tell what your family did to celebrate it.

The teacher will say: In our centers today, we will create decorations to remember and celebrate Juneteenth!

PK | Lesson 5

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

The teacher will explain and demonstrate the focus of each center before students make their choice of the center they would like to visit first.

Centers:

*Each center will focus on creating a specific celebratory decoration.

- Station 1: Students will create the Juneteenth flag using various materials (e.g., construction paper, markers, and feathers)
- Station 2: Students will [create Juneteenth confetti poppers](#)
- Station 3: Students will [create a Juneteenth windsock](#)

During Center time, Teachers may choose to play songs from [Gracie's Corner](#) and [Sesame Street](#) (Look up “Juneteenth Gracie’s corner”, and “Juneteenth Sesame Street” on search engine).

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

At each station, the teacher will ask students why we are celebrating Juneteenth, and how it represents a transformation.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

The teacher will close the lesson by reminding students that Juneteenth is a celebration that commemorates the transformation of Black freedom in the United States of America.

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

The teacher will assist with any fine motor needs students may have (e.g., cutting).

Lesson Extension/Homework

Students can share Juneteenth decorations with families and teach them their significance. They can plan their own Juneteenth celebration with their families.

GRADE

K

Aligned with the NYCPS Kindergarten Social Studies Scope & Sequence:
Self and Others

Table of Contents

Grade K

LESSON NO.	TITLE	PAGE
	Integrated Learning Plan	62
	Lesson Plan Overview	64
Grade K BSC Lesson Plan 1	Adinkra Symbols-Sankofa	67
Grade K BSC Lesson Plan 2	Adinkra Symbols-Values	71
Grade K BSC Lesson Plan 3	Ancient African Community Study: Ingenuity and Imagination	74
Grade K BSC Lesson Plan 4	Ancient African Community Study: The Great Mali Empire	78
Grade K BSC Lesson Plan 5	Ancient African Community Study: Kente Cloth of Ghana	82

K Integrated Learning Plan

BLACKS STUDIES OVERVIEW

In the current kindergarten curriculum, the third unit addresses geography, people, and the environment and asks, what makes a community? This unit strives to have students understand that communities have history and that they change over time. The Black Studies Curriculum adds to this focus with a study of different aspects of ancient African communities. Lessons discuss what a community is and center on different aspects of various African cultures. Students will learn about how Adinkra symbols are useful in understanding and expressing communal and cultural enduring values, and how people in Ancient Africa used their intelligence, imagination, and ingenuity to use resources in nature that are still relied on today. Students will also learn about how communities from Ancient Africa have similar characteristics to communities we know today. Additionally, students will gather knowledge about how Kente cloth is a symbol of African pride and heritage in the global African community.

❓ ESSENTIAL QUESTIONS

- What are Adinkra symbols, and why are they important to understand ourselves and our collective history?
- How can Adinkra symbols represent values we hold in our daily lives?
- What are some of the natural resources that people in Ancient Africa used to sustain life? What did they create from those natural resources?
- How did the Mali Empire exhibit community characteristics?
- What are some of the cultural traditions that existed in kingdoms of Ancient Africa? How do these cultural traditions influence contemporary African communities?

🎯 LEARNING OBJECTIVES. STUDENTS WILL BE ABLE TO:

- Identify Adinkra symbols from Ghana and the Ivory Coast.
- Identify the Sankofa symbol and explain its meaning.
- Know that Adinkra symbols represent the enduring values of the Akan people.
- Use Adinkra symbols to show their values individually and collectively.
- Create their own symbols that represent an important value to their family.
- Identify the uses of natural resources found in different countries and communities in Africa.
- Understand the characteristics of a community.
- Understand the contributions of the Mali Empire and what made it a community.
- Know about some of the rich traditions of Ghana.
- Create patterns using Adinkra and Kente designs.

📁 ACTIVITIES AND PROJECTS

Some of the activities students will engage in include using the Adinkra symbol of Sankofa to tell about a lesson that was passed down to them, creating their own Adinkra symbols based on personal and family values, exploring natural resources found in Africa through station learning, expressing the characteristics of the Mali Empire as a community, and creating their own kente cloth based on color, meaning, and preference.

TEACHER NOTES

- Teachers should articulate to students that Black history is American history.
- Teachers should articulate to students that Black people thrived in Africa and that their history does not begin with enslavement.
- Teachers should understand that not all contemporary African people dress in Kente cloth.
- Teachers should understand that ancient empires, civilizations, and kingdoms have much to do with our culture and way of life today.
- Teachers should understand and articulate to students when appropriate that Ancient African communities communicated orally as well as with written language.

BRIDGE TO LITERACY

In support of The NYCReads Initiative, we offer this list of book recommendations connected to the themes in each grade level.

- ***The Day You Begin*** by Jacqueline Woodson
- ***Hey Black Child*** by Useni Eugene Perkins
- ***All Are Welcome*** by Alexandra Penfold
- ***Deron Goes to Nursery School*** by Ifeoma Onyefulu
- ***Ruby Bridges Goes To School: My True Story*** by Ruby Bridges
- ***Separate is Never Equal*** by Duncan Tonatiuh
- ***Little Leaders: Bold Women in Black History*** by Vashti Harrison
- ***My First African Dance*** by Tremontenia Morga
- ***Afro-bets First Book About Africa*** by Veronica Freeman Ellis

LESSON 1: ADINKRA SYMBOLS-SANKOFA

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What are Adinkra symbols and why are they important to understand myself and our collective history?</p> <p>Objective(s):</p> <p>Students will be able to identify Adinkra symbols from Ghana and the Ivory Coast.</p> <p>Students will be able to identify the Sankofa symbol and explain its meaning</p>	<p>K.8 The past, present, and future describe points in time and help us examine and understand events; Develop an understanding of how people use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.</p>	<p>Students will be introduced to Adinkra symbols with a focus on the Sankofa symbol.</p> <p>After learning the meaning and discussing what it means to them, students will draw and write about something the past has taught them for the future.</p>

LESSON 2: ADINKRA SYMBOLS: VALUES

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS Unit & Topic)	LEARNING EXPERIENCES
<p>How can Adinkra symbols represent values we hold in our daily lives?</p> <p>Objective(s):</p> <p>Students will be able to understand that Adinkra symbols represent the enduring values of the Akan people.</p> <p>Students will be able to use Adinkra symbols to show their values individually and collectively.</p> <p>Students will be able to create their own symbols that represent an important value to their family of “gratitude” and are inspired by Adinkra symbols.</p>	<p>K.2 Children, families, and communities exhibit cultural similarities and differences; Learn about and respect individual differences.</p>	<p>The class will discuss the meaning and examples of values. Teachers may choose to read the book, <i>Seven Spools of Thread</i> and discuss how the characters showed values of gratitude, peace, and harmony.</p> <p>Students will learn more about values and create symbols that represent their own family values.</p>

LESSON 3: ANCIENT AFRICAN COMMUNITY STUDY: INGENUITY AND IMAGINATION

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What are some of the natural resources that people in Ancient Africa used to sustain life?</p> <p>What did they create from those natural resources?</p> <p>Objective(s):</p> <p>Students will be able to identify the uses of natural resources found in different countries and communities in Africa.</p>	<p>K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.</p>	<p>Students will explore natural resources available in Ancient and present African communities and countries.</p>

LESSON 4: ANCIENT AFRICAN COMMUNITY STUDY: THE GREAT MALI

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did the Mali Empire exhibit community characteristics?</p> <p>Objective(s):</p> <p>Students will be able to understand the characteristics of a community.</p> <p>Students will be able to understand the contributions of the Mali Empire and what made it a community.</p>	<p>K.2 Children, families, and communities exhibit cultural similarities and differences; Learn about and respects individual differences.</p> <p>K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.</p>	<p>Students will determine what generally makes a community.</p> <p>They will explore different aspects of the Mali Empire to articulate what made it a community.</p>

LESSON 5: ANCIENT AFRICAN COMMUNITY STUDY: KENTE CLOTH OF GHANA

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What are some of the cultural traditions that existed in the kingdoms of Ancient Africa?</p> <p>How do these cultural traditions influence contemporary African communities?</p> <p>Objective(s):</p> <p>Students will be able to describe some of the rich traditions of Ghana.</p> <p>Students will be able to create patterns using Adinkra symbols and Kente designs.</p>	<p>K.2 Children, families, and communities exhibit cultural similarities and differences; Learn about and respects individual differences.</p> <p>K.6 Maps and globes are representations of Earth’s surface that are used to locate and better understand places and regions.</p> <p>K.8 The past, present, and future describe points in time and help us examine and understand events; Develop an understanding of how people use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.</p>	<p>The next lesson in the Ancient African Community study allows students to examine the origins of Kente cloth from the country of Ghana. Students will be able to create their own Kente cloth by choosing their own print and colors after learning more about the symbolism involved.</p>

Adinkra Symbols - Sankofa

Big Idea	Culture of Ancient Civilizations in Africa
Enduring Understanding	Adinkra symbols are useful in helping understand cultural beliefs and enduring values.
Driving/Essential Question(s)	What are Adinkra symbols, and why are they important to understand ourselves and our collective history?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information. KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing). <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> K.8: The past, present, and future describe points in time and help us examine and understand events; Develop an understanding of how people use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.
Prior Knowledge Required/ Addressing Prior Misconceptions	<p>Understand what is meant by the terms “natural” and “nature”</p> <p>Understand and recognize ways of representing ideas with a “symbol” (e.g., stop sign, heart, McDonald’s logo)</p> <p>Recognize the difference between photographs and “drawings”</p> <p>Misconception: Ancient civilizations on the continent of Africa have no connection to today’s culture or way of life. The lesson will address how African cultures and traditions have a large connection to today.</p>
Resources/Materials	<p>Jewelry, cloth, and iron work using or inspired by Adinkra symbols -</p> <p>(Search “ADINKRA - Cultural Symbols of the Asante people” in a search engine)</p> <p>Adinkra Symbols and Meanings (Search “Adinkra Symbols and its Meanings video” in a search engine)</p> <p>Adinkra Symbol Index (Search: “Adinkra Symbols index” in a search engine)</p> <p>Beautiful Blackbird by Ashley Bryan (Search: “Beautiful Blackbird by Ashley Bryan read aloud” in a search engine)</p> <p>Other Materials: Glue, 4x6 cardboard/poster board, beads, sequins, recycled foam pieces, toothpicks, clay, watercolor, and pipe cleaners</p> <p>3 worksheets- https://docs.google.com/document/d/1A1b6RfGx9m02vgilbjl3qBZ9sIF5c_S8/edit</p>
Technology	Instruments in the music center, instrumental versions of songs for movement center, variety of arts and craft materials in art center (markers, crayons, construction paper, stickers, beads, feathers, etc.)
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective	<p>What do you want students to understand/learn?</p> <p>What do you want students to be able to do?</p>
Vocabulary	symbol, future, past, present, guide, change, respect, wisdom, Kente, Adinkra, Sankofa

K | Lesson 1

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

The teacher will say: A long time ago the Akan people, a unique group of people found in Ghana and Ivory Coast, created symbols that have been used around the world.

The teacher will show Ghana and the Ivory Coast on a map.

Ask: What is a symbol?

Explain:

A symbol is a thing that stands for something else.

Help students make connections to various symbols in the school and community by showing familiar symbols, like a stop sign, heart, or the McDonald's logo.

Ask: Have you seen or heard about Adinkra symbols?

Share photos

Jewelry, cloth, and ironwork using or inspired by Adinkra symbols (Search "ADINKRA - Cultural Symbols of the Asante people" in a search engine")

Discuss

Review the Adinkra Symbols and Its Meanings video clip from Ghana demonstrating a brief history of Adinkra symbols.

The teacher will say:

As we just learned, symbols can represent different cultural beliefs and values. These beliefs and values are usually passed down from older family members. One example of this is the Sankofa symbol.

Show students the Adinkra symbols and use the Sankofa bird for this introduction. Ask the students to describe what they notice.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Explain the significance and meaning of the symbol. Bird facing forward but reaching back to get the egg.

Translation: "Go back and get it." It is sometimes interpreted as history or culture.

Alternate Translation: "A way to predict the future is to understand the past."

Alternate Translation: "Learn from the past."

Discuss with the students how people who care about them share wisdom with them so that their lives can be filled with safety, joy, love, cooperation, and traditions. Explain that this wisdom is passed down from generation to generation. Help students think through family traditions, recipes, stories, and special celebrations.

Have students "turn and talk" about one thing they have learned.

The teacher will say: Watch as I show you something that helps me remember Sankofa.

Stand with your feet facing forward. Move both arms and hands to one side and reach behind you. Swipe your arms and hands back in front of you. Take two steps forward.

Explain your movements with each step:

1. Go to the past to learn.
2. Bring it to the present.
3. Take it to the future.

Ask students to join you in the steps and repeat the phrases.

K | Lesson 1

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

The teacher will say: Today, we will use the Sankofa Adinkra symbol, which means learning from the past, to think about something that an older family member has taught us.

Have students draw one thing that has been taught to them by someone who cares about them in their family or community (elders). Tell students to write a sentence about what they have drawn. The teacher will hand out worksheets.

[Lesson 1 K BSC - Adinkra Symbols-Sankofa Worksheets.docx](#)

Model Example: The teacher will draw a picture of a grandfather handing a heart to a little girl.

The teacher will write "My grandfather taught me to always care for people."

Extend: Write more than one sentence about what you have drawn and how it helps you.

Support: Draw one thing taught to them by someone who cares about them in their family or community (elders).

**During work time, perhaps a hands-on activity will further engage students. For example, the students can make a multi-media Sankofa bird or their own symbol with a choice of materials (watercolor, clay, toothpicks, pipe cleaners, beads, stickers, or sequins mounted on cardboard with glue).*

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will circulate the room and assist any students demonstrating difficulty with the assignment.

Ask: What is the symbol and meaning of Sankofa?

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Give students time with a partner or small group to share what they have been taught by their elders. The teacher can choose a few pairs/groups to share with the whole group.

Bring closure by reviewing the activity's learning objectives and outcomes.

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

Repeat directions, extend time, adapt materials (ILP), gradual release of "I do, We do, You do", and provide 1:1 support. English language learners (ELLs) will have pictures and labels for support.

K | Lesson 1

Lesson Extension/Homework

Read Aloud: [Beautiful Blackbird](#) by Ashley Bryan.

Students can draw a picture of an experience from their past that has helped them, such as running in the hall, falling, and possibly getting hurt. They should then write what they learned.

Students can ask families to share things that they have learned from their past and their older family members and explain how it has helped in their lives.

Adinkra Symbols- Values

Big Idea	Enduring Values
Enduring Understanding	Adinkra symbols have been, and continue to be used to express important values in communities and families.
Driving/Essential Question(s)	How can Adinkra symbols represent values we hold in our daily lives?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • KR9: Make connections between self, text, and the world. • KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • K.2: Children, families, and communities exhibit cultural similarities and differences; Learn about and respect individual differences.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Exposure to the Akan alphabet/Adinkra symbols (Search: “Adinkra Symbols video” in a search engine). Understand the meaning of values. Understand the meaning of traditions. Understand meaning of values; Understand meaning of traditions.</p> <p>Misconception: Ancient African communities were illiterate and only communicated orally. Teachers can explain to students that African communities of the past communicated through oral storytelling, as well as reading and writing stories.</p>
Resources/Materials/ Technology	<p>Adinkra Symbols chart with meaning for display. Adinkra Symbols</p> <p>*Optional Text* Seven Spools of Thread by Angela Shelf Medearis (Search: “Seven Spools of Thread by Angela Shelf Medearis read aloud” in a search engine)</p> <p>Adinkra Symbols Index- (Search “Adinkra Index” in a search engine)</p> <p>Adinkra Symbol Gratitude Worksheet- https://docs.google.com/document/d/1wDWdaWYHqifRqA-TaZxnqwZdcldmze_V/edit</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to understand that Adinkra symbols represent the enduring values of the Akan people.</p> <p>Students will be able to use Adinkra symbols to show their values individually and collectively.</p> <p>Students will be able to create their own symbols that represent an important value to their family of “gratitude” and are inspired by Adinkra symbols.</p>
Vocabulary	gratitude, Adinkra symbol, values, traditions, Akan people of West Africa

K | Lesson 2

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

The teacher will say: In our previous lessons, we were introduced to various Adinkra symbols. Turn and talk with a classmate to discuss an Adinkra symbol and its meaning.

Turn and Talk - What is one Adinkra symbol that we discussed and its meaning?

(Wait for student responses before saying) Sanfoka - learn from the past.

In our lesson today, we will review and learn more about these important symbols.

Show students various Adinkra symbols and briefly talk about what they mean.

Teacher Note: Some symbol meanings will need to be explained to students. [Adinkra Symbols](#)

Display a chart with a few symbols and their meanings for the class to see and use for the lesson activity.

Teacher Note: Teachers should show the symbol for peace and harmony, which is called BI NKA BI. This symbol relates to the anchor text.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will say: Today we also learn about the values of the Akan people of West Africa. We were introduced to the Akan people in a previous lesson. As a reminder, the Akan are a unique group of people found in Ghana and Ivory Coast, two African countries. (The teacher may choose to show these countries on a map.)

Explain that values are beliefs considered most important. Values are important because they help guide us as human beings. Values help us live with direction and purpose—like a guiding compass.

On chart paper, list examples of values with related examples: love, gratitude, hard work, and respect for elders and family.

Example: Respect- We respect adults when they are kind, polite and show manners.

Optional: The teacher can provide additional examples.

The teacher will say: The values we just spoke about are connected to the Adinkra symbols because many Adinkra symbols represent values in Ancient and present-day African culture.

Explain that today, we will examine the incredibly important values of gratitude, peace, and harmony.

Show the Adinkra symbol BI NKA BI (Google search this name)

Ask: What do the values of gratitude, peace, and harmony mean to you?

Talk to students about what gratitude means. Give examples such as, “you show gratitude when you show thankfulness for the things that are provided to you by your parents and family members. You can show gratitude by saying thank you for the toys, shelter, and food that are provided for you daily.”

Optional: Focusing on gratitude, read the book, [Seven Spools of Thread](#)

Set an intention for reading: While we read this book, think about how the characters showed gratitude, peace, and harmony.

Turn and Talk: Explain how the brothers behaved at the beginning of the story and how they changed towards the end.

Ask: How did the brothers show gratitude, peace, and harmony? Discuss.

The teacher will then show the BI NKA BI symbol, which represents peace and harmony, and explain to students how the brothers were able to demonstrate peace and harmony with one another and a value that their family believed was very important.

<https://www.adinkrasymbols.org/symbols/bi-nka-bi/>

Turn and Talk: Explain how the brothers behaved at the beginning of the story and how they changed towards the end.

Ask: How did the brothers show gratitude, peace, and harmony? Discuss.

K | Lesson 2

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

The teacher will say: Think about what values you and your family have. Use the chart we made or use the book as an example. The teacher can model choosing a value on the chart, creating a symbol, and writing what it means.

Worksheet: [Lesson 2 K BSC - Adinkra Symbols-Gratitude Worksheet.docx](#)

Explain: Draw your own Adinkra symbol that represents an important value in your life and family. Write a sentence that explains the Adinkra symbol you drew and the value it represents.

Extend: Write more than one sentence that explains the value you selected.

Support: Draw an Adinkra symbol that represents gratitude. Through verbal expression, explain your drawing.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will circulate the room and assist any students demonstrating difficulty with the assignment.

Ask: What are some values of the Akan people? Can you share some Adinkra symbols that represent these values?

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Give students time with a partner or small group to share their drawings. Teachers can choose a few pairs/groups to share with the whole group.

Bring closure by reviewing the activity's learning objectives and outcomes.

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

Repeat directions, extend time, adapt materials (ILP), gradual release of "I do, We do, You do", and provide 1:1 support.

English language learners (ELLs) will have pictures and labels for support.

Students who are struggling to understand what symbols mean will be provided with support through a short reading on describing symbols in a family. Read the suggested text, [The Talking Cloth](#) by Rhonda Mitchell, and ask students how the talking cloth "talks."

Lesson Extension/Homework

Families can create a quilt or collage using Adinkra symbols that represent their family values.

Ancient African Community Study: Ingenuity and Imagination

Big Idea	Natural Resources and Community
Enduring Understanding	People in Ancient Africa used their intelligence, imagination, and ingenuity to use resources in nature that are still relied on today.
Driving/Essential Question(s)	What are some of the natural resources that people in Ancient Africa used to sustain life? What did they create from those natural resources?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • KR9: Make connections between self, text, and the world. • KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • K.7: People and communities are affected by and adapt to their physical environment.
Prior Knowledge Required / Addressing Prior Misconceptions	Resource - having knowledge about natural resources coming from nature (e.g., trees, water, and soil).
Resources/Materials/Technology	<p>Images to display https://docs.google.com/document/d/1NX6y9Y3ChVQZpfHwroA1nBs26eC2RJoX/edit</p> <p>Natural resources video - https://youtu.be/lp1iTQc82el (Search: "African Countries Rich In Natural Resources. Rich African Countries" in a search engine)</p> <p>Other Materials: Worksheet Natural resource images for stations</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will be able to identify the uses of natural resources found in Africa.
Vocabulary	natural resources, purpose, conserve, environment, sustain, abundance, copper, gold, diamonds, coal, minerals, gas, nickel. (images of vocabulary can be found with station materials).

K | Lesson 3

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

The teacher will say: In Unit 3, we are learning more about communities. In our previous lesson, we explored Adinkra Symbols and later we will explore an Ancient African community—the Mali Empire. Today we will learn more about some natural resources in different communities in Africa.

Show pictures of jewelry made of gold, a diamond ring, and salt.

Ask: Do you recognize any of these objects? If so, which ones? Do you use any of these objects today? If so, when?

After students discuss their knowledge about the above objects, the teacher should describe what each picture displays and give examples of how each of these natural resources is used in everyday life.

Example: Display rubber bands and have students discuss how they are used in their everyday lives. Display copper and identify items that are made out of copper such as bathtubs, kitchen sinks, door knobs, pennies and pull handles (show visual pictures on the smartboard of each item for extra support).

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will say: Today we will learn about some of Africa's natural resources.

Explain that natural resources are anything from nature that living things can use. Such as minerals (salt), trees, water, plants, animals, oil, fruits, wheat, and land. (Suggestion: show images of these items.)

Africa's environment has an abundance, or a lot of natural resources.

Explain that different Ancient African communities used these natural resources to create things that were needed to help them sustain, maintain, or support life.

Next, students will watch a video describing where natural resources are found in Africa and how they are used all over the world.

Video: <https://youtu.be/lp1iTQc82eI> - "African Countries Rich In Natural Resources. Rich African Countries"

*Based on teachers' discretion, you should watch about 4-5 minutes of the video.

The teacher will say: Ancient Empires and communities in Ghana used natural resources like salt and gold to trade with other countries for goods, riches, and money, making many parts of Africa very wealthy.

The teacher will set up four to five stations with images of natural resources found in Africa in their natural state and what they are converted into to sustain life.

Examples of images at the station are copper, gold, diamonds, coal, minerals, gas, and trees.

Stations images are found [here](#).

Students will visit at least two stations to analyze and learn about the many things each resource makes.

At each station students will discuss how the resources are used in the community and or their homes.

Station discussion questions:

Example questions:

- Which item does your family use at home?
- How have you seen these items used?

K | Lesson 3

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

The teacher will say: Think about the natural resources that we have learned about today. Pick one natural resource from an African country/community that we discussed at a station and think about how it helps your family sustain life. Students will be given a graphic organizer to choose one natural resource and describe how it supports their community and or helps their family to sustain life.

[Lesson 3 K BSC - Ancient African Community Study-Ingenuity and Imagination Worksheet.docx](#)

The teacher will model: First, pick a natural resource from an image station.

The teacher will draw: (ex. Gas) First let me draw a picture of my home where I have a heater that needs gas to run and keep my house warm. Now I will write a detailed sentence describing my picture.

The teacher will write: "Gas helps my family because it keeps our house warm during winter. This resource also helps my family cook food on the stove."

Support: Draw a detailed picture of the natural resource and label how your family used it in their everyday life.

Extend: Draw your natural resources. Write more than one sentence about how that natural resource supports your community or family outside of the home.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will circulate the room and assist any students demonstrating difficulty with the assignment.

Ask: What are some uses of natural resources found in Africa? How did Ancient Africans use natural resources? How do we use African natural resources?

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Give students time with a partner or small group to share. They may then share out as a whole group. Bring closure by reviewing the activity's learning objectives and outcomes.

K | Lesson 3

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

Repeat directions, extend time, adapt materials (ILP), gradual release of “I do, We do, You do”, and provide 1:1 support.

Students will be provided with a visual of natural resources (<https://youtu.be/lp1iTQc82eI>)

Students will have the option to sketch, label, or draw a detailed picture of the natural resource and label how their family used this resource in their everyday lives.

English language learners (ELLs) will have pictures and labels for support.

Lesson Extension/Homework

Share with an adult two (2) natural resources from Africa that you learned about today. Tell them why those resources are useful. Go around your home and point out objects that are made using natural resources, (e.g., wood tables, gold necklace, or radiator).

Ancient African Community Study: The Great Mali Empire

Big Idea	The Ancient Empire of Mali made great contributions to civilization.
Enduring Understanding	Communities in Ancient Africa (The Mali Empire) have similar characteristics to communities we know today.
Driving/Essential Question(s)	How did the Mali Empire exhibit community characteristics?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information. • KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing). <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • K.2: Children, families, and communities exhibit cultural similarities and differences; Learn about and respect individual differences. • K.6: Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Understand the meaning of a Community: Resource - having knowledge about natural resources coming from nature (e.g., trees, water, and soil.) Understand the meaning of a map and how it is used. Misconception: Ancient empires and kingdoms have little to do with our way of life today.</p>
Curriculum Connections	<p>Hidden Voices Global African Diaspora</p> <ul style="list-style-type: none"> • Vol. 1 Sogolon • Vol. 1 Ahmad Baba • Vol. 1 Queen Njinga
Resources/Materials/ Technology	<p>Jamboard map: https://mrnussbaum.com/mali-interactive-map Search "Mr. Nussbaum Mali Interactive Map" in a search engine). Mansa Musa video (search "Mansa Musa, one of the wealthiest people who ever lived" in a search engine). Other Materials:</p> <ul style="list-style-type: none"> • Mali Worksheet • Map of Mali • picture of gold • picture of the University of Sankore • and chart paper for the 'What Makes A Community?' chart • Note: The 'What Makes A Community?' chart will be used in the other Ancient African Community Study lessons.
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to understand the characteristics of a community. Students will be able to understand the contributions of the Mali Empire and what made it a community.</p>

K | Lesson 4

Vocabulary

liberation, gold, salt, rice, natural resources, cowrie shells, education, caravan, mines, Mansa, leaders, leadership, culture, economics, jobs, trade, barter, good services, knowledge, information, empire, resources, characteristic, community

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Review the Sankofa Adinkra symbol. Tell children that the information they receive from studying ancient Africa is knowledge from the past.

Have students "turn and talk" about what they remember of Sankofa.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will say: In Unit 3, we are focusing on what makes a community. For this lesson, we will study a part of Ancient Africa, and discover what made it a community.

Ask: What is a community?

Have students turn and talk about their answers then they may share ideas as a whole class group.

Call on students as you collectively create a chart.

A community is a group of people who live close together or have shared interests. But what other characteristics do communities share?

A characteristic is having to do with a typical quality of a person or group

What is a community we know? (e.g., school community, classroom community, and neighborhood community).

Create a chart, 'What Makes A Community?'

**This chart can be used in any other Ancient African Community Study lessons*

Guide for what the chart may look like:

- It exists in a particular area where people live, sometimes the people have similarities (ethnicity, race, nationality)
- People have jobs in the community
- Communities have businesses
- Communities have parks
- Communities have fun things to do
- Communities have restaurants
- Communities have leaders
- Communities have events
- Communities have schools
- Communities make special and original objects

* Note to students that communities can have all or some of these characteristics.

The teacher will say:

Today we will learn about the Mali Empire and how it was a community.

An empire is a group of people under one ruler or government.

Show students a map of the Mali Empire on the continent of Africa.

<https://mrnussbaum.com/mali-interactive-map>

K | Lesson 4

The teacher will say: The Mali Empire had many important cultural effects on West Africa, such as spreading language, laws, and customs along the Niger River.

Go over the important characteristics of the Mali Empire on the Jamboard map together (the Niger River, the city of Timbuktu, gold mining areas, farming areas, and salt mining areas).

Show students a picture of gold.

Explain that the city of Timbuktu in Mali was the center of trade because it was between the salt mines and gold mines. People wanted to trade what they had for the salt and gold in Mali.

Share that Timbuktu also became a great center of learning because one of the first universities was built there. Show a picture of the University of Sankore.

Explain that the Mandinka people lived in Mali. Explain that it is hot in Mali and that much of the land is desert. Explain that miners dug holes into the earth to find gold and salt. They worked underground most days because they had to dig and bring the resources back to the surface.

Explain that farmers often raised animals (e.g., cows, sheep, and goats) or grew crops (e.g., corn, rice, cotton, and peanuts).

Because of the dry land, farmers had to bring water from the river to help their animals and crops survive. Explain that both miners and farmers had to trade their goods to get things they needed, such as food and clothing. Traders exchanged goods with the farmers and miners in the marketplace.

The teacher will say: A man named Sundiata Keita started the empire, which became famous because its rulers were very wealthy, especially Mansa Musa. The teacher will introduce and show the video, [Mansa Musa](#).

The teacher will say (after the video): What did we learn about the Mali Empire? Students may turn and talk.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

The teacher will say: Today, as we learn about communities, we are going to be able to determine what makes the Mali Empire a community.

Let's discuss. Based on what we just learned about the Mali Empire, what makes it a community?

The teacher will use the 'What Makes A Community?' chart from earlier in the lesson to chart students' responses to what makes the Mali Empire a community

The teacher will say: When we return to our seats, we will craft a response to what made the Mali Empire a community. Here is my example:

Teacher Model: The teacher will model connecting the bullet point "communities have leaders" on the chart to the Mali Empire. Teachers can write, "The Mali Empire was a community because it had a leader named Mansa Musa," and accompany their writing with a drawing of Mansa Musa.

The teacher will say: It's your turn! Turn and talk to your partner about what made the Mali Empire a community. What will your response be?

Students can turn and talk. Students will share their responses with the class.

Once students have a solid example, they may return to their seats and complete the Mali worksheet. [Lesson 4 K BSC - The Great Mali Empire worksheet](#)

Extend: Write a sentence about one way that the Mali Empire is similar to your community.

Support: Through verbal or artistic expression, share one way that the Mali Empire was an example of a community.

K | Lesson 4

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will circulate the room and assist any students demonstrating difficulty with the assignment.

Ask: How was the Mali Empire an example of a community?

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Give students time with a partner or small group to share their worksheets. They may share as a whole group afterward. Bring closure by reviewing the activity's learning objectives and outcomes.

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

Repeat directions, extend time, adapt materials, gradual release of "I do, We do, You do", and provide 1:1 support. English language learners (ELLs) will have pictures and labels for support.

Lesson Extension/Homework

Families can create a book using the information the student brings home. The book can be labeled "Mali Facts" or "Contributions of the Mali Empire".

Ancient African Community Study: Kente Cloth of Ghana

Big Idea	There were many rich and diverse kingdoms in Ancient Africa.
Enduring Understanding	What are some of the cultural traditions that existed in kingdoms of Ancient Africa? In what ways do cultural traditions appear in everyday life?
Driving/Essential Question(s)	How do people in different places collect and use the water around them?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • KR9: Make connections between self, text, and the world. • KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing). <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • K.2: Children, families, and communities exhibit cultural similarities and differences; Learns about and respects individual differences. • K.6: Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions. • K.8: The past, present and future describe points in time and help us examine and understand events
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Recognize patterns Exposure to oral storytelling Name colors Misconception: All contemporary African people dress in Kente cloth.</p>
Resources/Materials/Technology	<p>Kente Colors by Debbi Chocolate (Search: "Kente Colors by Debbi Chocolate read aloud" in a search engine) Visiting the Kente Weaving Workshop In Bonwire, Ghana. (up to 1:50 mark) (Search: "Visiting the Kente Weaving Workshop In Bonwire, Ghana" in a search engine). A sample of Kente cloth material. Other Materials: Paper, crayons, colored pencils or paint, Kente cloths, or inspiration pictures of various Kente cloths.</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to describe some of the rich traditions of Ghana. Students will be able to create patterns using Adinkra symbols and Kente designs.</p>
Language Objective What are the language demands of this lesson?	Students will be able to recognize and create patterns using Adinkra and Kente designs by drawing, dictating, oral expression, demonstrating, and/or emergent writing.
Vocabulary	ancient, Kente cloth, weave, culture, ancestors, griots, djembe drum

K | Lesson 5

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

The teacher will say: In Unit 3, we are exploring Ancient (early) African communities. In the previous lesson, we learned about the Mali Empire and determined the ways in which it was a community. Today we will learn about another community in Ancient Africa and its special cloth.

Display a picture of people wearing different patterned kente cloth.

Provide different textile samples of Kente cloth available for students to pass around.

Have students make observations around the colors, patterns, textures, and designs of each sample.

Ask: What are some of the things you noticed about the designs of each cloth? What are some things you wonder?

Students will "Turn-and-Talk" to discuss. Students will share their observations with the class. The teacher will chart responses using an "I Notice, I Wonder" chart.

The teacher will explain that the cloth they just observed is called kente cloth.

The teacher will say: Today, we will explore the kente cloth and the community they originally came from.

We will also learn how they were made and why they are important to the people in their community. Then we will get a chance to make our own kente cloth designs.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will say: The kente cloth is a colorful cloth made of strips of handwoven silk and cotton created in the kingdom of Ancient Ghana.

Show the current location of Ghana on a map of Africa.

Explain: Kente cloth comes from the Asante, or Ashanti, peoples of Ghana. It was once worn by royalty in Ghana to honor special occasions. Today kente cloth is very popular to wear at weddings and other special occasions. It is a symbol of African pride. In lesson one we learned that symbols are things that stand for something else. Wearing kente cloth is a way to show that people are proud of their African heritage.

Ask: How do you think the Ashanti people came up with the kente design?

Allow a few students to respond.

Tell them that some people think the Ashanti people got the idea from watching a spider create its web. However, Kente cloth is created using a loom, where they carefully arrange strips of cloth together and sew them together. Show a picture of a West African loom to help students make meaning of the word.

The teacher will say: We are going to watch a short video of a kente weaving workshop in Ghana where kente cloth is being weaved together to make the special patterns we see on these traditional cloths today.

Show the video [Visiting the Kente Weaving](#) (up to 1:50)

As the video plays, explain: The men are using wood looms, to create long colorful strips that will be sewn together to create the kente patterns we saw earlier.

K | Lesson 5

Explain: Kente cloth colors have meaning and can tell stories or proverbs through their colors, symbols, and patterns.

After the video ask:

What did you notice about how the kente cloth designs were being made?

Students will turn and talk to discuss. Allow student pairs to share their observations (e.g., Mathematical patterns of the fabric, rhythm of the loom, and various bright colors).

The teacher will say:

In Ancient West African communities, and still today, there are people called griots (pronounced “gree ohs”).

Explain that griots tell stories about the history of their people and culture. Tell them that we will be hearing many of these stories.

In the story *Kente Colors* by Debbi Chocolate, we can learn about the meaning behind some of the colors and the different reasons people wore kente cloth.

Read the book, [Kente Colors](#) by Debbi Chocolate.

After reading the text, chart the different color meanings and special occasions mentioned in the text with the students.

Ask: What are some of the different colors you noticed in the *Kente Colors* story? What did they symbolize or what did they mean? Have students choose their favorite cloth pattern.

Model: Using different size strips of paper, model creating colorful patterns to assemble your own kente cloth design.

Identify a kente pattern that stood out to you from either the book or samples passed around earlier in the lesson. Model taking different strips of paper and piecing them together to create a kente pattern using colors of your choice.

Explain to students that they do not have to copy the designs they saw, but they can use them to help create their own patterns and designs.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Using colorful pre-cut strips of paper, students will design their own patterned kente cloth designs. Students will arrange their strips to create colorful patterns and glue them together to assemble their kente cloth.

or

Students will design their own Kente colors and patterns on paper using crayons or markers. Have students list the color names that you used.

**Tip: An array of brilliant colors is advised.*

The teacher will show pictures of various kente cloths for inspiration.

Extend: Write more than one sentence about what your cloth pattern means. What story does it tell? Where would you wear your kente cloth design? Why?

Support: Design your own Kente colors and patterns on paper using crayons or markers. Through verbal expression, explain your pattern.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will circulate around the room and assist any students demonstrating difficulty with the assignment.

Ask: What Kente cloth patterns and colors did you choose? Why?

K | Lesson 5

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Give students time with a partner or small group to share their patterns.
Bring closure by reviewing the activity's learning objectives and outcomes.

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

Repeat directions, extend time, adapt materials (ILP), gradual release of "I do, We do, You do," and provide 1:1 support.
English language learners (ELLs) will have pictures and labels for support.

Lesson Extension/Homework

Reflecting on how the making of Kente cloth is a communal effort, students can work with their families to find examples of things that people in their community collaborate on together.

GRADE

1

Aligned with the NYCPS 1st Grade Social Studies Scope & Sequence:
My Family and Other Families, Now and Long Ago

Table of Contents

Grade 1

LESSON NO.	TITLE	PAGE
	Integrated Learning Plan	88
	Lesson Plan Overview	90
Grade 1 BSC Lesson Plan 1	My Family and Its Lineage	95
Grade 1 BSC Lesson Plan 2	Black Families Are Important	98
Grade 1 BSC Lesson Plan 3	Black Families Share Stories- Part 1	101
Grade 1 BSC Lesson Plan 4	Black Families Share Stories- Part 2, Day 1 of 2	104
Grade 1 BSC Lesson Plan 4	Black Families Share Stories- Part 2, Day 2 of 2	107
Grade 1 BSC Lesson Plan 5	My Family Story	110
Grade 1 BSC Lesson Plan 6	A Family Long Ago: The Benin Kingdom	113
Grade 1 BSC Lesson Plan 7	Families in Africa Long Ago: Cultural Traditions	116
Grade 1 BSC Lesson Plan 8	Families in Africa Today: Lagos, Nigeria	119
Grade 1 BSC Lesson Plan 9	Black Families Create Change Now and Long Ago	122
Grade 1 BSC Lesson Plan 10	My Family Long Ago	125

Grade 1 Integrated Learning Plan

BLACKS STUDIES OVERVIEW

The initial unit in the existing Social Studies curriculum in Grade 1 focuses on the importance of families and communities, specifically asking why families are important and how they influence who we are. This unit examines the extent to which families are basic units of all societies; that families are both the same and different; that families teach values and influence each other; and that families pass on knowledge, customs, language, and traditions.

The Black Studies Curriculum in Grade 1 adds to the preexisting first unit by having students identify the histories and structures of Black families; the importance of oral storytelling as a method of history preservation in Black cultures; and how African symbols represent important family lessons, morals, traditions, and stories.

Unit 2 of the pre-existing curriculum, Families Now and Long Ago, seeks to explore how families grow and change over time. The Black Studies Curriculum adds to this exploration through an examination of Black families now and long ago. Lessons develop ideas regarding families long ago in Benin and Nigeria. Students will develop technical skills, such as how to participate in collaborative conversations with diverse peers and adults, recognize different forms of evidence used to make meaning in social studies, and use illustrations and details in literary and informational texts to discuss story elements and/or topics.

? ESSENTIAL QUESTIONS

- What is my family lineage?
- What is a family? How are families the same and different?
- What are ways that families teach values?
- How can I use storytelling to share the traditions of my family?
- What symbols are important to communities?
- How do Adinkra symbols tell the story of the Ashanti community's traditions and values?
- How can we use different sources to learn more about Black families long ago?
- How does family life long ago affect family life today?
- How did/do Black families create change?
- How can you learn more about what your family was like long ago?

🎯 LEARNING OBJECTIVES. STUDENTS WILL BE ABLE TO:

- Understand that the history of Black American families extends to the past and can be traced back to Africa and other parts of the African Diaspora.
- Understand that ancestors have an impact on families today and in the future.
- Identify various family structures by observing the diversity of Black families.
- Identify how different family members play important roles in their lives.
- Understand the values of a community by analyzing folktales.
- Listen to folktales and understand the morals related to the story and the values it demonstrates.
- Identify the importance of oral storytelling.
- Identify family traditions and understand how traditions represent families' customs, background, or history.
- Describe traditions in their own family.
- Understand that by studying and analyzing Adinkra symbols, students learn the traditions and values of the Ashanti people in West Africa.
- Create a symbol that showcases the meaning of their family traditions using the Adinkra symbols as a model.
- Understand that there are similarities and differences in the family structures that existed in Black families a long time ago.
- Identify and describe the members of an ancient Benin family and the role they play in their families.
- Examine photographs to understand that historical sources inform people about life in the past.
- Record noticings and inferences about family life using photographs.
- Compare and contrast similarities and differences in images from the same place in a different time period.
- Compare and contrast family life in Lagos, Nigeria a long time ago and today.
- Understand that Black families can have a lasting effect on their communities when they work together to bring change.
- Describe ways they and their families can help others in their community and/or the world.
- Understand and implement interviewing skills including planning, asking questions, taking notes, and reporting on the interviews.
- Ask and answer questions about their families.

ACTIVITIES AND PROJECTS

Some of the activities students will engage in include deep conversations about who they are, where they came from, and how the two are connected. They will also engage in experiences that allow for self and family exploration, like creating a quilt that represents their family history, and a personalized symbol that represents the lessons, morals, traditions, or stories of their families. Finally, students will also have the opportunity to participate in bond-building activities, like sharing their family history with schoolmates and using ed-tech modalities, like Flipgrid. In Unit 2, students will compare and contrast life long ago to life today in Africa, and create interview questions to preserve their family history.

TEACHER NOTES

- Teachers should understand that families started long ago. We may not be able to trace our exact lineage due to the theft of humans from ancestral lands. However, we are aware that Black families started generations ago and we honor those who came before us.
- Teachers should avoid stereotypical descriptions and language regarding the Black family and Black family dynamics.
- Black family history didn't begin with enslavement. Black families existed long ago. There are many types of Black families including royal families. Families in Africa are diverse and can be studied through their cultural traditions.

BRIDGE TO LITERACY

In support of The NYCReads Initiative, we offer this list of book recommendations connected to the themes in each grade level.

- ***Family*** by Isabell Monk
- ***Peeny Butter Fudge*** by Toni Morrison
- ***Auntee Edna*** by Ethel Footman Smothers
- ***Me & Mama*** by Cozbi A. Cabrera
- ***I Am Loved*** by Nikki Giovanni

Grade 1 | Plan Overview

LESSON 1: MY FAMILY AND ITS LINEAGE

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What is my family lineage?</p> <p>Objective(s):</p> <p>Students will be able to identify various family structures by observing the diversity of Black families.</p> <p>Students will be able to understand that ancestors have an impact on their family today and in the future.</p>	<p>NYC Social Studies Scope & Sequence:</p> <p>1.1: Families and Communities are Important - Why are families important and how do they influence who we are?</p>	<p>By way of a family tree, song, and pointed vocabulary words like descendant and ancestor, students will be able to understand that people came before them in their families and have passed down invaluable lessons.</p> <p>Students will engage in a drawing and writing activity that supports their understanding of the structure and history of their family (responding to the prompt: "Imagine who your ancestors are. Think of one of them. Where do they live? What are they doing? Come up with 3 questions you would ask your ancestor").</p>

LESSON 2: BLACK FAMILIES ARE IMPORTANT

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS Unit & Topic)	LEARNING EXPERIENCES
<p>What is a family? How are families the same and different?</p> <p>Objective(s):</p> <p>Students will identify various family structures by observing the diversity of Black families.</p> <p>Students will be able to identify how different family members play important roles in their lives.</p>	<p>NYC Social Studies Scope & Sequence:</p> <p>1.1: Families and Communities are Important - Why are families important and how do they influence who we are?</p>	<p>Through a read-aloud and discussion, students will understand that Black families have varying structures.</p> <p>Students will have a chance to tell their own family history through a quilt-making experience.</p> <p>Students will create bonds with their classmates and teachers by sharing their stories with the class.</p>

Grade 1 | Plan Overview

LESSON 3: BLACK FAMILIES SHARE STORIES—PART 1

ESSENTIAL QUESTIONS / OBJECTIVES

What are ways that families teach values?

Objective(s):

Students will be able to describe the importance of morals and values by analyzing folktales.

Students will be able to listen to a folktale and understand the morals related to the story and the values it demonstrates.

Students will be able to identify the importance of oral storytelling.

CONNECTIONS (NYCPS SS UNIT & TOPIC)

NYC Social Studies Scope & Sequence:

1.1: Language, beliefs, and traditions help shape the identity and culture of a family and a community.

LEARNING EXPERIENCES

After discussing the importance of the folktale genre and orally passing down stories in the Black community, students will use graphic organizers to determine the characters, problems, morals, and values of Anansi folktales.

LESSON 4: BLACK FAMILIES SHARE STORIES—PART 2, DAY 1 AND 2

ESSENTIAL QUESTIONS / OBJECTIVES

How can I use storytelling to share the traditions of my family?

Objective(s):

Students will be able to identify family traditions and understand how traditions represent families' customs, background, or history.

Students will be able to describe traditions in their own family.

CONNECTIONS (NYCPS SS UNIT & TOPIC)

NYC Social Studies Scope & Sequence:

1.2: There are significant individuals, historical events, and symbols that are important to American cultural identity.

1.4: People show honor by respecting elders, and learning about and celebrating state and American history, events, places, community, and culture.

LEARNING EXPERIENCES

Day 1

After engaging in a discussion of the origin of tradition and its link to storytelling and Black culture, students will use a graphic organizer to map out a family tradition.

Day 2

Continuation from the previous lesson, students will use an ed-tech tool, Flipgrid, to orally tell their family traditions that were planned out from the previous lesson.

Grade 1 | Plan Overview

LESSON 5: MY FAMILY STORY

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What symbols are important to Black communities? How do Adinkra symbols tell the story of the Ashanti community's traditions and values?</p> <p>Objective(s):</p> <p>Students will be able to understand how symbols represent important ideas by studying and analyzing Adinkra symbols and the traditions and values of the Ashanti people in West Africa.</p> <p>Students will be able to create a symbol that showcases the meaning of their family traditions using the Adinkra symbols as a model.</p>	<p>NYC Social Studies Scope & Sequence:</p> <p>1.1: Language, beliefs, and traditions help shape the identity and culture of a family and a community. Traditions are an important part of a family's culture</p>	<p>Students will create their own symbols based on the lessons, morals, traditions, or stories of their families.</p> <p>Students will share their symbols with classmates and teachers which may lead to a unit celebration.</p>

LESSON 6: A FAMILY LONG AGO: THE BENIN KINGDOM

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How can we use different sources to learn more about Black families long ago?</p> <p>Objective(s):</p> <p>Students will be able to explain that there are similarities and differences in the family structures that existed in Black families a long time ago.</p> <p>Students will be able to identify and describe the members of an ancient Benin family and the role they play in their families.</p>	<p>NYC Social Studies Scope & Sequence:</p> <p>1.7: Families have a past and change over time; There are different types of documents that relate to family histories; Families have existed for a long time.</p>	<p>Students will explore the cultural traditions of Nigerian families by making inferences about photographs.</p>

LESSON 7: FAMILIES IN AFRICA LONG AGO: CULTURAL TRADITIONS

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How can we use different sources to learn more about Black families long ago?</p> <p>Objective(s):</p> <p>Students will be able to examine photographs to understand that historical sources inform people about life in the past.</p> <p>Students will be able to record noticings and inferences about family life using photographs.</p>	<p>NYC Social Studies Scope & Sequence:</p> <p>1.7: Families have a past and change over time; There are different types of documents that relate to family histories; Families have existed for a long time.</p> <p>1.8: Historical sources reveal information about how life in the past differs from life in the present; Historical sources inform people about life in the past (artifacts, letters, maps, photographs, and newspapers).</p>	<p>Students will explore the cultural traditions of Nigerian families through making inferences about photographs.</p>

LESSON 8: FAMILIES IN AFRICA TODAY: LAGOS, NIGERIA

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How does family life long ago affect family life today?</p> <p>Objective(s):</p> <p>Students will be able to compare and contrast similarities and differences in images from the same place in a different time period.</p> <p>Students will be able to compare and contrast family life in Lagos, Nigeria a long time ago and today.</p>	<p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> 1.7: Families have a past and change over time; There are different types of documents that relate to family histories; Families have existed for a long time. 1.8: Historical sources reveal information about how life in the past differs from life in the present; Historical sources inform people about life in the past (artifacts, letters, maps, photographs, and newspapers). 	<p>Students will compare and contrast life in Nigeria long ago (using the previous lesson) and life in Nigeria in the present using a video.</p>

Grade 1 | Plan Overview

LESSON 9: BLACK FAMILIES CREATE CHANGE NOW AND LONG AGO

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did/do Black families create change?</p> <p>Objective(s):</p> <p>Students will be able to understand that Black families can have a lasting effect on their communities when they work together to bring change.</p> <p>Students will be able to describe ways they and their families can help others in their community and/or the world.</p>	<p>NYC Social Studies Scope & Sequence:</p> <p>1.8: Historical sources reveal information about how life in the past differs from life in the present; Historical sources inform people about life in the past (artifacts, letters, maps, photographs, and newspapers).</p>	<p>Students will examine how family units can create meaningful and long-lasting change.</p> <p>Students will brainstorm and document how their own families can help others.</p>

LESSON 10: MY FAMILY LONG AGO

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How can you learn more about what your family was like long ago?</p> <p>Objective(s):</p> <p>Students will be able to understand and implement interviewing skills, which include planning, asking questions, taking notes, and reporting on interviews.</p> <p>Students will be able to ask and answer questions about their families.</p>	<p>NYC Social Studies Scope & Sequence:</p> <p>1.8: Historical sources reveal information about how life in the past differs from life in the present; Historical sources inform people about life in the past (artifacts, letters, maps, photographs, and newspapers).</p>	<p>Students will understand the importance of collecting data about the past.</p> <p>Students will learn interview protocols and create interview questions about family history to ask a family member.</p>

My Family and Its Lineage

Big Idea	Family Lineage
Enduring Understanding	Students will understand that they come from a long lineage of ancestors beyond their immediate families.
Driving/Essential Question(s)	What is my family lineage?
Standards Addressed	<p>NYS Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). • 1SL2: Develop and answer questions about key details in diverse texts and formats. • 1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 1.1: Families and Communities are Important - Why are families important and how do they influence who we are?
Prior Knowledge Required / Addressing Prior Misconceptions	Families started long ago. Some may not be able to trace their exact lineage due to the theft of humans from ancestral lands. However, we are aware that Black families started generations ago and we honor those who came before us.
Resources/Materials	<p>Beyoncé - Bigger (lyric video, lyrics here)- (Use a search engine and type “Beyoncé Bigger lyrics”)</p> <p>World Map - https://worldmapblank.com/world-map-for-kids/</p> <p>Family Tree Model- https://youtu.be/3wdM1Rx0HdI</p> <p>Ancestor Questioning Worksheet- Lesson 1 Grade 1 Ancestor Questions.pdf</p> <p>Question bank</p>
Technology	Instruments in the music center, instrumental versions of songs for movement center, variety of arts and craft materials in art center (markers, crayons, construction paper, stickers, beads, feathers, etc.)
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to understand that the history of Black families extends to the past and can be traced back to Africa.</p> <p>Students will be able to understand that ancestors have an impact on their family today and in the future.</p>
Vocabulary	descendants, generations, ancestors, lineage

Grade 1 | Lesson 1

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Display model of family tree.

Ask: Have students share-out predictions (e.g., mother, father, sister, and daughter)

Some students may be familiar with great-grandparents but push them to think about how their great-grandparents also had parents, and those people had parents, and on and on.

Play Beyoncé's "Bigger." The teacher can show the lyrics to the song, found [here](#), especially the chorus.

"You're part of something way bigger

Bigger than you, bigger than we

Bigger than the picture they framed us to see

Legacy, oh

You're part of something way bigger."

The teacher will say: As you listen to the words, or lyrics to the song, what does it make you feel? What do you think Beyoncé means when she says, "You're part of something way bigger?"

If students struggle to identify what Beyoncé means when she says, "You're part of something way bigger," ask them to think about how important they are to the people around them, like their parents, grandparents, and friends.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will say: Our families are bigger than the people we can see. There were family members who existed long ago. They taught us lessons and values that are still important to our families today.

Many of these family members lived in different countries, including countries in Africa and the Caribbean. (Show students these places on the map, [World Map for Kids Map of the World for Kids \[PDF\]](#)).

They had jobs, dreams, and families. We are the descendants of those very important family members.

Descendants are those who come from a given ancestor or ancestors.

Ancestors are people from whom one is descended and who lived several generations ago.

While we may not know the exact identities of our ancestors, we can think of the life they may have had.

Today, we will draw a family tree and think of some questions we'd like to ask our ancestors.

A family tree is a visual representation tracing the members of your family from oldest to youngest. It traces the ancestors and descendants of an individual.

Use the vocabulary words: descendants, generations, and ancestors to talk about who is living and who is not living.

Teacher Think-Aloud: when adding the ancestors he/she has never met, teachers can say:

I know my grandmother had a sister and I never met her, but she is my ancestor.

Descendants: one who comes from a given ancestor or ancestors.

Generations: the entire group of people who were born around the same time.

Ancestors: a person from whom one is descended and who lived several generations ago

Teacher Model: draw your family tree (including at least one non-living ancestor on another continent, if possible).

Ask a few students to tell you about their family tree while you scribe.

Grade 1 | Lesson 1

After the teacher is done sketching the family tree, they will model how to write three questions to ask ancestors.

Teacher will model this process. Teacher may use a think-aloud strategy to model how to create questions to ask an ancestor.

May include: What was life like when you were my age? What challenges did you have when you were growing up? What brought you joy?

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

The teacher will say: On your worksheet, draw a family tree with at least one ancestor that you do not know or never met.

[Lesson 1 Grade 1 Ancestor Questions.pdf](#)

Imagine who your ancestors are. Think of one of them. Where do they live? What are they doing?

Draw a picture of your ancestor.

Come up with 3 questions you would ask your ancestor. (Standard 1SL2)

For extra support students will be provided with sentence stems to develop questions.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will use students' responses to questions to gauge understanding.

The teacher will observe and confer on students' writing.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Students will share their responses in pairs and as a whole group.

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

Students who need support generating questions can choose from a bank of sample questions.

Lesson Extension/Homework

Read Aloud: [Beautiful Blackbird](#) by Ashley Bryan (Use a search engine and type "Beautiful Blackbird Read Aloud by Ashley Bryan").

Send home a copy of a family tree and ask families to complete it for as many ancestors as they can.

Read aloud *Show Way* by Jacqueline Woodson.

Black Families Are Important

Big Idea	Members of a family have different, important roles.
Enduring Understanding	The diversity that exists in families and our roles in our families connects us to one another and our communities.
Driving/Essential Question(s)	What is a family? How are families the same and different?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). • 1SL2: Develop and answer questions about key details in diverse texts and formats. • 1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.
Prior Knowledge Required / Addressing Prior Misconceptions	Misconception: Black families are not a monolith. There is diversity within Black families and they represent different sizes, languages, lands of origin, and traditions.
Resources/Materials/ Technology	Tar Beach by Faith Ringgold (Use a search engine and type “Tar Beach by Faith Ringgold Read aloud”) Blank Quilt Pieces- https://drive.google.com/file/d/1bntBjlFpgKnYu3GSeQvL72YnBPPkqaEQ/view
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to identify various family structures by observing the diversity of Black families.</p> <p>Students will be able to identify how different family members play important roles in their lives.</p>
Vocabulary	From text: marvel, possession, threaten

Grade 1 | Lesson 2

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

The teacher can share who is in their own family by showing a photograph or drawing a picture of their own family with labels showing who is who.

Ask: Who are the members of your family?

Have students turn and talk to a partner or small group before sharing.

The teacher calls on students for responses.

If students say a person's name, prompt them to name the person's relationship to them (e.g., grandma, cousin, or sister). Be sure to allow students to name roles in their home languages and colloquial terms of endearment. (e.g., accept 'auntie' as a valid response and not change it to 'aunt'). The teacher writes each response in a visible place to create a word bank which will be used throughout the unit.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Display photographs of a variety of [Black families](#). (Use a search engine and type "Shutterstock images- multigenerational Black Family")

Be sure to emphasize diversity

(e.g., same-sex families, multigenerational families, and families with members who have different physical abilities).

Draw attention to family members who are the same age. Point out that this kind of grouping is called a generation. Explain that when there are children, parents, and grandparents in the family, it is called a multigenerational family, because there are several different generations (age groups) represented.

Explain that in many Black families, it can be difficult to trace family history back many generations because of a lack of written history, however, Black families share their generational history through storytelling. Stories can tell us a lot about families.

The teacher will say:

During this unit, we'll listen to and tell many stories about families. We will read a book called *Tar Beach* by Faith Ringgold, which is a story about a family enjoying a summer night in New York City.

As we read, identify who the family members are in this book.

How do they treat each other?

How do you think they feel about each other?

What does family mean to you?

If students struggle answering the question, remind them that, in the text, the girl explained how she wanted to buy her father a building and wanted her mother to get more rest. This showed that she noticed the things that would make her family happy.

Grade 1 | Lesson 2

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Have blank quilt pieces ready to model activity.

Have students share out the family members from the read aloud.

Model how to create a quilt of family members of *Tar Beach*.

The teacher should think aloud naming and drawing at least three of their family members and how they play an important role in the family.

Example: When I think about my family and the times we are together, I enjoy spending time with my aunt Tia, we always play charades after dinner.

Repeat two more times for additional family members.

Have students create a quilt of members in their family by drawing pictures of each member on a different quilt square.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will listen in to responses during the turn-and-talks and share outs to gauge understanding.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Students can share finished quilts with table partners or the whole class. Be sure to prompt students to use vocabulary for naming family roles (e.g., mother, father, aunt, and uncle).

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

Students who are struggling to come up with labels for their family members can use the word bank generated at the beginning of the lesson.

Provide visual with labels depicting familial relationships for English language learners (ELL) students.

Lesson Extension/Homework

Extension: Do an artist study of Faith Ringgold and her portraits of the Black family.

Homework: Students may take quilts home and share them with their family members, who can share stories about their family in preparation for future work in this unit.

Family members can also fill out blank quilt squares to extend the quilt.

Black Families Share Stories- Part 1

Big Idea	Storytelling as Freedom
Enduring Understanding	Folktales are a form of oral storytelling that teach lessons and have connections to Black history.
Driving/Essential Question(s)	What are ways that families teach values?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). • 1SL2: Develop and answer questions about key details in diverse texts and formats. • 1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 1.1: Language, beliefs, and traditions help shape the identity and culture of a family and a community.
Curriculum Connections	<p>Hidden Voices Global African Diaspora</p> <ul style="list-style-type: none"> • Vol. 2 Anna Julia Cooper <p>Passport to Social Studies</p> <ul style="list-style-type: none"> • Unit 3: The Community
Prior Knowledge Required / Addressing Prior Misconceptions	Oral language history is present in many cultures. It is particularly important and powerful in Black history, as many Africans were taken from their homelands and preserved their culture through storytelling. Oral storytelling was also critical when Black people were not allowed to read or write. Black people passed down Black culture and history through their eloquent oration.
Resources/Materials/ Technology	<p>Read Aloud - Anansi Tries to Steal All the Wisdom in the World (video) (Use a search engine and type "Anansi Tries to Steal all the Wisdom in the World story")</p> <p>Folktale Graphic Organizer Lesson 3 Grade 1 Folktale Graphic Organizer.pdf</p> <p>Anansi story collection on Epic (Use a search engine and type "Anansi Story Collection on Get Epic. com")</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to describe the importance of morals and values by analyzing folktales.</p> <p>Students will be able to listen to a folktale and understand the morals related to the story and the values it demonstrates.</p> <p>Students will be able to identify the importance of oral storytelling.</p>
Vocabulary	value, moral, folktales, oral storytelling, generation, wisdom

Grade 1 | Lesson 3

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

The teacher will say: Today, we will learn about stories called folktales and how important they are. Pay attention to the story and tell us what you noticed afterward.

Play the [video](#).

The teacher will ask: Ask students to turn and talk about what they saw or noticed.

Turn and talk question: How do you think Anansi felt about losing all his wisdom in the wind?

Ask: What was the story about? What did you hear? Explain what Anansi learned about wisdom on his journey to become wise.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will say: The story you just heard is called a folktale.

A folktale is a very old story that is told repeatedly over time. One of the main characteristics of folktales is that they are passed down orally, or by mouth or words, among generations. (If needed, remind them of the word 'generation' from the previous lesson.)

Ask: Why do you think telling a story through words, and not writing it down, is important in families?

Telling oral storytelling is important because older family members can share experiences directly from their life experiences when they were younger. Also, you are able to pass down stories to young family members who cannot read yet. And finally, you are able to express important family stories with enthusiasm and passion, in ways you may not be able to through writing. It also spreads more widely through words, rather than reading something. Black families long ago used oral storytelling to tell their tales of happiness and challenges. Their ancestors continued telling these stories by mouth to their children, and children's children.

Many cultures all around the world have folktales. The folktale we just heard is from West Africa. It originated in Ghana (show Ghana on a map - [World Map for Kids](#) [Map of the World for Kids \[PDF\]](#)).

One thing about folktales is that they typically try to teach a lesson about right and wrong, which is called a moral, and this often involves a fight between right and wrong.

Folktales also teach about values. A value is something you find important or worthy. For example, I value my friendships. That means that I find my relationship with my friends very important and I care about them deeply.

The teacher will ask: What is something you find to have value?

The teacher might suggest that students may value their families, friendships, or their classroom creations.

Today we will read and listen to folktales and complete a [graphic organizer](#) together for the video/story just played.

Grade 1 | Lesson 3

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

The teacher will model by having students help fill out the sections of the folktale graphic organizer. Who are the characters? What was the problem? What was the moral of the story?

The teacher will say:

You will listen and read another Anansi story with a partner. Then fill out the graphic organizer (GO) together.

Students will choose a story from the [Anansi Stories Children's Collection](#) on Epic (getepic.com), and fill out the GO with a table partner.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Walk around and confer with partnerships.

Make sure they comprehend the story they're reading and focus on the three questions.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Students will share about the story they read with their partner and the moral of that story.

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

The teacher can plan partnerships in advance in order to ensure all students have the support they need from their peers.

Students can write or draw to complete the graphic organizer.

Books on Epic can be read to the students.

Give students a choice by allowing them to choose their story. However, the teacher can assign and reassign a story if necessary.

Lesson Extension/Homework

You may want to read Virginia Hamilton's *The People Could Fly* and do a comparison with *Tar Beach* from a previous lesson. The caution is that *The People Could Fly* contains scenes of a woman and baby getting whipped. If this concept wasn't already covered, it may be something you need to address before reading.

Black Families Share Stories- Part 2, Day 1 of 2

Big Idea	Family Stories
Enduring Understanding	Families use oral storytelling as a method to pass down traditions and family values to younger generations.
Driving/Essential Question(s)	How can I use storytelling to share the traditions of my family?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 1R1: Develop and answer questions about key ideas and details in a text. • 1R9: Make connections between self and text (texts and other people/world). • 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). • 1SL2: Develop and answer questions about key details in diverse texts and formats. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 1.2: There are significant individuals, historical events, and symbols that are important to American cultural identity. • 1.4: People show honor by respecting elders, and learning about and celebrating state and American history, events, places, community, and culture.
Prior Knowledge Required / Addressing Prior Misconceptions	Students need practice with storytelling including setting, characters, and plot or problem/solution.
Resources/Materials/ Technology	<ul style="list-style-type: none"> • Day 1: Family Tradition Graphic Organizer- Traditions Graphic Organizer (by izzie).pdf • Day 2: Flipgrid, iPads/technology to record Flipgrid videos
Number of days for lesson allocation	2 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to identify family traditions and understand how traditions represent families' customs, background, or history.</p> <p>Students will be able to describe traditions in their own family.</p>
Vocabulary	Tradition, oral storytelling

Grade 1 | Lesson 4

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Day 1

The teacher will say:

Turn and tell a friend about a special day you had with your family. Who was there? What were you doing? Turn and talk.

Tell students that they may be called on to share a story that they heard, so they should be sure to listen.

Check for listening and have a few students share a story that they heard.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will say: Remember that we've been reading and listening to a lot of stories about families long ago. These stories teach us a lot about older generations. The stories help us preserve history so that we can learn from the past to help us in the future—just like Sankofa.

Today, let's tell a story about our families! Like a folktale, we will tell this story over and over to people in our family so that we always remember our history.

Traditions are passed down through these stories as well. Traditions are the handing down of a culture's beliefs and customs from parents to children over many years.

In Ghana, where the Anansi folktales are from, it is tradition for the entire family to eat dinner together. If a guest visits during dinner, they are invited to join and eat with them. It is also a tradition to eat with your right hand. This tradition of eating dinner together in Ghana has been passed down from generation to generation. Like folktales, traditions are passed down from long, long ago from the family's ancestors until now. We know of these traditions because the stories keep them alive.

Let's think about a tradition in your family. In other words, we're going to think about something our families have done for a long time and that we continue to do.

The teacher will give an example from their own family.

For example, **insert your own example.** In my family, we celebrate a holiday called Thanksgiving. It's a tradition for our entire family to travel there and cook together. It is a tradition in my family because we celebrate this same event, in the same way, each year. My aunt always makes a sweet potato pie.

Afterwards, we play card games and watch football. One year during Thanksgiving, the baby crawled over to the sweet potato pies and smashed her hands in each pie! She had pie all over her hands and face. The pies were ruined! At first, we were upset because we looked forward to eating those pies each year, but then we all just laughed because she didn't mean it, and we were happy to be together.

This tradition shows me that my family values quality time with each other! The lesson we learned is that even though things may not go how you want them to, gathering with family is still important and fun.

Model charting the story out on a graphic organizer.

Grade 1 | Lesson 4

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Have students fill out their own graphic organizer about a tradition in their family.

[Traditions Graphic Organizer \(by izzie\).pdf](#)

Ask: What special way do you celebrate things such as holidays, birthdays, or reunions in your families? What traditions do you have?

After giving students time to respond, further their understanding by asking about the people who might attend the celebrations, what food might be there, and what games are played or songs enjoyed.

Give students time to fill out the organizer. This will become the planning sheet for their own stories.

Next, have students practice telling the story of their traditions out loud to a partner for fluency.

Explain that tomorrow, students will record themselves telling their family stories on Flipgrid.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Check the graphic organizers to ensure students have each element of the chart filled out correctly.

Confer with students who need more guidance

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Students share their stories and traditions.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Provide students with examples of traditions to choose from if they are having trouble generating ideas.

Lesson Extension/Homework

Share the activity with families. Students can ask their families about existing traditions. Families can assist with the story planning.

The teacher can copy the graphic organizers and create a class book of family traditions.

Black Families Share Stories- Part 2, Day 2 of 2

Big Idea	Family Stories
Enduring Understanding	Families use oral storytelling as a method to pass down traditions and family values to younger generations.
Driving/Essential Question(s)	How can I use storytelling to share the traditions of my family?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 1R1: Develop and answer questions about key ideas and details in a text. • 1R9: Make connections between self and text (texts and other people/world). • 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). • 1SL2: Develop and answer questions about key details in diverse texts and formats. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 1.2: There are significant individuals, historical events, and symbols that are important to American cultural identity. • 1.4: People show honor by respecting elders, and learning about and celebrating state and American history, events, places, community, and culture.
Prior Knowledge Required / Addressing Prior Misconceptions	Students need practice with storytelling including setting, characters, and plot or problem/solution.
Resources/Materials/ Technology	<ul style="list-style-type: none"> • Day 1: Family Tradition Graphic Organizer - completed https://drive.google.com/file/d/1t3b8oFpNVwHGHce1Pee1b83xfs4_vv/S/view • Day 2: Flipgrid, iPads/technology to record Flipgrid videos
Number of days for lesson allocation	2 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to identify family traditions and understand how traditions represent families' customs, background, or history.</p> <p>Students will be able to describe traditions in their own family.</p>

Grade 1 | Lesson 4

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Day 2

Opening: Teachers will remind students of yesterday's lesson.

The teacher will say: Yesterday, we were able to identify a family tradition by thinking about something our families have done for a long time and continue to do.

We filled out a graphic organizer to map out our family traditions.

Today, we will tell our traditions orally, using our mouths and words. We will create a video on Flipgrid sharing our story!

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Teachers will model how to use the graphic organizer from the previous lesson to create oral storytelling. Make sure to address each section of the graphic organizer for a complete response. Teachers will then record themselves using the digital application, Flipgrid.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

On the rug/meeting space, students will turn and talk with their partners and practice sharing their traditions orally (they will bring their graphic organizer to the rug).

Students will work as partners. One student will hold the device to record while the other shares and then they will switch.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Teachers will ensure students are mentioning each section of the graphic organizer. Offer support to students who are struggling with the oral share.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

The teacher will play a few students' videos on the smart board, chosen at random.

Grade 1 | Lesson 4

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

Provide students with examples of traditions to choose from if they are having trouble generating ideas.

Lesson Extension/Homework

Students can share Flipgrid videos with their families (videos can be sent electronically to families).

My Family Story

Big Idea	Traditions and Values
Enduring Understanding	One can learn about traditions and values important to communities from the art and artifacts that they produce.
Driving/Essential Question(s)	What symbols are important to communities? How do Adinkra symbols tell the story of the Ashanti community's traditions and values?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 1SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. • 1SL5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 1.1: Language, beliefs, and traditions help shape the identity and culture of a family and a community. Traditions are an important part of a family's culture
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Students recognize symbols, logos, and icons in their everyday lives.</p> <p>Misconception: Ancient civilizations on the continent of Africa were illiterate.</p>
Resources/Materials/Technology	<p>Family Tradition Symbol Worksheet- https://docs.google.com/document/d/1h90lnLdAjFXc-NJy7xFGe7FWJeM4cJqjh7X1j8L0AAo/ Crayons or markers, drawing paper</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to understand how symbols represent ideas by studying and analyzing Adinkra symbols and the traditions and values of the Ashanti people in West Africa.</p> <p>Students will create a symbol that showcases the meaning of their family traditions using the Adinkra symbols as a model.</p>
Vocabulary	symbol, Adinkra, Akan

Grade 1 | Lesson 5

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Display the symbols below and ask students what each one means. Have them share verbally.



[Pictured above are 4 symbols representing signs for 1) wifi; 2) Do not/Don't; 3) recycle; and 4) peace.]

Ask students how they knew what each picture meant without there being any words or labels.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Explain that the pictures above are examples of symbols.

The teacher will say: In this lesson, we will review the Adinkra Symbols used by the Akan/Ashanti people who live in West African countries, like Ghana and the Ivory Coast.

Teachers may show pictures of the Akan/Ashanti people.

They stamp these symbols on cloth and make jewelry in the shape of these symbols. Adinkra symbols are images that represent an idea. There are many Adinkra symbols for different things.

Display the Sankofa symbol (search "Sankofa symbol" in a search engine). Have students turn and talk about what they think this symbol means.

The teacher will say: Sankofa is an African word from the Akan tribe in Ghana. The symbol is based on a mythical bird with its feet firmly planted forward and its head turned backward. The Akan believe the past serves as a guide for planning the future. It's important that knowledge of the past must never be forgotten.

Think about the stories you've been writing about your family traditions. What symbol could you create that reflects the ideas or lessons around your family's story?

For example, in my family story about the baby smashing the pies on Thanksgiving, I learned that it's not worth getting mad about the pie. The important thing is to have my family together. So maybe my symbol may be a heart with my family sitting around a dinner table.

Grade 1 | Lesson 5

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Students can use the Family Tradition Symbol Worksheet to create their own symbols to reflect the story they've been working on.

[Gr1 LP5 Family Tradition Symbol Worksheet](#)

Post the following questions to help guide student work:

Reflection Questions:

What part of your story stands out the most?

What symbol can I use to represent that moment?

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Listen to share outs and turn and talks

Check that students completed their symbols.

Pose the question: How does your symbol help to tell the story of your family?

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Students will share their symbols and what they mean.

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

Students will have the option to alter an Adinkra symbol in some way.

Provide students with extra time to complete drawings if needed.

Lesson Extension/Homework

This could lead to a unit celebration by pairing the symbols to the stories.

A Family Long Ago: The Benin Kingdom

Big Idea	Diverse Black Families
Enduring Understanding	There are similarities and differences in the family structures that existed in Black families a long time ago.
Driving/Essential Question(s)	How can we use different sources to learn more about Black families long ago?
Standards Addressed	<p>NYS Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). • 1SL2: Develop and answer questions about key details in diverse texts and formats. • 1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 1.7: Families have a past and change over time; There are different types of documents that relate to family histories; Families have existed for a long time.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>This lesson mentions the word ‘descendants’ which was taught in Unit 1. However, you may want to review the idea of ancestors, descendants, and lineage.</p> <p>Teachers should also know and understand that Black family history didn’t begin with enslavement. To activate prior knowledge, play the Bino and Fino video before this lesson.</p>
Resources/Materials	<p>Khan Academy article (Use a search engine and type “Khan Academy The Kingdom of Benin Article”)</p> <p>Bino and Fino - Have You Heard of the Mighty Walls of Benin? (video) (Use a search engine and type “The Mighty Walls of Benin- Bino and Fino”)</p> <p><i>Idia of the Benin Kingdom</i> by Ekiuwa Aire- (book, video) (Use a search engine and type “Idia of the Benin Kingdom Read aloud”)</p> <p>Map of Nigeria and Benin Kingdoms - https://www.globetrottinkids.com/countries/nigeria/ https://www.enchantedlearning.com/</p> <p>Families Long Ago Worksheet - https://docs.google.com/document/d/1h0bbAvkl6vld_vQkC3SSc0j-FuUL-dcKaJab5RPinwM4/edit</p> <p>Family word wall - https://7esl.com/members-of-the-family/#Family_Members_Tree_Picture</p> <p>Photo of Benin family - https://www.nairaland.com/4133671/oba-benin-ewuare-wives-children</p>
Technology	Instruments in the music center, instrumental versions of songs for movement center, variety of arts and craft materials in art center (markers, crayons, construction paper, stickers, beads, feathers, etc.)
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to explain that there are similarities and differences in the family structures that existed in Black families a long time ago.</p> <p>Students will be able to identify and describe the members of an ancient Benin family and the role they play in their families.</p>
Vocabulary	ancient, source, Benin, Nigeria, ancestors, descendants, photographs

Grade 1 | Lesson 6

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Ask: What makes your family special? Students will "Turn-and-Talk" to discuss.

Show students a photograph of a Benin family (1200 AD). (Use a search engine and type "Benin Family photo 1200 AD")

Pose the following questions:

What do you notice about this family?

Who do they think is in the photograph?

How would you compare this family to your family?

How is this family different from your family?

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will say: In this lesson, we will read about a family that began long ago. Long ago means before anyone in the room was born. We can tell it was long ago by using this photograph.

A photograph is a source of information. We can look at photographs and learn about what was happening when the photograph was taken. We can tell this photograph was not taken this year. We can also tell from the clothing the people in the photograph were wearing that it was taken a long time ago.

Display the photograph of the Royal Family of the Benin Kingdom (<https://www.nairaland.com/4133671/oba-benin-ewuare-wives-children>). Use a search engine and type "Royal family of the Benin Kingdom photo")

The teacher will say: This photograph is of the royal family of the Benin Kingdom, which existed in Nigeria centuries ago. However, there are many living descendants of the Benin kingdom in Nigeria today.

Books are other sources of information. Let's read more about this family! You are going to hear about Queen Idia who was a very important Queen of Benin. This story tells about her life as a young girl in her kingdom. As I read, you should listen for mention of the members of her royal family and what each person does. If you hear me read about someone in Idia's family, put a quiet thumb up on your knee.

Read *Idia and the Benin Kingdom* by Ekiuwa Aire.

After reading, look for quiet thumbs up on students' knees. Ask them to explain why they chose to put their thumbs up.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Discuss what family members were mentioned in the book before sending students off to do independent work. Chart student responses as additional support.

Complete the Families Long Ago worksheet, identifying the family structure in the book.

[Gr1, U2, L1](#)

Grade 1 | Lesson 6

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Student responses via turn and talks, whole group discussions, and responses during read-aloud..

Observe and confer on students' written responses about the different family members and their roles in the family.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Have 3 - 5 students share their responses.

Restate the learning objective for the day.

Ask: How did the photograph and book help us to learn more about families long ago?

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students

Provide a family word wall for students.

Provide students with an additional read of the text.

Lesson Extension/Homework

The teacher can extend this to a Black fairytale unit by reading other fairytale stories from the African diaspora. Students can culminate the unit with a royal ball by getting all dressed up in their idea of what royalty looks like to them. Students can design a Benin Ivory mask of Idia.

Families in Africa Long Ago: Cultural Traditions

Big Idea	Historical African Sources
Enduring Understanding	Photographs can serve as a window that allows us to view what family life was like long ago.
Driving/Essential Question(s)	How can we use different sources to learn more about Black families long ago?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). • 1SL2: Develop and answer questions about key details in diverse texts and formats. • 1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 1.7: Families have a past and change over time; There are different types of documents that relate to family histories; Families have existed for a long time. • 1.8: Historical sources reveal information about how life in the past differs from life in the present; Historical sources inform people about life in the past (artifacts, letters, maps, photographs, and newspapers).
Curriculum Connections	<p><i>Hidden Voices Global African Diaspora</i></p> <ul style="list-style-type: none"> • Vol. 1 Graça
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Black family history didn't begin with enslavement. Black Families existed long ago. There are many types of Black families including royal families.</p> <p>Families in Africa are diverse and can be studied through their cultural traditions.</p>
Resources/Materials/ Technology	<p><i>Idia of the Benin Kingdom</i> by Ekiuwa Aire - (book, video)</p> <p>Dance Tutorial Joy Of Togetherness - Masaka Kids Africana</p> <p>Photo of Nigerian family- https://nigerianostalgia.tumblr.com/post/54686929072/an-unknown-family-photographed-in-1914-lagos</p> <p>Nigeria Long Ago Photos</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to examine photographs to understand that historical sources inform people about life in the past.</p> <p>Students will be able to record noticings and inferences about family life using photographs.</p>
Vocabulary	portraits, landscapes, inference

Grade 1 | Lesson 7

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Remind students that in our anchor text, *Idia of the Benin Kingdom*, the main character loved to dance. Dancing is a way for Black families to enjoy themselves and their time together. Invite students to take a moment to dance together as you play the video.

[Dance Tutorial || Joy Of Togetherness - Masaka Kids Africana](#)

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will say: As we read in the book *Idia of the Benin Kingdom*, families do many things together. They play together, relax together, and eat together. Families live in different types of homes and wear different types of clothing. We can learn more about families by looking at photographs and learning more about their lives.

Let's look at a family together. This family lived in Nigeria, just like Idia. Now a photograph can't tell us all about a person's life, but we can make a smart conclusion by using what we already know about families and the clues from the photograph to draw a smart conclusion or an inference.

*Teacher will display the [photo](#) of a Nigerian family. (Use a search engine and type "Nigeria Nostalgia Project Lagos family photo")

Model by asking students what they already know about families. Then ask what they see in the photograph. Be sure to prompt them to describe the clothing. Demonstrate making an inference.

The teacher will say: Based on the photograph, I can infer that people in this family wear different clothing. I can also infer that long ago, women in Nigerian families sometimes wore head wraps.

The teacher will record her inference on a chart labeled "Nigeria Long Ago."

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Teacher Note: Place large sheets of paper around the room with photographs of Nigerian foods, clothing, homes, and games. Group students for this gallery walk activity allowing one group to start in front of each chart.

Guiding Question: How was life for Black families in Nigeria long ago?

Students will rotate around the room pausing at each chart. At each chart students will examine the photographs and jot noticings or make inferences about Nigerian life long ago and record their notes on a post-it. Students will continue to rotate until they have visited each chart.

Gather students back together to share their inferences about Nigerian life long ago. Post student responses on the chart.

Grade 1 | Lesson 7

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Whole class model discussion.

Conferring with small groups as they work.

Student response to the closing question.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Ask: How did the photograph help you to learn more about the lives of Black families in the past?

Restate the learning objective for the day.

The teacher will say: Today, we used photographs as a source to learn more about the lives of Black families in the past.

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

For students who need more support after the whole class model, pull them for a small group. They can be given the sentence starter, “Based on the evidence in this photograph I infer...”

Lesson Extension/Homework

Have students bring in photographs of their families. Students’ photographs can highlight traditional foods, clothing, and activities they do together as a family. Students will use their family photographs to share information about their own family life.

Families in Africa Today: Lagos, Nigeria

Big Idea	Modern Africa
Enduring Understanding	Family life in Nigeria has grown and changed.
Driving/Essential Question(s)	How does family life long ago affect family life today?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). • 1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 1.7: Families have a past and change over time; There are different types of documents that relate to family histories; Families have existed for a long time. • 1.8: Historical sources reveal information about how life in the past differs from life in the present; Historical sources inform people about life in the past (artifacts, letters, maps, photographs, and newspapers).
Curriculum Connections	<p>Hidden Voices Global African Diaspora</p> <ul style="list-style-type: none"> • Vol. 2 Fela Aníkúlápó Kuti
Prior Knowledge Required / Addressing Prior Misconceptions	An understanding of Ancient African Civilizations in comparison to Modern Africa and African people. Undoing ideas that Africa is stuck in the past by offering images and stories of present-day Nigeria.
Resources/Materials/ Technology	<p>Cha cha slide (video with steps, audio only).</p> <p>Virtual tour of Lagos video (note: around minute 7:17, they visit the Badagry Slave Museum. You may either end the video here or teach into the content).</p> <p>Families Long Ago and Today - https://drive.google.com/file/d/1F_mF-g4vFCi4zhusJoyE818i3oRs-FNsm/view</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to compare and contrast similarities and differences in images from the same place in a different time period.</p> <p>Students will be able to compare and contrast family life in Lagos, Nigeria a long time ago and today.</p>
Vocabulary	source, culture, compare, contrast, present

Grade 1 | Lesson 8

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Ask students if they ever dance with their families. Allow them to share responses about different family events where they may dance together. Explain that just like long ago, families today still love to dance together.

Dance to the cha cha slide as a fun movement activity.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Teacher Note: Prepare ahead a T-Chart using the headings "Nigeria Long Ago & Nigeria in the Present"

The teacher will say: Let's go on a virtual field trip! Today, we are going to learn all about Nigeria and what it is like today by watching a video or virtual field trip. A video is considered another source that we can use to learn new information. We will watch this video to help us learn what Nigeria is like in the present day. In a previous lesson, we looked at what life was like for a family in Nigeria a long time ago.

Ask students to recall what they remember about life in Nigeria a long time ago and chart their responses on a T-chart using the headings "Nigeria Long Ago & Nigeria in the present"

The teacher will say: Let's watch this video to see what life is like in Nigeria in the present. As you watch, pay attention to what clothes people are wearing, what foods they're eating, the types of ways they have fun, and their homes. By examining the clothes people wear, the foods they eat, their homes, and how they have fun, we can get information about their culture.

Play video (stop at 7:16).

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Turn and Talk: What are some things you noticed in Lagos, Nigeria? Allow students to share in groups of two to three.

Teacher note: If students missed key points on clothing and food, then ask these questions to support learners.

Ask: What clothes were people wearing? What foods were they eating? What types of ways did they have fun? What homes did they live in?

Record answers on the chart under "Nigeria in the present".

Emphasize that families in Nigeria today live a lot like us here in New York, especially if they live in a big city like Lagos.

Have students complete an image sort to compare and contrast the way families live now vs. how they lived long ago.

As students discuss and compare the images, have them use sticky notes to write comments about the things they noticed.

Students will share their noticings at the end of class.

The teacher can prepare a set of archival images and a set of contemporary images that students can sort onto a chart paper resembling the "Families Long Ago and Nigeria in the Present" chart.

Grade 1 | Lesson 8

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Verbal discussion about the video and filling out the chart.

Compare and contrast sort.

Student noticings during compare and contrast sort.

Student response to the closing question.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Ask students if they would rather live now or long ago. Ensure they give reasons why.

Ask: How are family life and culture in Nigeria the same and different from family life in Nigeria today?

Restate objective: Today, we compared the lives of families long ago to the lives of families today by thinking about what was the same or different about the way they dressed, lived, ate, and had fun.

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

Use of word walls and visual supports.

Lesson Extension/Homework

Students can compare and contrast their own families to the Nigerian families long ago or today.

Black Families Create Change Now and Long Ago

Big Idea	Working Together for the Community
Enduring Understanding	Black families can have a lasting effect on their communities when they work together to bring change.
Driving/Essential Question(s)	How did/do Black families create change?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). • 1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly. • 1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 1.8: Historical sources reveal information about how life in the past differs from life in the present; Historical sources inform people about life in the past (artifacts, letters, maps, photographs, and newspapers).
Prior Knowledge Required / Addressing Prior Misconceptions	Families live and work together, as a collective, to support themselves and their communities. Change is made by families and communities, not by individuals alone.
Resources/Materials/ Technology	<p><i>My Daddy, Dr. Martin Luther King</i> by Martin Luther King III (book, video). (Use a search engine and type “My Daddy, Dr. Martin Luther King by Martin Luther King III read aloud”)</p> <p>Families Can Create Change Worksheet - https://drive.google.com/file/d/1Ybg3h_hqIHreHodznKeFMmGjFmMyvQWR/view</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will understand that Black families can have a lasting effect on their communities when they work together to bring change.</p> <p>Students will be able to describe ways they and their families can help others in their community and/or the world.</p>
Vocabulary	collective, cooperation, unity, activism

Grade 1 | Lesson 9

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Ask: What are some ways you and your family help each other or other people?

Have students share responses with the whole group.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will say: We've learned so much about families and some of the things they do. Families wear different clothing. Families work. Families have fun, and families love each other! Families help each other, and families can help other people too. Let's hear more about a family that helped each other and other people. This story is about Dr. Martin Luther King, Jr. and his family.

Read *My Daddy, Dr. Martin Luther King, Jr.*

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Explain that the little boy in the book is all grown up now, but his family still helps create changes for others.

Explain that many Black families are working to create change and give examples (see below).

Examples: **Find pictures in a search engine for these families.**

The Obamas - While Mr. Barack Obama was president of the United States, his entire family lived in the White House with him supporting him. His wife, Michelle Obama toured the country visiting schools making sure that kids were eating healthy foods. The entire family cares about the people of this country and they speak out against violence.

Marley Dias and family - When Marley was 11, she complained to her mother that all the books she read were about white boys and dogs. So her mom helped her start a book drive to collect 1,000 books where Black people were the main characters to donate to other Black kids who felt the way she did. Now Marley is an author and has a show on Netflix where she shares Black children's books with the world.

Mari Copeny and family - When Mari was eight years old, she wrote a letter to President Barack Obama in order to draw attention to the water crisis in her hometown of Flint, Michigan. He authorized \$100 million dollars to fix the problem. Since then Mari and her family have created dozens of fundraisers to help people in her city get filters for clean water, book bags to go to school, and eliminate single use plastic bags and bottles.

(Source: Mari Copeny's Instagram)

The teacher will say: Think about the families you just heard about. How can you and your family help other people in your community or the world? Draw and write about it on the Families Can Create Change worksheet, [BERC Gr1, U2, L4.pdf](#). Students will use complete sentences to describe ways their families can help others in their communities and around the world.

Grade 1 | Lesson 9

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Verbal discussion about the story.
Written response.
Student response to closing questions.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Restate the learning objective for the day.
Ask: How do families work together to help others in their communities?

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

The teacher can use sentence/paragraph frames to assist students with writing organization
Use of word banks.

Lesson Extension/Homework

As a class, have students engage in a service project that can help their school or community (i.e., organize a penny drive to support an organization in need; organize a food drive or sock drive for a local homeless population).

My Family Long Ago

Big Idea	Family Stories Hold Our Histories.
Enduring Understanding	We can learn a lot about our family history through the stories our elders share about the past. There are people in our families who can be sources of information about how our family existed long ago. Speaking to and sharing stories with these people can be a great way to understand how our families grow and change.
Driving/Essential Question(s)	How can you learn more about what your family was like long ago?
Standards Addressed	<p>Next-Gen English Language Arts Standard</p> <ul style="list-style-type: none"> • 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). • 1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic • 1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly. • 1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 1.8: Historical sources reveal information about how life in the past differs from life in the present; Historical sources inform people about life in the past (artifacts, letters, maps, photographs, and newspapers).
Prior Knowledge Required / Addressing Prior Misconceptions	In Unit 1, students learned that families pass history down through storytelling. They also learned about the concept of Sankofa. Teachers may want to reiterate this fact before teaching this lesson. Now that students have an understanding of cultural heritage, they will be able to recognize and respect it in their own families and in the families of others.
Resources/Materials/Technology	Family Interview Questions - https://drive.google.com/file/d/1u9ekYfM3cVCIPq-biDlyT6F6V_qjpB3h/view child interview video
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to understand and implement interviewing skills, which include planning, asking questions, taking notes, and reporting on the interviews.</p> <p>Students will be able to ask and answer questions about their families.</p>
Vocabulary	source, heritage, oral history, past, interview, elder

Grade 1 | Lesson 10

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Ask students:

- What did you do this morning?
- What did you do last night?
- What did you do two weeks ago?
- What did you do last month?
- What did you do last year?
- What did you do three years ago?
- Wait for students to raise their hands for each question.

The teacher will say: All these events happened in the past, which is a time period before now, and may be hard to remember. By asking questions about events that happened in the past, we can learn more about how our families grow and change.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Explain: Today we will be learning more about how our oldest family members, or elders lived long ago. An elder is someone older than your parents. Someone like a grandma or grandpa.

Teacher Note: Not all students will have elders in their families that they can include in this lesson. They may have access to elders in their neighborhood or school community who they can talk to instead.

Remind students that during this unit, they used different sources to learn about families.

The teacher will say: Today, we will use a new source to learn about our families—interviews. An interview is a conversation between two people in which one person asks questions and the other answers them. Asking a person questions about their life gives us a lot of information about the way they live. By asking members of our family questions, we can learn more about how our family lived long ago.

Teachers can choose to show a video of a child-led interview, [here](#). (Use a search engine and type “Video- Kids Meet a 101 year old”)

Ask: “What are some things you want to know about your family from long ago? What are some questions you would like to ask to find out about your family from long ago?”

Model: I’m curious about where my elders lived long ago. I would ask the question, “Where did you live long ago?”

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Let’s come up with some questions to find out what our family members wore, how they enjoyed themselves, what jobs they had, where they lived, and how they helped create change by helping others.

Students will work with a partner to come up with questions to gain information about life long ago for their elders. (5 minutes)

Students will return together and share their questions with the whole group. The teacher will chart students’ interview questions.

Grade 1 | Lesson 10

Possible interview questions to chart with students:

- What types of clothing did you wear?
- What types of jobs did you have?
- Where did you live? Describe the location and the type of home you live in.
- What did you like to do for fun?
- How did you help other people?

Have students work in pairs to practice the interview process.

Students will practice asking and answering questions to their partners and recording their responses.

Checks for Understanding (*Throughout Lesson*)

What opportunities will you provide throughout the lesson to check for student understanding?

Students may provide a verbal response to the hook that the teacher will ask for.

Students may provide a written response to the interview that the teacher will ask for.

The teacher will check student responses to the closing question.

Closing & Student Reflection (*5 minutes*)

How will you recap and assess student learning for this lesson?

Have students share responses to their questions in groups of four. Have students practice asking interview questions to a table partner.

Restate the learning objective for the day.

Pose the question:

How can interviewing our family members help us to learn more about our families long ago?

Accommodations, Modifications, and Scaffolds

How will you maintain high expectations for all students?

Provide students with a list of question words to support the writing of questions.

Lesson Extension/Homework

Homework: Students will use questions from the lesson to interview an elder in their family or community. If they don't have contact or access to an elder, they may use a parent or aunt/uncle.

Extension: Have students bring in pictures of their family members from the past and share new information about how they used to live.

Allow students to share their responses to interview questions and explain what they learned about their family from the interviews. Extend an invitation for elderly family members to come in and share family stories with the class.

GRADE

2

Aligned with the NYCPS 2nd Grade Social Studies Scope & Sequence:
My Community and Other Communities

Table of Contents

Grade 2

LESSON NO.	TITLE	PAGE
	Integrated Learning Plan	130
	Lesson Plan Overview	132
Grade 2 BSC Lesson Plan 1	A Map of a Black Community	137
Grade 2 BSC Lesson Plan 2	The Black Community and the Environment	141
Grade 2 BSC Lesson Plan 3	The Black Community and Black Business	145
Grade 2 BSC Lesson Plan 4	Innovators and Activists in the Black Community	149
Grade 2 BSC Lesson Plan 5	Contributing to the Community	153
Grade 2 BSC Lesson Plan 6	Sandy Ground, New York's 1st Free Black Community	156
Grade 2 BSC Lesson Plan 7	Seneca Village: Life Before Central Park	159
Grade 2 BSC Lesson Plan 8	The Great Migration: A Wave of Change for Black Communities in NYC	163
Grade 2 BSC Lesson Plan 9	The Harlem Renaissance: A Celebration of Black Culture in a Black Community	167
Grade 2 BSC Lesson Plan 10	Black Communities Change Over Time	171

Grade 2 Integrated Learning Plan

BLACK STUDIES OVERVIEW

The first unit in the preexisting Grade 2 social studies curriculum is titled “Our Community’s Geography.” This unit examines how geography influences where people live and why; the influence of physical features on the development of different communities; how communities use human and natural resources in different ways; and how physical features and natural resources may affect how people provide for their needs.

The Black Studies Curriculum adds to these topics by creating opportunities to explore a notable Black community—Harlem, NYC. Through this exploration, students will engage in an analysis of the relationships this Black community has with its geography, people, businesses, and the natural environment.

Students will develop technical skills including asking geographic questions about where places are located and why they are located there using geographic representations such as maps and models, and participate in shared research explorations. They will also cultivate an introductory grasp on social entrepreneurship and ultimately brainstorm and create ways in which they can make a difference in communities like Harlem, as well as in their own communities.

Unit 2 in the pre-existing curriculum is titled “New York City Over Time.” This unit asks how and why communities change over time. The Black Studies Curriculum addresses this unit through a study of Black communities in New York City and the changes they have endured. Through a deep dive into historic Black communities like Sandy Ground in Staten Island and Seneca Village in Manhattan, and through major events like the Great Migration and the Harlem Renaissance, Grade 2 students are able to understand how changes affect Black communities in different ways.

Students will address technical skills like timeline creation and examining changes over time through evidence such as maps, population charts, photographs, paintings, newspapers, biographies, and other historical artifacts.

? ESSENTIAL QUESTIONS

- How can we use a map to learn about specific groups of people who live in a community?
- Using a map of Harlem, what can we learn about Black people?
- How does the natural environment affect a community?
- How do Black-owned businesses impact change in Black communities?
- How can people impact changes in communities?
- How can I make a positive contribution to my community?
- How did Sandy Ground change over time?
- How did Seneca Village change over time?
- How did the Great Migration influence the development of Black communities in NYC?
- How did the Harlem Renaissance influence life in Black communities in NYC?
- How can timelines help us to learn about how Black communities have changed over time?
- How can timelines help us to learn about how Black communities have changed over time?

🎯 LEARNING OBJECTIVES. STUDENTS WILL BE ABLE TO:

- Create their own map of Harlem by applying what they learned about the location and geography of NYC.
- Identify and locate historical sites in Harlem.
- Describe specific historical sites in Harlem that are significant to Black culture.
- Describe how the environment of the community affects human activities.
- Identify green spaces in Harlem and create a new green space for the school community.
- Identify how people can create change in their communities and how these changes can have both positive and negative outcomes.
- Create and describe a future business that would have a positive impact on a community.
- Identify negative impacts in their community that need social activism to enact positive change.
- Understand they have the ability to impact communities in a positive way through the actions extended to others.

LEARNING OBJECTIVES. STUDENTS WILL BE ABLE TO: (continued)

- Design a business or organization that will impact positive change in a community
- Describe past events that occurred in Sandy Ground, Staten Island.
- Describe the significance of Seneca Village to the history of New York City.
- Understand that Harlem was a community affected by the Great Migration.
- Understand the reasons why Black people migrated from the American South to the North.
- Use evidence gathered from photographs to describe the Black experience during the Harlem Renaissance and how it was a different way of life than their past.
- Describe major events that affected Black communities using a short descriptive paragraph.
- Create a timeline to show what they learned about Black communities in New York and how they changed over time.

ACTIVITIES AND PROJECTS

In Unit 1, students will engage in activities such as designing their own green spaces and environments and designing a business or organization that will create a positive change in their community. Students will also create their own maps of Harlem using paper, digital tools, and multimedia information provided in each of the lessons.

In Unit 2, students will engage in activities such as using educational technology to describe how Black communities have changed over time, creating a journal entry from the perspective of a Black citizen during the Harlem Renaissance, and producing a timeline that details the ways in which New York City changed for the Black community.

TEACHER NOTES

- Teachers should be mindful to only use positive descriptions of Harlem and avoid using deficit lenses, stereotypical descriptions, and deprecating language.
- Teachers should be knowledgeable about how the indigenous people of New York City were stewards of this land before it was colonized. Colonization consumed and altered much of the natural resources that existed long before any Europeans arrived in Manahatta (now known as Manhattan). Educators should understand how indigenous groups took care of the natural world and used their knowledge and behaviors as models for environmental stewardship. Since New York City's five boroughs are on occupied land, teachers should be knowledgeable about the lands of their school community and consider teaching about land acknowledgments.
- It is important for educators to use updated language that gives formerly enslaved people agency and describes their humanity, e.g., "enslaved person or people" instead of "slave." Students should know that because enslaved people were considered chattel and possessions, many texts still use old language, and we should be sensitive about the ways in which we engage with it.

BRIDGE TO LITERACY

In support of The NYCReads Initiative, we offer this list of book recommendations connected to the themes in each grade level.

- *Dream Street* by Tricia Elam Walker
- *Ellington Was Not A Street* by Ntozake Shange
- *Harlem* by Walter Dean Myers
- *Something Beautiful* by Sharon Dennis Wyeth
- *Schomburg: The Man Who Built a Library* by Carole Boston Weatherford
- *The ABCs of the Black Panther Party* by S. Khaliah Brann and Chemay Morales-James
- *Opal Lee and What It Means to Be Free: The True Story of the Grandmother of Juneteenth* by Alice Faye Duncan

Grade 2 | Plan Overview

LESSON 1: A MAP OF A BLACK COMMUNITY

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How can we use a map to learn about Black communities? Using a map of Harlem, what can we learn about Black people?</p> <p>Objective(s):</p> <p>Students will apply what they have learned about the location and geography of New York City by creating their own map of Harlem.</p> <p>Students will be able to identify and locate historical sites in Harlem.</p>	<p>NYC Social Studies Scope & Sequence:</p> <p>2.5: Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</p>	<p>Students will virtually explore the city of Harlem to understand the characteristics of a Black community.</p> <p>Students will use traditional map features to locate and ground their thinking about Harlem.</p>

LESSON 2: THE BLACK COMMUNITY AND THE ENVIRONMENTBY WAY OF A FAMILY

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS Unit & Topic)	LEARNING EXPERIENCES
<p>How does the natural environment affect a community?</p> <p>Objective(s):</p> <p>Students will be able to describe how the environment of the community affects human activities.</p> <p>Students will be able to identify green spaces in Harlem and create a new green space for the school community.</p>	<p>NYC Social Studies Scope & Sequence:</p> <p>2.5: Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</p>	<p>Students will continue exploring Harlem and the green spaces there while recognizing the joy Black people have in nature.</p> <p>After engaging in conversation around the text Harlem Grown, students will design their own green spaces and share them with the class.</p>

LESSON 3: THE BLACK COMMUNITY AND BLACK BUSINESSES

ESSENTIAL QUESTIONS / OBJECTIVES

How do Black-owned businesses impact change in Black communities?

Objective(s):

Students will be able to describe how people can create change in their communities and that these changes can have both positive and negative outcomes.

Students will be able to create and describe a future business that would have a positive impact on a community.

CONNECTIONS (NYCPS SS UNIT & TOPIC)

NYC Social Studies Scope & Sequence:

- **2.5:** Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.

LEARNING EXPERIENCES

Through a thoughtful analysis of hypothetical businesses, students will explore how businesses can have a positive or negative effect on the community.

Students will conduct a deep dive into some of Harlem's Black businesses, including their pictures and business profiles.

Students are asked to pick a business and discuss its impact on the community with classmates.

LESSON 4: INNOVATORS AND ACTIVISTS IN THE BLACK COMMUNITY

ESSENTIAL QUESTIONS / OBJECTIVES

How can people impact changes in communities?

Objective(s):

Students will be able to describe how people can create change in their communities and how these changes can have positive and negative outcomes.

Students will be able to identify negative impacts in their community that need activism to enact positive change.

CONNECTIONS (NYCPS SS UNIT & TOPIC)

NYC Social Studies Scope & Sequence:

- **2.5:** Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.

LEARNING EXPERIENCES

After a thoughtful read-aloud about Arturo Schomburg to illuminate how people's contributions can enhance the Black community, students will read an article on social issues and identify the community issues that they would like to see changed in their own community and how they can be innovative to solve it.

Grade 2 | Plan Overview

LESSON 5: CONTRIBUTING TO THE COMMUNITY

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How can I make a positive contribution to my community?</p> <p>Objective(s):</p> <p>Students will be able to identify that they have the ability to impact their community in a positive way through actions they extend to others.</p> <p>Students will be able to design a business or organization that will impact positive change in a community</p>	<p>NYC Social Studies Scope & Sequence:</p> <p>2.5: Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</p>	<p>Students will learn about social entrepreneurship through rich and meaningful discussions.</p> <p>Building on their social issue brainstorm from the previous lesson, students will use the provided criteria to design a business or organization that will create a positive change in their own community.</p> <p>This will act as a culminating, summative project.</p> <p>Students' work will be displayed for schoolmates to acknowledge their hard work and brilliance.</p>

LESSON 6: SANDY GROUND, NEW YORK'S 1ST FREE BLACK COMMUNITY

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did Sandy Ground in Staten Island change over time?</p> <p>Objective(s):</p> <p>Students will be able to describe past events that occurred in Sandy Ground, Staten Island.</p> <p>Students be able to understand that changes over time can be examined by using evidence such as maps, population, charts, photographs, newspapers, biographies, and other historical artifacts.</p>	<p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none">• 2.6: Identifying continuities and changes over time can help understand historical developments.	<p>Students will be introduced to the first Free Black community in New York City and understand how it changed through an examination of a timeline.</p> <p>Students are asked to use writing to describe their understanding of past events that took place at Sandy Ground.</p>

Grade 2 | Plan Overview

LESSON 7: SENECA VILLAGE: LIFE BEFORE CENTRAL PARK

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did Seneca Village change over time?</p> <p>Objective(s):</p> <p>Students will be able to explain the significance of Seneca Village to the history of New York City.</p>	<p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none">• 2.6: Identifying continuities and changes over time can help understand historical developments.	<p>Students will explore the history of Seneca Village and the events that caused it to be developed into Central Park.</p> <p>Using writing or an ed-tech modality (Flipgrid), students are asked to describe Seneca Village and how it changed.</p>

LESSON 8: THE GREAT MIGRATION: A WAVE OF CHANGE FOR BLACK COMMUNITIES IN NYC

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did the Great Migration influence the development of Black Communities in NYC?</p> <p>Objective(s):</p> <p>Students will be able to describe what life was like for Black people during and after the Great Migration.</p> <p>Students will be able to identify that Harlem was a community affected by the Great Migration.</p>	<p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none">• 2.7: Identifying continuities and changes over time can help understand historical developments.• 2.7: Cause-and-effect relationships help us recount events and understand historical development.	<p>Students will examine the circumstances that created the Great Migration in the early 1700s and 1800s.</p> <p>Students are asked to write a journal entry from the point of view of a child moving north during the Great Migration.</p>

Grade 2 | Plan Overview

LESSON 9: THE HARLEM RENAISSANCE: A CELEBRATION OF BLACK CULTURE IN A BLACK COMMUNITY

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did the Harlem Renaissance influence life in Black communities in NYC?</p> <p>Objective(s):</p> <p>Students will be able to explain why Black people migrated from the American South.</p> <p>Students will be able to use evidence gathered from photographs to describe the Black experience during the Harlem Renaissance and how it was a different way of life than their past.</p>	<p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none">• 2.6: Identifying continuities and changes over time can help understand historical developments.• 2.7: Cause-and-effect relationships help us recount events and understand historical development.	<p>Students will explore the origins of the Harlem Renaissance. Students are given a choice to either write a (persuasive) letter to a family member or friend living down South, describing what life is like in Harlem during the Harlem Renaissance and why they should move North, or write a piece describing the details of the Harlem Renaissance.</p>

LESSON 10: BLACK COMMUNITIES CHANGE OVER TIME

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How can timelines help us to learn about how Black communities have changed over time?</p> <p>Objective(s):</p> <p>Students will be able to describe major events that affected Black communities using a short descriptive paragraph.</p> <p>Students will be able to create a timeline to show what they learned about Black communities in New York and how they changed over time.</p>	<p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none">• 2.6: Identifying continuities and changes over time can help understand historical developments.• 2.7: Cause-and-effect relationships help us recount events and understand historical development.	<p>Serving as a culminating project, students will recount and review events that changed Black communities over time</p> <p>As a group, students will create a descriptive collaborative timeline that includes each event learned.</p> <p>Students may choose to present this as a Padlet.</p>

A Map of a Black Community

Big Idea	Harlem
Enduring Understanding	Harlem is a New York City community with many historical geographical locations that represent the cultural contributions of Black people.
Driving/Essential Question(s)	How can we use a map to learn about specific groups of people who live in a community? Using a map of Harlem, what can we learn about Black people?
Standards Addressed	<p>NYS Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> ● 2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context. ● 2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge. ● 2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> ● 2.5: Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Students should have map skills and knowledge of New York City and its five boroughs.</p> <p>Misconception: Neighborhoods that are historically home to specific groups of people do not have resources that people outside of that community can use.</p>
Resources/Materials	<p>Large map of Harlem for modeling and reference</p> <p>Harlem Map (digital) https://www.google.com/maps/d/edit?mid=1CiShZuW4xNYs8AQ52zOZjPEB-HVe4Jl&usp=sharing</p> <p>Harlem (printable map) https://www.google.com/maps/d/print?mid=1CiShZuW4xNYs8AQ52zOZjPEB-HVe4Jl&pagew=612&pageh=792&llsw=40.789989%2C-73.958599&llne=40.838254%2C-73.938257</p> <p>Harlem Renaissance Video (Source: Black History in Two Minutes or so): The Harlem Renaissance</p> <p>If the link is expired or not available, search for Harlem Walking Tour, New York on YouTube. There will be a variety of videos to choose from.</p> <p>Harlem New York Walking Tour (Source: Free Tours by Foot - New York)</p>
Technology	Instruments in the music center, instrumental versions of songs for movement center, variety of arts and craft materials in art center (markers, crayons, construction paper, stickers, beads, feathers, etc.)
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to apply what they have learned about the location and geography of New York City by creating their own map of Harlem.</p> <p>Students will be able to identify and locate historical sites in Harlem.</p> <p>Students will be able to describe specific historical sites in Harlem that are significant to Black culture.</p>
Vocabulary	Community, Harlem, New York City, Harlem Renaissance

Grade 2 | Lesson 1

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Have students sit in triads. Tell students to think about the communities where they live. Ask them what they see in their community. Have students think about the things they see as they travel to and from school. Ask for students to turn and talk to their group about their community. Have them describe the homes, businesses, people, and nature they see in their community.

Teachers can list their ideas as they brainstorm (circle map).

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Remind students that they previously have talked about communities in New York City in social studies. However, today they will be exploring communities where the majority of the people who live, work, and visit there are Black people who share African-American, African, and African-Diasporan heritage and culture.

Teacher will say: There are many communities like this in New York City and across the country and the world, but today and this week, we will look at one community, in particular, called Harlem.

Ask students to share what they already know about Harlem. After students share, an educator should give the definition of **Harlem**:

Harlem Definition - a district of New York City, in North East Manhattan with a large African-American population (Source: <https://www.collinsdictionary.com/us/dictionary/english/harlem>)

Share a video about Harlem. [The Harlem Renaissance](#) (In a search engine, type "The Harlem Renaissance video"). This video gives students background on how Harlem became a popular place for Black people to live, learn, and express their creativity to showcase who they are and what they can do.

After video discussion questions:

1. Describe how the Harlem Renaissance came to be. Why did it start?
2. What types of art came from the Harlem Renaissance?

Display the large map of Harlem. <https://www.google.com/maps/d/edit?mid=1CiShZuW4xNYs8AQ52zOZjPEB-HVe4JI&usp=sharing>

Explain that Harlem is a multicultural neighborhood of Manhattan and a community made of many groups of Black people from around the world. Draw students' attention to the geographic features, such as the rivers, the parks, the names of the neighborhoods, and the proximity to other boroughs.

Note: This is an interactive map with historical sights such as The Apollo Theater, Schomburg Center, Harlem Walk of Fame and much more already pinned.

To further engage students, share some famous landmarks by typing them in the search icon at the top left-hand corner of the interactive map. Examples include The Abyssinian Baptist Church, Harlem Hospital, Harlem State Office building, and Strivers' Row. Each pinned place will have a short read about the landmark.

Grade 2 | Lesson 1

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Explain to students that they are going to go to Harlem RIGHT NOW! (this will be exciting for students who live in other boroughs or places.)

Take [Harlem New York Walking Tour](#) in Harlem (If necessary, in a search engine, type “Harlem New York Walking Tour”)

Ask students to share observations from the video.

As students listen, pause the video at the 7:15 mark minute and jot down student responses to serve as a word bank for student support.

What are your observations and noticings of Harlem so far?

Murals on walls and hospitals, Museums, brownstones, special benches, churches, walk of fame.

Continue to watch the video, pause at the 14 minute mark, repeat the question above, and jot down the responses.

Turn and Talk discussion after the video:

- Which place on the Harlem tour would you want to visit and why?
- What are some similarities between your community and Harlem?
- Why do you think murals are an important part of Harlem’s community?

After exploring the map of Harlem and viewing the Harlem walking tour, ask students to imagine being a Harlem tour guide. As a tour guide, they must select three Harlem sites that they could suggest to a tourist visiting Harlem.

Ask students to use their knowledge of Harlem from the walking tour to locate and identify significant sites in Harlem.

After selecting their sites, students will be asked to provide the location of the site and write 1-2 sentences that describe the site and why it should be on a tourist’s list to visit. (Students will be able to use iPads to refer back to the walking tour video (provide the link to students).)

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Throughout the lesson, the educator will allow time for discussion with their peers in Turn and Talk, whole class, and small groups. This allows time for the educator to observe and take notes on a checklist of students’ understanding, misconceptions, and struggles.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Let students know that they will add new features to their map as they learn more about Harlem in the upcoming lessons.

Grade 2 | Lesson 1

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

For students who need language support, provide a word bank of things they may see, for example, streets, parks, and rivers.

Lesson Extension/Homework

Extend: In a notebook or journal, write and create a Harlem Renaissance-inspired poem, song, or drawing.

For students needing language support, provide a word bank of things they may see, such as streets, parks, and rivers. Also, provide sentence starters as guidance for descriptions: My top three Harlem sites are..., I chose this site because...

The Black Community and the Environment

Big Idea	Nature in our Community
Enduring Understanding	Urban green spaces provide a wide array of health, environmental, and community benefits for those with access to them.
Driving/Essential Question(s)	How does the natural environment affect a community?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. • 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. • 2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges. • 2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 2.5: Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.
Curriculum Connections	<p><i>Hidden Voices Global African Diaspora</i></p> <ul style="list-style-type: none"> • Vol. 1 Juan Rodríguez • Vol. 1 Zumbi dos Palmares <p>Passport to Social Studies</p> <ul style="list-style-type: none"> • Unit 2: Day 3: The First Inhabitants of New York City
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Students should know about how the indigenous people of New York City were stewards of this land before it was colonized. Colonization altered many of the natural resources that existed long before any Europeans arrived in Manahatta (now known as Manhattan).</p> <p>Misconceptions: People who live in urban environments do not need green space. Black people who live in urban environments do not care about the natural environment.</p>
Resources/Materials/Technology	<p>Large map of Harlem for modeling and reference https://www.google.com/maps/d/edit?mid=1CiShZuW4xNYs8AQ52zOZjPEB-HVe4JI&ll=40.81695277162919%2C-73.94243439172952&z=18</p> <p>Harlem (printable map) https://www.google.com/maps/d/print?mid=1CiShZuW4xNYs8AQ52zOZjPEB-HVe4JI&pagew=612&pageh=792&llsw=40.789989%2C-73.958599&llne=40.838254%2C-73.938257</p> <p>Nature photographs: Search “NYC people in nature” or “NYC Black people in nature” in a search engine</p> <p><i>Harlem Grown</i> by Tony Hillery Harlem Grown: How One Big Idea Transformed a Neighborhood (In a search engine, type “Harlem Grown: How One Big Idea Transformed a Neighborhood read aloud”)</p> <p>Construction paper, crayon, post it notes.</p>

Grade 2 | Lesson 2

Number of days for lesson allocation

1 day (Note: A day is considered a 45-60 minute class period)

Objective

What do you want students to understand/learn?
What do you want students to be able to do?

Students will be able to describe how the environment of the community affects human activities.

Students will be able to identify green spaces in Harlem and create a new green space for the school community.

Vocabulary

landmark, cartographer, natural environment, nature

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Ask students what they like to do when they go outside. Have students act out their favorite outdoor activities while others guess what it is.

Revisit the large map of Harlem.

<https://www.google.com/maps/d/edit?mid=1CiShZuW4xNYs8AQ52zOZjPEB-HVe4JI&ll=40.81695277162919%2C-73.94243439172952&z=18>

Explain to students that a cartographer is a person who makes maps.

Ask: Why does the cartographer, a person who is a map maker, use green in some places on this map and blue in other places on our map?

Turn and talk to a partner about what you think these colors mean or symbolize. Share-out responses.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Emphasize that the colors and symbols on the map are meaningful and that the green sections represent parks or green spaces. The blue sections are bodies of water. On our map of Harlem, the blue shows us that the Harlem River and the Hudson River are in this community. These are places where people can go to be in nature because these spaces are part of the natural environment. Teachers may want to define nature in this context as grass, trees, rivers, lakes, sun, air, and animals, and spaces where nature exists are called the natural environment.

Green spaces are so important to a community! They provide homes to wildlife and allow people in the community to enjoy space and fresh air. People can interact with each other by playing sports in a green space, or they can enjoy time alone. Green spaces also provide a home for plants that filter out air pollution—the more trees in a community, the better the air quality.

Show photographs. Search “NYC people in nature” or “NYC Black people in nature” in a search engine

Ask students what types of things they observe people doing in the photographs. Ask students what they like to do in nature. Have students share their responses.

Grade 2 | Lesson 2

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Ask students to count the parks they see on the Harlem map.

Ask: How many rivers run through Harlem?

Now, read [Harlem Grown: How One Big Idea Transformed a Neighborhood](#)

Discussion Questions for During and After Reading:

1. What was the problem that the community was trying to solve?
2. Describe how community members went about solving the issue.

Distribute paper to students and ask them to design a new green space for the school community like the characters did in Harlem Grown.

Teacher will say: We all live in New York City, just like the characters in Harlem Grown. If you think about our community, we have very little green space. Today, we will create and design our own green space.

Where would this green space be?

Teacher Model: Think aloud: "First, where would I put my park? Oh, I know a few blocks from here there are nothing but stores and train stations, maybe I should place my park near the train station.

Now that I have my location, what can people do there? Be innovative!"

Think aloud: "Well, when I go to a park, I often like to lay on the grass and stare up into the beautiful sky. So in my park people can just relax on the soft green grass. Let me draw that section.

I also enjoy the sound of water. In my park, I will have a waterfall that makes a soft splashing sound when it hits the rocks. Let me draw that in my design."

Next, you may allow students time to do a Turn and Talk before they begin.

Turn and Talk: What would you want in your green space? What kinds of activities could someone do in your green space? Can people grow food in my greenspace?"

Once students share their ideas with one another they may begin creating their green space.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Throughout the lesson, students will have opportunities to share real-life experiences in their own communities and then listen to others in small and whole groups turn and talk. Students will be able to design a green space.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Students will share their green space designs and leave post notes, comments, or questions on at least three of their peers' designs.

Grade 2 | Lesson 2

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Use of technology: students who may need modifications for physicality can use a tablet to draw instead of on the worksheet.

Lesson Extension/Homework

Take a walk outside! Ask students to look for green spaces in their communities and take note of the many or few green spaces. An extension can be a deep dive into environmental justice. You can talk to students about the lack of nature to which many communities generally have access. You can talk about how communities with fewer green spaces organize and advocate to preserve existing greenspaces and create new spaces.

You can discuss how massive urban development projects, like some in NYC by Robert Moses, cut through low-income, mostly Black and Brown communities, limiting access to nature and enclosing the Bronx in highways (resulting in the Bronx having the highest childhood asthma rate in the country, which also led to a high number of COVID-19 deaths during the pandemic). You can discuss how access to nature is a birthright.

The Black Community and Black Business

Big Idea	African-American Entrepreneurship
Enduring Understanding	Black-owned businesses have the power to create strong jobs, build up communities, and provide economic success and wealth for their families and others
Driving/Essential Question(s)	How do Black-owned businesses impact change in Black communities?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. • 2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. • 2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. • 2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 2.5: Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.
Curriculum Connections	<p><i>Hidden Voices Global African Diaspora</i></p> <ul style="list-style-type: none"> • Vol. 2 Carlos A. Cooks
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Students should have a basic understanding of how businesses provide both “needs” and “wants” to a community.</p> <p>Misconceptions: Teachers will reject the narrative that African Americans are not capable of running successful businesses and their products are considered low quality and less valuable.</p>
Resources/Materials/ Technology	<p>Large map of Harlem for modeling and reference https://www.google.com/maps/d/edit?mid=1CiShZuW4xNYs8AQ52zOZjPEB-HVe4JI&ll=40.81649610441728%2C-73.95556765664632&z=14 Harlem (printable map) https://www.google.com/maps/d/print?mid=1CiShZuW4xNYs8AQ52zOZjPEB-HVe4JI&pagew=612&pageh=792&llsw=40.789989%2C-73.958599&llne=40.838254%2C-73.938257 Photos of businesses (Search in a search engine)</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to describe how people can create change in their communities and that these changes can have both positive and negative outcomes.</p> <p>Students will be able to create and describe a future business that would place a positive impact on a community.</p>
Vocabulary	Business, goods and products, services, positive and negative impact, Black-owned business

Grade 2 | Lesson 3

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Explain that there are many kinds of businesses (shops, stores, and service companies) in our neighborhoods that can have positive (or sometimes negative) impact on the community.

Businesses with positive impact provide goods and services that people in the community need, create jobs, strengthen local economies, provide a sense of community, inspire future business people to become entrepreneurs.

Ask students to talk in triads and discuss which business and shops they most like to visit in their neighborhood and why and which businesses they least like to visit and why.

Have class share out. Ask students why they chose one business over the others.

Show the words positive and negative on a T-chart. Ask students to share their definitions.

Record their examples on the T-chart noting the positive and negative impacts they naturally describe in their choices.

If students struggle to think of businesses that have a negative impact on the community, support them by mentioning a few such as bars, cigarette shops, some fast food restaurants, and discuss how sometimes these places have a negative impact on the community (possible reasons include: Too many people standing in front of stores (loitering), people littering and trash accumulation outside the business, and the goods or services they provide may be unhealthy).

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Explain that when a business has a positive effect on the community, people want to shop there, the community brings the business money, and no one in the neighborhood is harmed by the presence of this business. Remind them of some of their favorite businesses that are considered positive.

Explain that when a business has a negative impact, the business harms the community by selling a product that could hurt people or the environment, like trash thrown all over the ground. Also explain how the cost of services or goods can be negative. What about if a business only sells things that cost one million dollars? Is that a positive or negative impact? The community has to be able to afford the things a business sells for it to have a positive impact.

Teacher will say: When people add businesses to their community, they can positively impact that community, especially when business owners are from that community.

Let's look at some Black-owned businesses in Harlem.

Display pictures of four businesses.

(Search for these names in a search engine). Also on the map from previous lessons: <https://www.google.com/maps/d/u/0/edit?mid=1CiShZuW4xNYs8AQ52zOZjPEB-HVe4Jl&ll=40.814687198354946%2C-73.95268825621814&z=15>

1. Lee Lee's Baked Goods
2. Melba's Restaurant
3. Dapper Dan of Harlem
4. Harlem Doggie Day Spa

Grade 2 | Lesson 3

Go through each business profile with the students.

1. Lee Lee's Baked Goods
 - a. Mr. Alvin Lee Smalls opened his bakery in 1988. He's been providing baked goods to the community and all throughout New York City for over 50 years. Many people come to the bakery to eat the delicious treats, especially Mr. Lee's famous rugelach.
2. Melba's
 - a. Melba Wilson was born and raised in Harlem, NY. She opened her restaurant in 2005 so that she could offer a comfortable dining experience to her community. The community loved her delicious food! Now many people come to Melba's restaurant including the Royal Family of England.
3. Dapper Dan of Harlem
 - a. In 1982, when racist fashion designers refused to dress Black celebrities in their clothes, Daniel Day decided to make the clothes himself. He earned the nickname "dapper" because of how nicely he dressed. He became very popular. People traveled to Harlem just to wear one of his designs. Dapper Dan now makes and designs clothes for people all over the world.
4. Harlem Doggie Day Spa
 - a. Brian Taylor likes to call himself the "Dogfather of Harlem" because of how special he makes every pup feel in his spa. He opened his business in Harlem because it's where he grew up and he wanted to support his community. In addition to dog grooming, he lets young kids work with him for the summer to earn some extra money and stay out of trouble.

Ask: What did you notice about some owners of the businesses?

Possible Answers: Two owners grew up in Harlem, the businesses provide high-quality products and services, or many people travel to buy their products and services.

Turn and Talk: What are the positive impacts of these Black-owned businesses in Harlem's community?

Possible discussions: Provides work for the people in the community, brings in money to the community, brings new people to the community to explore other businesses, makes people feel connected to each other, influences others to create more businesses.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Place students into partnerships. Ask students to work with their partners to think about the community of Harlem. Next, come up with a business that will positively impact the community review the positive impacts chart briefly.

On a piece of construction paper or in a notebook students must include:

1. Name of the business
2. Service or product sold
3. Decide the location of the business use the student map of Harlem as a reference.
4. Write 2 sentences about how their business would positively impact the community.

Grade 2 | Lesson 3

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Partnership Activity collaboration and responses. The teacher will observe, monitor and provide assistance as needed.
Turn and talk discussion.
Responses to whole group discussion questions.
Independent writing response.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Have 2-3 students share what they have learned in today's lesson. Allow 1-2 partnerships to share their business responses.
Have one student share their responses for each business.
Plot the four businesses discussed on the large map of Harlem. Students can do the same on their mini maps.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

For students who need language support provide a word bank and sentence starters: business, positive, impact, community, My business will be a/an... The business will positively impact the community by...

Lesson Extension/Homework

Extend: Have students create/draw a storefront for their business, create flier/advertisement or business card for their business, and act out a commercial or social media post to advertise their business.

Another extension is to have students walk around their community and list the businesses in that community. Are there a lot of any particular types of businesses? What types of businesses would you like to see more of?

Innovators and Activists in the Black Community

Big Idea	Community Change Makers
Enduring Understanding	In every community, there are always people striving to make that community better for all members.
Driving/Essential Question(s)	How can people impact changes in communities?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. • 2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 2.5: Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.
Curriculum Connection	<p><i>Hidden Voices Global African Diaspora</i></p> <ul style="list-style-type: none"> • Vol. 2 Anna Julia Cooper
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Misconception: People in Black communities do not have agency and are not concerned about negative impacts on their community.</p>
Resources/Materials/ Technology	<p>Large map of Harlem for modeling and reference: https://www.google.com/maps/d/edit?mid=1CiShZuW4xNYs8AQ52zOZjPEB-HVe4JI&ll=40.81446200918458%2C-73.95303747372179&z=15</p> <p>Schomburg, The Man Who Built the Library by Carole Boston Weatherford (book or video) 14:33 (In a search engine, type “Schomburg, The Man Who Built the Library Read aloud”)</p> <p>Information on J. Max Bond (In a search engine, type “J. Max Bond article kids”)</p> <p>Organizations: Greater Harlem Coalition, Harlem Arts Alliance (In a search engine, type “Greater Harlem Coalition” and “Harlem Arts Alliance”)</p> <p>Brainstorm Graphic Organizer- https://drive.google.com/file/d/1lrh25OI2V7RLEwtPTN_jmAywn4QH-Jqgy/view</p> <p>Google Maps street view</p> <p>Article on social issues (In a search engine, type “Kid Governor, what is a community issue?”)</p> <p>Teacher Created Chart similar to Brainstorm Anchor Chart</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to describe how people can create change in their communities and that these changes can have both positive and negative outcomes.</p> <p>Students will be able to identify negative impacts in their community that need activism to enact positive change.</p>
Vocabulary	Impact, architect, innovate, community, activism

Grade 2 | Lesson 4

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Teacher will say: Today, we're going to discuss the people in a Black community who can make a positive impact. I'm going to read this book, *Schomburg, The Man Who Built the Library* by Carole Boston Weatherford (show the cover of the book). It's about a real person who created a very important library in Harlem and while I read, I want you to think about the impact this person had on the community. When someone has an impact on something, it means they created a strong or powerful change. Share the [Google Maps street view](#) of the Schomburg Center and remind students of the virtual walk. Have students add the Schomburg Center to their maps of Harlem.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Read a few poems from *Schomburg, The Man Who Built the Library*.
[Carole Boston Weatherford reads from 'Schomburg: The Man Who Built a Library'](#)

Note: You may start the video at 1:03 min mark

After reading, ask students the following questions:

- What problem did Arturo Schomburg encounter?
Answer: he was troubled by the lack of Black representation in text and lack of Black history being taught in school.
- What did he do to solve the problem?
Answer: he devoted his life to collecting sources of Black history and built a library in Harlem for other Black people to read these sources and learn about their history and culture.

Emphasize that the Schomburg library still exists today and is called The Schomburg Center for Research in Black Culture.

Explain that we may encounter problems in our communities but we have the brilliance to innovate or design and create ways to solve these problems just like Mr. Schomburg.

Teacher will say: Mr. Schomburg can be an inspiration to us all. While growing up, he was told that his Black culture didn't have any important history, so he created a way for future generations to learn of Africa and African Americans' powerful heritage. He wrote, researched, and collected stories that help others to learn about their history and culture. This had a positive impact on the community because he created ways for his community to learn about themselves and others.

Introduce students to Donald P. Ryder and J. Max Bond. They were architects, people who plan and design buildings. They designed and built the Schomburg Library and then went on to help other Black architects by founding the Architects' Renewal Committee in Harlem. This organization is known for helping to make it more affordable to build up their own communities.

Explain that people can also work with other people to make changes. You don't have to do it alone. Introduce students to The Greater Harlem Coalition and The Harlem Arts Alliance. Both organizations work together with the community to help make life better for the people in the community.

Grade 2 | Lesson 4

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Ask: What's a social issue or problem that you would like to see changed in your community (the one you live in)? Why? How do you think you can be innovative about making that change?

Teacher Model Think aloud: When I walk around my community I notice there are a lot of homeless people sleeping outside. Homelessness has a negative impact because it is not helpful to our community. "Okay let me write that down on a large anchor chart"

Social Issues -Homelessness

Teacher think aloud: Why do I want to see change?

Well I notice when walking by they are usually holding signs saying they are hungry and need help. I believe everyone deserves a warm meal and a place to call home.

What are some ways you can solve this issue?

Okay, now that I have identified the social issues in my community and why it should be changed, let me think about ways I can be innovative in creating a plan to support individuals who are homeless.

I can start by:

1. Writing a letter to a community board member.
2. Getting the school and surrounding community to organize a food and clothing drive.

Students will work in partnerships to read the article on social issues and identify 2-3 [social issues](#) that can be found in their own communities and come up with suggestions for ways to solve them. Students will record their response on the Brainstorm Graphic Organizer.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Turn and talk discussion.

Responses to whole group discussion questions.

Written response—brainstorm list.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Students will be placed in small groups where they will each be given a chance to share their social issues and ideas. Their peers will use post it notes to either ask a question or give a suggestion.

Restate the objective.

Grade 2 | Lesson 4

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Provide a list of possible social issues for students who are having trouble generating ideas.

or

If students are having trouble relating to a social problem from the list, they may think of a social problem in their school community.

Lesson Extension/Homework

Take a trip to Schomburg Library

Contributing to the Community

Big Idea	Social Entrepreneurship
Enduring Understanding	We all have the ability to impact our community in a positive way through the actions that we extend to others.
Driving/Essential Question(s)	How can I make a positive contribution to my community?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. • 2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. • 2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. • 2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 2.5: Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.
Curriculum Connections	<p><i>Hidden Voices Global African Diaspora</i></p> <ul style="list-style-type: none"> • Vol. 2 Carlos A. Cooks
Prior Knowledge Required / Addressing Prior Misconceptions	People in Black communities do not have agency and are not concerned about negative impacts on their community.
Resources/Materials/Technology	<p>Large map of Harlem for modeling and reference: https://www.google.com/maps/d/edit?mid=-1CiShZuW4xNYs8AQ52zOZjPEB-HVe4JI&ll=40.81446200918458%2C-73.95303747372179&z=15</p> <p>Digital maps (In a search engine, type “Urban Omnibus, Architects of Black Harlem”)</p> <p>Art materials such as construction paper, markers, scissors, tape, and glue</p> <p>Brainstorming graphic organizer from previous lesson- https://drive.google.com/file/d/1Irh250l2V7R-LEwtPTN_jmAywn4QHJqgy/view</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will know that they have the ability to impact our community in a positive way through the actions that we extend to others.</p> <p>Students will be able to design a business or organization that will impact positive change in a community.</p>
Vocabulary	social entrepreneurship, landscape, agency

Grade 2 | Lesson 5

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Teacher will say: Let's look at our map of Harlem. We observed parks, rivers, and businesses in Harlem. But let's say someone wants to change the map (perhaps ask or tell about some reasons why someone would want to change the map). How could they do that?
Have students share out.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Teacher will say: One way to change a map is by changing the landscape of the area. The landscape (define) changes as new structures are built or old ones are demolished or taken down.

Let's take a look at what that means!

Show digital maps. Explain that the 3D maps show what the architects plan to build in Harlem.

[Harlem Digital Map](#)

Teacher will say: Changes in a community start with a dream! People dream of new businesses, new green spaces, and new buildings and structures in their community. Then they work with others to make their designs come true.

When you create a business that helps improve the community by solving a problem in the community, this is called social entrepreneurship. You can start a business that only makes money, like a pizza shop. But if you're a social entrepreneur, your pizza shop may donate pizzas to shelters where people who don't have money can eat for free.

Let's do some dreaming for our communities.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Teacher will say: Think about where you live. Is there anything you wish existed in your neighborhood that could help more people? Design a business that will create positive change in your community. You can use the brainstorming work you completed previously to help you.

Have students design a business or organization that will create a positive change in their community.

Provide students with criteria for their design, for example:

1. Name the business.
2. Describe the business.
3. Describe what kind of space is needed.
4. Describe what social problem the business will address.
5. Identify how the business will address the social problem.

Teacher Model: Yesterday, we all brainstormed and focused on one major social issue we saw in our community. Let's refer back to our graphic organizer (the teacher should have the large anchor chart with Homelessness as the social issue).

Think aloud: "Now that I know an issue, what do I wish existed in my community that could help these people? Maybe a building that had free rooms and meals so that people could have a place to sleep and eat if they needed."

Name: Community Inn

Describe business: (read above)

Grade 2 | Lesson 5

Provide students with options of format for their final product (e.g., a drawing, a map, a graphic organizer).

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Confer with students as they work independently.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Organize students in small groups. Students will share their ideas. Each member of the group will use post-it notes to either ask a question or give a suggestion. Teachers may also choose to showcase student work in a gallery walk.

All students will share their final products.

Display students' projects in the hallway for the rest of the school.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Assignments can be done digitally. We can give examples of sample problems: Homelessness, hunger, sustainability, medical care needs, crime, or access to education.

Lesson Extension/Homework

Students may need to research problems in their communities.

Students can share their business plans with their families.

Sandy Ground, New York's 1st Free Black Community

Big Idea	Early Black Communities
Enduring Understanding	Timelines are used to help people understand important events during a particular time period.
Driving/Essential Question(s)	How did Sandy Ground in Staten Island change over time?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL) • 2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). • 2SL1: Build on others' talk in conversations by linking their comments to the remarks of others. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 2.6: Identifying continuities and changes over time can help understand historical developments.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Explicitly discuss the use of updated language that gives formerly enslaved people agency and describes their humanity (e.g., "enslaved person or people" instead of "slave"). Students should know that because enslaved people were considered chattel or possessions, many texts still use archaic or obsolete language.</p> <ul style="list-style-type: none"> • Enslaved people/person vs. slave • Enslaver vs. master • Freedom seeker vs. runaway/fugitive/escapee • Recognition that their own communities or the school community have changed over time. • Misconceptions: 1) Self-sustaining Black communities of free people did not exist before the end of slavery. 2) Segregation only happened in the South.
Resources/Materials	<p>Sandy Ground Article (resource for teacher) Sandy Ground Historical Society (in a search engine, type "Sandy Ground article kids" and "Sandy Ground Historical society nycarts.org")</p> <p>Sandy Ground Historical Society Video (in a search engine, type "Sandy Ground Historical Society video")</p> <p>Sandy Ground Timeline Padlet; perhaps add a contemporary photo (in a search engine, type "Sandy Ground timeline Padlet")</p> <p>Teaching timelines (in a search engine, type "Teaching timelines video kids")</p> <p>Maps of historically Black communities (Weeksville Map, Sandy Ground, Seneca Village, and Harlem during Renaissance) (in a search engine, type "Weeksville, Sandy Ground, Seneca Village maps")</p> <p>Timeline template: Search "timeline template students" in search engine</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will describe past events that occurred in Sandy Ground, Staten Island.</p> <p>Students will be able to understand that changes over time can be examined by using evidence such as maps, population, charts, photographs, newspapers, biographies, and other historical artifacts.</p>
Vocabulary	settlement, abolish, slavery, oystering

Grade 2 | Lesson 6

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Introduce the unit: During this unit, we will have opportunities to use various resources to explore the history of Black communities in New York City. We will explore how these communities have changed over time and predict what the future may look like for some of these communities.

Introduce maps of historically Black communities ([Weeksville Map](#), [Sandy Ground](#), [Seneca Village](#), and [Harlem during Renaissance](#)).

Share a map of the school and community. Ask students if their homes or communities are on any of these maps.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Teacher will say: Today, we will begin with the oldest, continuously inhabited free Black settlement in the United States: Sandy Ground, Staten Island. Before it became Sandy Ground, the only Black people who inhabited this land were enslaved people. When slavery ended in 1827, free Blacks began to move to this area for land because it was inexpensive, or cheap. They made up about 10-23% of the population. Today, we will look at a timeline and trace the history of Sandy Ground to help us understand how this community began to grow and change over time.

Display a sample timeline [Timelines Introduction](#)

Remind students that a timeline is a tool for describing changes over time. Explain that to describe changes over time, we will examine a timeline and take note of dates and events to understand how and why things changed.

Model how to use the timeline to describe events using the dates.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Today, we will examine a timeline of the history of Sandy Ground. These events will help us to understand how Sandy Ground changed over time.

Students will work in groups to describe and explain the events on the timeline.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Ask the question, what have you learned about Sandy Ground from the timeline?

Elicit and reinforce responses that deepen student understanding of some events on the timelines and how Sandy Ground changed.

Grade 2 | Lesson 6

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Pose the following question:

What have you learned about Sandy Ground?

Students will write a short paragraph to describe past events that took place in Sandy Ground, Staten Island.

Discussion questions: What surprises you? What do you wonder about?

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students

Student groups should accommodate struggling readers with reading support from a peer.

Students can use graphic organizers to capture and organize new information.

Sentence frames/paragraph frames can be used to support and organize student writing.

The teacher can reduce the number of events on the timeline.

Lesson Extension/Homework

Students will create a timeline of their own life. Have students reflect on significant events that have occurred in their lives so far.

Teacher can provide a timeline template and model.

Notes

It is important for educators to use updated language that gives formerly enslaved people agency and describes their humanity (e.g., “enslaved person or people” instead of “slave”). Students should know that because enslaved people were considered chattel or possessions, many texts still use archaic or obsolete language.

Seneca Village: Life Before Central Park

Big Idea	Rediscovering Historical Black Communities
Enduring Understanding	Seneca Village was a Black community in New York City that was lost due to the development of Central Park.
Driving/Essential Question(s)	How did Seneca Village change over time?
Curriculum Connections	<i>Hidden Voices Global African Diaspora</i> • Vol. 1 Graça
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Prior knowledge: What is slavery? Who were the early inhabitants of NYC?</p> <p>Misconceptions: There was no slavery in New York. There was no segregation in the North. If you own land, no person or entity could legally take it from you.</p>
Resources/Materials/ Technology	<p>Photos of Seneca Village (Past) and Central Park Seneca Village Short Video (in a search engine, type “Discovery Activity for kids: The Stories of Seneca Village”) Seneca Village Article 1 (in a search engine, type “Seneca Village- kids.britannica.com”) or Seneca Village Worksheet Article #2 - https://docs.google.com/document/d/1lom57DoGOn-xBcuNHvm-GI-EcGRUduPC9EO4ZHCukaE/edit Note catcher- https://drive.google.com/file/d/1yPrjK9VPIUVoiaTqjPwzu9NZxwiu9JR1/view <i>My Seneca Village</i> by Marilyn Nelson is a collection of poems that bring the inhabitants of Seneca Village to the present day (optional)- https://www.goodreads.com/en/book/show/25946457. Flipgrid (optional)</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will be able to explain the significance of Seneca Village to the history of New York City.
Vocabulary	settlement, abolished, slavery, village, immigrants

Grade 2 | Lesson 7

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Post a picture of [Seneca Village](#) (past) and [Central Park](#) (present) in New York City.

Pose the following question to elicit discussion amongst your students, and to build background knowledge.

Ask: Have you ever heard of or ever visited Central Park?

Allow students a few minutes to discuss and share.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Introduce the lesson and explain the lesson objectives.

Teacher will say: Today, we will learn about a Black community in New York City, known as Seneca Village, and what made this predominantly Black community unique. We will also explore the reasons why it no longer exists.

Before we begin, let's think about some of the things we already know about Seneca Village and record them in the column labeled "I Already Know."

Because the space is small, show students how they can record short phrases or words in the space provided. For example, "No longer exist" can be recorded instead of the sentence "Seneca Village no longer exists."

Teacher will say: Let's watch this video on Seneca Village and use the note catcher to record facts and questions about the topic. Remember, a fact is something known or proven to be true. Not what we think to be true. If you have any questions about the information you hear or see, we can record them in the column labeled "Questions I Have." We will discuss any questions you may still have after the video is done.

Focus Questions:

- What made Seneca Village unique?
- How did the development of Central Park affect the people of Seneca Village?

[Play the video.](#)

After the video, praise students for their efforts in gathering information about Seneca Village. Let students know that they will continue to gather information about Seneca Village by reading an article. Allow students time to share any questions they may have about the process so far.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Students will work in small groups of 2-3. Assign students roles as they read and make meaning of the information in the [article](#) on Seneca Village. They will continue to use the note catcher as they read to record facts, questions, and new information learned. Encourage students to revisit any questions they have written in the note catcher and use it as a focus for their reading.

Student Roles:

Reader

Recorder

Timekeeper

Grade 2 | Lesson 7

*Each student is responsible for their own notes on their note catcher.

Students will write to describe Seneca Village and how it changed.

or

Students will record a 1:30 [Flipgrid](#) describing the same prompt.

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Turn and Talk: How has your knowledge of Seneca Village grown since you started reading the article and watched the video?
Group discussions around focus questions.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Students will regroup to share facts they learned about Seneca Village using the **Back-to-Back, Face-to-Face Protocol**.

Students will stand up and, at the teacher's call, walk around the room and find a partner to stand back to back with. Students will signal by putting one hand on top of their heads to indicate they are ready for guiding questions as they stand back to back with their partner.

Pose the questions:

- Why was the development of Seneca Village important to the Black community?
- Explain how the development of Central Park affected the members of this community.

After reading the questions, the teacher will give the signal for students to turn face to face and share their responses to the question, as well as any new information they had with their partner. Give students about 2-3 minutes to share.

The teacher will repeat the process for a second round. This time, students will share any lingering questions they may have about the information they heard. Give students 2 minutes for this second round.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Assign a designated reader in partnerships/groups.

Provide student copies of the text.

Audio is provided on a link for the article.

Provide a modified version of the text.

Use a graphic organizer to help students organize information.

Provide extra time as needed.

Grade 2 | Lesson 7

Lesson Extension/Homework

Students can record a news report on the Lost Village: Seneca Village using Flipgrid. In their news report, they will share facts and details about the community and what made it unique.

Notes

It is important for educators to use updated language that gives formerly enslaved people agency and describes their humanity (e.g., “enslaved person or people” instead of “slave”). Students should know that because enslaved people were considered chattel or possessions, many texts still use archaic or obsolete language.

The Great Migration: A Wave of Change for Black Communities in NYC

Big Idea	The Great Migration
Enduring Understanding	Students will understand that the migration of Black people to the North from the segregated South brought about a new way of life.
Driving/Essential Question(s)	How did the Great Migration influence the development of Black communities in NYC?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. • 2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • 2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 2.6: Identifying continuities and changes over time can help understand historical developments. • 2.7: Cause-and-effect relationships help us recount events and understand historical development.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Prior knowledge: What is slavery? Early inhabitants of New York City.</p> <p>Misconceptions: There was no slavery in New York. There was no segregation in the north. There were other migrations that took place prior to the Great Migration.</p>
Resources/Materials/ Technology	<p>The Great Migration Visualization map ("Search Great Migration Visualization map in search engine") Map of the Great Migration with Routes (in a search engine, type "Kids Britannica- Great Migration Students")</p> <p>Read aloud the story, The Great Migration by Jacob Lawrence or This is the Rope: A Story of Migration by Jacqueline Woodson (in a search engine, type titles + read aloud video)</p> <p><i>Panel 1 of the Migration Series</i> by Jacob Lawrence : Panel 1 of the Migration Series by Jacob Lawrence (in a search engine, type "Phillipscollection.org, Migration series panel 1")</p> <p>National Archives Image of Migration (in a search engine, type "archives.gov, The First Great Migration")</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to describe what life was like for Black people during and after The Great Migration.</p> <p>Students will be able to identify that Harlem was a community affected by The Great Migration.</p>
Vocabulary	migration, migrant, migrate, segregation, population

Grade 2 | Lesson 8

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Pose the following questions to your students:

- Have you or a family member ever had to move from far away?
- What was moving long distance that like for you and your family?

Teacher will show students the following artwork by Black artists that depict the Great Migration:

- *Panel 1* of the Migration Series by Jacob Lawrence : [Panel 1 of the Migration Series](#) by Jacob Lawrence
- [National Archives](#) Image of Migration

Like you, many families have had to move to different places. In the artwork displayed there are a lot of families moving very far away from home. In fact, millions of people during this time period had to leave their homes in the American South and move to brand new homes in the North.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Teacher will show students the [Map of the Great Migration with Routes](#) and have students examine it closely.

Ask: What do you notice?

What conclusions can you draw about the population in New York City and Black communities in the 1900s?

Explain to students that in the early 1700s and 1800s, most people in New York City were white. In the early 1900s, New York City experienced a huge wave of Black migrants from the South. Several events in the South forced Black people to migrate North to Black communities like Harlem, New York with the hopes of finding a better life. To migrate means to move from one area to another. This mass movement, known as the Great Migration, was the largest movement of people in US History.

Read aloud the story, The Great Migration by: Jacob Lawrence: **Start video at 6:55 mark** <https://youtu.be/ThQysPt-3KE>

Focus Questions:

- What were some reasons Black people left the South and migrated to the North?
- What was life like for the migrants when they arrived in the North?

Teacher will chart student responses.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Students can write a journal entry from the point of view of a child moving north during the Great Migration. In their entry, students will include details about why they moved and what life was like when they arrived in the North.

Teachers will remind students to refer to the chart from the read-aloud to help them write their responses.

Grade 2 | Lesson 8

Checks for Understanding (*Throughout Lesson*)

What opportunities will you provide throughout the lesson to check for student understanding?

Student discussion around focus questions:

- What were some reasons Black people left the South and migrated to the North?
- What was life like for the migrants when they arrived in the North?
- How did the Great Migration impact neighborhoods in NYC like Harlem?

Encourage students to share their writing. Student journal entries can serve as an opportunity for assessment.

Closing & Student Reflection (*5 minutes*)

How will you recap and assess student learning for this lesson?

Teacher will facilitate discussion with students as they reflect on what they learned about the Great Migration. Help students use the chart created from the read aloud to guide discussion.

Ask: What surprises you? What do you wonder about?

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Assign a designated reader in partnerships/groups.

Provide student copies of the text.

Provide a modified version of the text.

Provide audio/visual options for the text.

Model use of graphic organizer for organization.

Provide extra time as needed.

Provide paragraph and/or sentence frames.

Lesson Extension/Homework

Lesson extension: Students will write a paragraph to describe how Black communities like Harlem were affected by the Great Migration.

Students can compare and contrast how Harlem and Sandy Ground changed over time.

Students can read: *This is the Rope: A Story of Migration* by Jacqueline Woodson;

[Kids Books Read Aloud: This Is The Rope by Jacqueline Woodson](#)

Scaffolds:

- Use a graphic organizer for Gathering Details in a story.
- Use a Journal entry writing frame to support organization in writing.

Grade 2 | Lesson 8

Notes

It is important for educators to use updated language that gives formerly enslaved people agency and describes their humanity (e.g., “enslaved person or people” instead of “slave”). Students should know that because enslaved people were considered chattel or possessions, many texts still use archaic or obsolete language.

The Harlem Renaissance: A Celebration of Black Culture in a Black Community

Big Idea	The Harlem Renaissance
Enduring Understanding	Students will understand that the Harlem Renaissance was a place of celebration of Black culture and pride through expressions of art, photography, theater, literature, poetry, and music.
Driving/Essential Question(s)	How did the Harlem Renaissance influence life in Black communities in NYC?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL) • 2R3: In informational texts, describe the connections between ideas, concepts, or a series of events. (RI) • 2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 2.6: Identifying continuities and changes over time can help understand historical developments. • 2.7: Cause-and-effect relationships help us recount events and understand historical development.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Slavery The Great Migration Civil Rights Migrant</p> <p>Misconceptions: That all Black people in the past were poor. Black culture and what is produced by Black artists, musicians, writers, dancers, and performers is separate from American culture. Jazz is not a classical art form created by Americans of African descent. Migration is different from immigration. Migrants were not refugees.</p>
Resources/Materials/ Technology	<p>Jazz song from the Harlem Renaissance Short Intro Video (In a search engine, type “History Brief The Harlem Renaissance”) Harlem’s Historic Neighborhood: Sugar Hill by: Carol Boston Weatherford (In a search engine, type book title + read aloud) History of the Harlem Renaissance</p> <p>Songs:</p> <ul style="list-style-type: none"> • Ella Fitzgerald: “Take the A Train” by Billy Strayhorn • Dizzy Gillespie Dizzy Gillespie feat. Charlie Parker - A Night In Tunisia • Duke Ellington The Best of Duke Ellington - Duke Ellington Greatest Hits Full Album - Duke Ellington Best Songs <p>Lined paper, pencils</p>

Grade 2 | Lesson 9

Number of days for lesson allocation

1 day (Note: A day is considered a 45-60 minute class period)

Objective

What do you want students to understand/learn?
What do you want students to be able to do?

Students will be able to explain why Black people migrated from the American South.
Students will be able to use evidence gathered from photographs to describe the Black experience during the Harlem Renaissance and how it was a different way of life than their past.

Vocabulary

Harlem Renaissance, pride, jazz, activism, population, economy, scholars, poets, “Life is sweet”

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students’ identities and/or funds of knowledge?

Ask students: Do you enjoy listening to music?

If so, what kind?

Why?

Play a song from one of the late jazz greats of the Harlem Renaissance.

- Ella Fitzgerald: [“Take the A Train”](#) by Billy Strayhorn
- Dizzy Gillespie [Dizzy Gillespie feat. Charlie Parker - A Night In Tunisia](#)
- Duke Ellington [The Best of Duke Ellington - Duke Ellington Greatest Hits Full Album - Duke Ellington Best Songs](#)

Have students listen to the song and pose the following questions for discussion:

- What do you think this song was about?
- How does it make you feel?
- What instruments do you hear?

Explain to students that the song “Take the A Train” was sung by Ella Fitzgerald, a well-known jazz singer during the Harlem Renaissance, a time in Harlem’s history known for giving musicians, artists, performers, and writers a way to share the Black experience in America.

Have children watch a short video on the [Harlem Renaissance](#) to build some background prior to the start of the lesson.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Explain to students that the Harlem Renaissance was a time in Harlem’s history that ushered in a new wave of people from the South celebrating pride in culture through expressions of art, photography, poetry, theater, and literature. Migrants helped change the sound of jazz and encouraged Black people to become involved in politics.

Teacher will say: Today, we will learn about life in Harlem during the Harlem Renaissance and how it became a place for the celebration of culture and pride. Expressions of art, photography, theater, literature, poetry, and jazz became the voice of the Black people’s experiences with slavery and the Great Migration. Explain to students that having pride means being proud of yourself or something you can do. Many people celebrate pride in their culture.

Grade 2 | Lesson 9

Define culture for students as the way of life for people who share similar beliefs. Religion, language, food, music and traditions are all a part of a person's culture.

Explain that in the story [Harlem's Historic Neighborhood: Sugar Hill](#) by Carol Boston Weatherford, the author shares what life was like in this Harlem neighborhood during the Harlem Renaissance between 1918-1937.

Read aloud the text.

Have students discuss details from the text that help to show what life was like for these families living during the Harlem Renaissance.

Focus Question:

1. How would you describe life for Black people during the Harlem Renaissance?
2. What did people enjoy doing during the Harlem Renaissance?

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Provide students with the task:

Write a (persuasive) letter to a family member or friend living down South. Describe what life is like in Harlem during the Harlem Renaissance and why they should come. Be sure to include details about your experience and feelings during this time.

or

Write an article describing the change that happened in Harlem. Include answers to "wh" questions: "what," "when," "where," "why," and "how."

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Student Discussion.

Questions:

- How does the story, the artwork and photography from the Harlem Renaissance help you to understand what life was like for Black people during this time?
- How would you describe the Harlem Renaissance to a friend or family member?
- What are some ways the Harlem Renaissance influenced change in Black communities like Harlem?

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Ask: What are some ways the Harlem Renaissance inspired change in Harlem?

Have students reflect on life during this time for Black people. Elicit responses from students to connect how this time period for Black people was different from past events.

Share articles or letters.

Grade 2 | Lesson 9

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Teachers can use sentence/paragraph frames to assist with organization in writing.

Use of word banks.

Inclusion of video to support comprehension of Harlem Renaissance.

Lesson Extension/Homework

Extension:

- Students can research iconic figures who influenced change during the Harlem Renaissance.
- Students can create their own artwork to capture the essence of their understanding of the Harlem Renaissance.

Black Communities Change Over Time

Big Idea	Timelines show events of the past, present, and future. .
Enduring Understanding	Students will understand the importance of memorializing the events in Black communities to tell a historical narrative using a timeline.
Driving/Essential Question(s)	How can timelines help us to learn about how Black communities have changed over time?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 2R3: In informational texts, describe the connections between ideas, concepts, or a series of events. (RI) • 2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section. • 2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 2.6: Identifying continuities and changes over time can help understand historical developments. • 2.7: Cause-and-effect relationships help us recount events and understand historical development.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Communities change over time.</p> <p>Population in Black communities increased and decreased over time.</p>
Resources/Materials/Technology	<p>Timeline materials (sentence strips, index cards, tape, markers)</p> <p>Padlet timeline template (optional)</p> <p>Sample timeline for modeling</p> <p>Teacher must search and download images of historic maps of Sandy Ground, Weeksville, Seneca Village, and Harlem for educational uses. In a search engine, type “storymaps.arcgis.com, Preserving significant places of Black History.”</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to describe major events that affected Black communities using a short descriptive paragraph.</p> <p>Students will be able to create a timeline to show what they learned about Black communities in New York and how they changed over time.</p>
Vocabulary	timeline, chronological, past, present, future

Grade 2 | Lesson 10

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Ask: If you had to choose 1 important event in your life so far, what would it be?

Have students turn and talk to discuss.

Share [maps of historic Black communities in NYC](#) from lesson 6. Review the names of these communities and explain that communities of free people of color and the formerly enslaved existed all over the US before and after slavery.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Find a timeline template that shows important events in a sequence (Padlet has student friendly versions).

Remind students that timelines are a way to display a list of events in chronological order. It usually has a long bar in the middle with notches that include dates that mark events.

Model using the timeline to get information.

Introduce today's lesson focus by explaining to students that they will show what they've learned about Black communities in NYC over time.

Explain that they will be creating a timeline that marks important events that have occurred in the past and changed the present and future of Black communities.

Help students create a class list of events we've explored during this unit that helped bring about change in Black communities in NYC. Students will research the date and mark each event on their timeline. They will describe at least one of those events using a short descriptive paragraph.

Model using resources to read and write a short description of the event on an index card. Students can provide pictures as part of their entry as well. Lastly, remind students to put the date at the top and use the index card to mark its place on the timeline.

Optional: Model for students how they can use the Padlet to create entries that include a title with the date and description of the event.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or allow them to practice this learning?

Students will work in groups to complete a collaborative timeline.

Each student is responsible for contributing one entry (event) on their collaborative timelines. Students should choose a different event to research and mark on the timeline. Each entry should include the title of the event, the date at the top, and a short, written description. Events should be marked in chronological order on the timeline.

Optional: Students can use Padlet to create digital timelines.

Grade 2 | Lesson 10

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Ask students questions as they work to gauge and further their understanding:

- Why was this event important to Black communities in the past?
- How are the events on the timeline connected?

Use a checklist/rubric to assess student understanding of the task and content.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Invite students to discuss their learning and process.

Ask: How did you decide what to display and write for each event? How can the timeline be used to help others to understand how Harlem has changed over time?

Have students think about what their communities will look like in the future.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Provide digital text with audio components.

Provide sentence/paragraph frames to support organization in writing.

Provide students with modified text.

Provide word banks.

Lesson Extension/Homework

Students can create a timeline to show significant events from their own lives.

For each event, students will describe the event and its impact on their life at that time.

Students can create an interactive timeline using Padlet. Students can then attach audio, visual, and video to the timeline for other students to interact with.

Notes

It is important for educators to use updated language that gives formerly enslaved people agency and describes their humanity (e.g., “enslaved person or people” instead of “slave”). Students should know that because enslaved people were considered chattel or possessions, many texts still use archaic or obsolete language.

BLACK STUDIES

AS THE STUDY OF THE WORLD

Grades

3-5

Lesson Plans



GRADE

3

Aligned with the NYCPS 3rd Grade Social Studies Scope & Sequence:
Communities Around the World

Table of Contents

Grade 3

LESSON NO.	TITLE	PAGE
	Integrated Learning Plan	177
	Lesson Plan Overview	179
Grade 3 BSC Lesson Plan 1	Africa is Not a Country	182
Grade 3 BSC Lesson Plan 2	Celebrations of Dance Across Cultures	185
Grade 3 BSC Lesson Plan 3	Sense of Pride	188
Grade 3 BSC Lesson Plan 4	Components of Culture in an African Culture	191
Grade 3 BSC Lesson Plan 5	Rooted in Values	194

Grade 3 Integrated Learning Plan

BLACKS STUDIES OVERVIEW

The NYC social studies curriculum for 3rd grade covers world geography; communities with cultural similarities and differences; the interaction of varied communities; and the exchanging of cultural values and traditions. The Black Studies Curriculum provides added support to the social studies curriculum by honing in on African countries. Starting at Units 1 and 2, students will learn about the continent of Africa and the 54 African countries that comprise it. They will also dive into what culture is and the differences between ancient and modern African civilizations. Students will also study the Ghanaian Adinkra symbols.

The lessons pinpoint two particular countries, Nigeria and Egypt. Students will immerse themselves in case studies around culture, geography, and how each country's history has shaped the community over time. While focusing on history, students will learn and partake in discussions around different aspects of culture that they can observe being practiced in their own local communities.

Lastly, students will learn about Black people's enduring values in the pursuit of human rights and civil rights. Upholding the idea of justice for all people, students will examine videos about how Black Americans have and continue to fight for social justice.

ESSENTIAL QUESTIONS

- Why does geography matter? How does understanding the geography of Africa inform the development of cultural connections?
- What are the similarities and differences between cultural celebrations in Africa and those across the world?
- What symbols and feelings are represented and conveyed in anthems?
- What makes up the cultural aspects of a country? What are the unique features of African countries?
- How do individuals in communities contribute to their collective success?
- How can Afrocentric principles inform individuals' understanding of their contribution to community efforts, growth, and sustainability?

LEARNING OBJECTIVES. STUDENTS WILL BE ABLE TO:

- Analyze, identify, and discuss various geographical areas within the world that contribute to not only Black American culture but countries throughout the world.
- Evaluate and make observations on topics such as culture, tradition, heroism, and community.

ACTIVITIES AND PROJECTS

Students will engage in projects and activities such as building graphic organizers, making visual art and maps, writing a 5-paragraph essay, examining videos, and reviewing maps.

TEACHER NOTES

Being culturally aware and prepared will allow open conversation and inquisitiveness within the lesson. This will lead to an opportunity to combat potential biases, stigmas, and predispositions against people of African descent. Lead with kindness and sensitivity as you are building student knowledge of all backgrounds.

BRIDGE TO LITERACY

In support of The NYCReads Initiative, we offer this list of book recommendations connected to the themes in each grade level.

- ***Our People*** by Angela Shelf Medearis
- ***Light as a Feather: The 42 Laws of Maat for Children*** by Kajara Nebthet and Adofa Bey
- ***I am Mind, Body and Spirit*** by Kajara Nia Yaa Nebthet
- ***I Know I Can!*** by Veronica Chambers
- ***I Am Every Good Thing*** by Derrick Barnes
- ***Brown Girl Dreaming*** by Jacqueline Woodson
- ***Black Girl Magic: A Poem*** by Mahogany L. Browne
- ***Black Boy Joy: 17 Stories Celebrating Black Boyhood*** by Kwame Mbalia

Grade 3 | Plan Overview

LESSON 1: AFRICA IS NOT A COUNTRY

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>Why does geography matter? How does understanding the geography of Africa inform the development of cultural connections?</p> <p>Objective(s):</p> <p>Students will be able to identify the African continent as a composite of 54 countries.</p> <p>Students will be able to understand and identify the different parts of maps and learn various skills, such as how to use directions and how to read a map key.</p>	<p>3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.</p>	<p>Students listen and repeat names of the countries, territories, oceans/bodies of water that make up the continent of Africa, highlighting the location using cardinal and ordinal directions.</p> <p>Students will show understanding by responding to the teacher's prompts for names of countries in North America and Africa.</p>

LESSON 2: CELEBRATIONS OF DANCE ACROSS CULTURES

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What are the similarities and differences between dance and movement in Africa and across the world?</p> <p>Objective(s):</p> <p>Students will be able to identify similarities and differences between cultural traditions in communities and cultures across African countries.</p> <p>Students will be able to develop an understanding and appreciation for cultural movements rooted in African cultures.</p>	<p>3.5 Communities share cultural similarities and differences across the world.</p>	<p>Through discussion, writing, drawing, and movement, students are able to make connections between their own cultural dances and the cultural dances of African countries.</p>

Grade 3 | Plan Overview

LESSON 3: SENSE OF PRIDE

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What symbols and feelings are represented and conveyed in anthems?</p> <p>Objective(s):</p> <p>Students will be able to identify the symbols and images conveyed in anthems.</p> <p>Students will be able to describe the differences between the Black national anthem, the Ghanaian national anthem, and the American national anthem.</p> <p>Students will be able to compose a personal anthem.</p>	<p>3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.</p> <p>3.5 Communities share cultural similarities and differences across the world.</p>	<p>Students will write words describing their feelings as they listen to national anthems and draw imagery (picture words) words that are evident.</p> <p>Students will write a one-stanza song that is their personal anthem, expressing their feelings about themselves, their families, schools, and/or community.</p>

LESSON 4: COMPONENTS IN AN AFRICAN CULTURE

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What makes up the cultural aspects of a country? What are the unique features of African countries?</p> <p>Objective(s):</p> <p>Students will be able to name components of culture.</p> <p>Students will be able to write about the components of the culture of one African country.</p> <p>Students will be able to present and discuss the components of the culture of one African country in detail.</p>	<p>3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.</p>	<p>Students will watch a video and explain that cultures are made of different parts (components) of life.</p> <p>Students will collectively list components of Egyptian culture on the board/chart.</p> <p>Students will choose one African country to develop a slide presentation that highlights the components of culture.</p>

Grade 3 | Plan Overview

LESSON 5: ROOTED IN VALUES

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How do individuals in communities contribute to their collective success? How can Afrocentric principles inform individuals' understanding of their contribution to community efforts, growth, and sustainability?</p> <p>Objective(s):</p> <p>Students will be able to develop a model garden with a partner and include plants and perimeter measurements.</p> <p>Students will be able to explain the values that are important to them and how they are represented in the logo they create for their garden.</p>	<p>3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.</p>	<p>Students will watch two short videos and have a discussion about what they learned about community gardens.</p> <p>In pairs, students will create garden plans (on paper or on their devices) that feature the vegetables and fruit they will grow, the measurements (length, width, perimeter), and the name and logo for their garden using principle symbols.</p>

Africa is not a Country

Big Idea	The Continent of Africa
Enduring Understanding	Why does geography matter? How does understanding the geography of Africa inform the development of cultural connections?
Driving/Essential Question(s)	What is my family lineage?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> ● 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. ● 3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others. ● 3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Basic understanding of maps as tools for charting the location of places.</p> <p>Misconception: That Africa is a country, not a continent.</p>
Resources/Materials	<p>The Geography Song Globe vs Map Song Scratch Garden - YouTube</p> <p>Map of Africa</p> <p>Africa is Not a Country by Margy Burns Knight</p> <p>World Map of continents</p> <p>Political Map of North America</p> <p>Political Map of Central America and the Caribbean</p> <p>Political Map of Africa</p> <p>Blank map of Africa</p> <p>Spore Quiz</p>
Technology	Instruments in the music center, instrumental versions of songs for movement center, variety of arts and craft materials in art center (markers, crayons, construction paper, stickers, beads, feathers, etc.)
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to identify the African continent as a composite of 54 countries.</p> <p>Students will be able to understand and identify the different parts of maps and globes and learn various skills, such as how to use directions and read a map key.</p>
Vocabulary	Africa, map, globe symbols, location, Equator, hemisphere, continents, countries, nations, Prime Meridian, cardinal directions, ordinal directions, north, south, east, west, northwest, southwest, southeast, northeast, compass rose, North Pole, South Pole, ocean

Grade 3 | Lesson 1

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Show Video: [The Geography Song | Globe vs Map Song | Scratch Garden - YouTube](#)

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Begin by asking if Africa is a country or a continent. Take a quick poll and chart student responses.

The teacher will read *Africa is Not a Country* by Margy Burns Knight.

Review the responses to the poll after reading. The teacher should [display a world map](#) and explain that there are seven continents in the world, directing students to each one.

Say: Today, we are going to focus on the continents of North America and Africa.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Display a large world map. Have the teacher ask where the students are on the map. Ask where North America is. Explain that a continent is a large solid area of land. The world has seven continents. The teacher should display a world map and explain that today we will focus on the continents of North America and Africa. Review the countries, territories, and oceans/bodies of water that make up the continent, highlighting the location using cardinal and ordinal directions. (e.g., Haiti is to the west of the Dominican Republic).

Display a large labeled map of [Africa](#). Review (students listen and repeat names) the countries that make up the continent, highlighting the location using cardinal and ordinal directions.

Show/project map of Africa and review key features:

- Country names
- Capitals
- Oceans/bodies of water

Distribute printed map handouts to students of [Africa](#). Alternatively, provide ways for students to view maps on their devices.

Provide students with an individual blank map of Africa and direct them to fill in the country names and oceans/bodies of water for the continent.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Students will show understanding through their responses to the teacher's prompts for names of countries in North America and Africa.

Grade 3 | Lesson 1

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Display Sporcle (online fill-in game) <https://www.sporcle.com/games/g/africa>

Ask students to name as many countries as possible in the allotted time as the teacher types in answers. Choose a student to be the caller as students raise their hands to respond with different country names.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

The instructional activity will have two modifications to support the needs of all the students:

One group of students will work in a cooperative group to describe the similarities and differences of countries and continents and write responses describing each.

Another group of students will create a Venn diagram about the similarities and differences between countries and continents.

Lesson Extension/Homework

Locate the capital cities of countries in Africa and label them with a star.

Create a map of the classroom, complete with a compass rose and landmarks, and label the teacher's desk as capital with a star.

Students will practice vocabulary words, using them in sentences and developing short paragraphs.

**Perhaps thinking critically about who makes maps and who draws out the sizes of the countries on a map or globe.

Further Resources

[Maps & Globes - Let's Talk Geography on the Learning Videos Channel - YouTube](#)

[Seven Continents Song - YouTube](#)

[Maps and globes for 3rd grade - YouTube](#)

[Maps and Globes \(stmarys-temple.org\)](http://stmarys-temple.org)

[Countries and Territories in North America](#)

Celebrations of Dance Across African Cultures

Big Idea	African Reflections in Cross-Cultural Celebrations of Dance
Enduring Understanding	What are the similarities and differences between dance and movement in Africa and across the world?
Driving/Essential Question(s)	What is a family? How are families the same and different?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. 3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral). 3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. <p>New York State Department of Education Physical Education Standards:</p> <ul style="list-style-type: none"> 2.1.3. Demonstrates movement concepts in a variety of physical activities. (Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.) 5.3.3. Identifies the reasons for enjoyment in self-selected physical activities. (Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.)
Curriculum Connections	<p><i>Hidden Voices Global African Diaspora</i></p> <ul style="list-style-type: none"> Vol. 2 Claudia Jones Vol. 2 Léopold Sédar Senghor
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Communities celebrate traditions such as birthdays, coming of age, and seasonal changes through dance and movement.</p> <p>Misconception: Cultures across African countries do not have influence and connect to the African Diaspora.</p>
Resources/Materials/ Technology	<p>Step Afrika! Performs in Brooklyn</p> <p>Carnival video</p> <p>Read Drumbeat in Our Feet by Patricia Keely</p> <p>Kid Carnival Video</p> <p>Zaouli de Manfla dance of the Ivory Coast Video.</p>
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to identify similarities and differences between cultural traditions in communities and cultures across African countries.</p> <p>Students will be able to develop an understanding and appreciation for cultural traditions rooted in African cultures.</p>
Vocabulary	culture, community, beliefs, groups, traditions, celebration, dance

Grade 3 | Lesson 2

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Explain how celebrations, dance, and movement are cultural expressions of pride, community, and liberation.

Show an example of dance: [Step Afrika! Performs in Brooklyn](#)

Show an example of a celebration: [Carnival](#)

Mini-Lesson (I Do) (10 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Explain that dances have purpose and meaning and are used to express a range of emotions and feelings, such as enjoyment and sadness.

Read [Drumbeat in Our Feet](#) by Patricia Keely

The teacher describes (optional: and demonstrates in person or via pictures) their favorite dance and when they enjoy dancing.

Worktime (We Do and You Do) (30 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher can describe their favorite dance as of their own choice describing its purpose, traditional symbols, and activities, or the teacher can choose his/her favorite [Dance is any of the African Diaspora](#), that's modeled below.

1. African Diasporic dances are dance forms that originated from the continent of Africa, and dance styles that are descendants of that region. These forms of dances are rooted in Afro-Caribbean, Latin, and African-American dances that we know today.
2. I'm going to briefly discuss a style of African dance. African dance deeply expresses communal values and social relationships. Often, the experience of ritual vs. social gathering is fused during these dances, and the importance of the execution of these dances is treated with immense respect. African dance is deeply rooted in rhythm, percussion, and spirituality and is often believed to have healing forces.
3. Check out this Zaouli dance of the Ivory Coast! <https://youtu.be/jZ572yLH9sc>
4. Explaining that Zaouli plays an educational, playful, and aesthetic role. It contributes to environmental preservation, conveys the cultural identity of its bearers, and promotes integration and social cohesion.

The teacher will prompt students to discuss some of their favorite dances in small groups.

The teacher will prompt students to write a paragraph and draw an accompanying picture explaining their favorite celebrations/events in life, including the

- 1) purpose,
- 2) traditional symbols, and
- 3) activities and/or dance.

Students are encouraged to include similarities and differences to the African cultural dances they've been introduced to in their paragraphs.

Grade 3 | Lesson 2

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Students are able to make connections between their own cultural celebrations and the cultural celebrations of others through the narrative writing piece.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

The teacher plays a [Kid Carnival music video](#) and allows students to mimic the dance featured on the video or dance in their own way as an expression of self, community celebration, and culture.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Advanced students will create a graphic organizer (Venn diagram) showing similarities and differences between their traditions and Carnival/stepping/traditional African dance.

Intermediate students will build sentences to develop a story on the cultural celebrations of different groups.

Support students will identify a tradition and draw their family celebration.

Lesson Extension/Homework

[Learn African dance](#)

Conduct a family interview about cultural traditions. Have students ask family members about what foods, clothing, music, and dances are done during large celebrations such as weddings, birthdays, or coming-of-age ceremonies.

Further Resources

[Cultures of the World | A fun overview of the world cultures for kids - YouTube](#)

[A Country of Cultures - Grade 3 - Preview - YouTube](#)

[Everyone Has a Culture - Everyone Is Different \(peacecorps.gov\)](#)

[Understanding Traditions and Cultures for Kids - YouTube](#)

[Cultural and Family Traditions - YouTube](#)

Sense of Pride

Big Idea	Anthems and the Pride of a Nation
Enduring Understanding	What symbols and feelings are represented and conveyed in anthems?
Driving/Essential Question(s)	What is my family lineage?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. • 3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral). • 3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. Whitney Houston's Iconic Performance
Curriculum Connections	<p>Hidden Voices Global African Diaspora</p> <ul style="list-style-type: none"> • Vol. 2 Claudia Jones • Vol. 2 Léopold Sédar Senghor • Vol. 2 Steve Biko • Vol. 2 Fela Aníkúlápó Kuti
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Anthems are songs written and sung to express feelings such as pride and joy.</p> <p>Misconceptions: Anthems only sound one way. The United States only has one anthem.</p>
Resources/Materials	<p>Lift Every Voice and Sing, written by James Weldon Johnson and performed by Committed</p> <p>Lift Every Voice and Sing background, Teachers can use this article for background and context and can create a handout if need be</p> <p>Sing a Song by Kelly Starling Lyons</p> <p>Ghana National Anthem, written by Philip Gbeho</p> <p>American Nation Anthem, written by Francis Scott Key and performed by Beyoncé and Whitney Houston.</p>
Technology	Instruments in the music center, instrumental versions of songs for movement center, variety of arts and craft materials in art center (markers, crayons, construction paper, stickers, beads, feathers, etc.)
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to identify the symbols and images conveyed in anthems.</p> <p>Students will be able to describe the differences between the Black national anthem, the Ghanaian national anthem, and the American national anthem.</p> <p>Students will be able to compose a personal anthem.</p>
Vocabulary	anthem, pride, compose, stanza, verse, imagery

Grade 3 | Lesson 3

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Explain that an anthem is a song written and performed to express pride and history.

Read [Sing a Song](#) by Kelly Starling Lyons.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Explain that anthems are musical and poetic expressions of feelings, celebrations, and events.

Play and display the video [Lift Every Voice and Sing](#), written by James Weldon Johnson and performed by Committed.

As the teacher and students listen to the song, together as a group, the teacher will solicit words describing their feelings as they listen and write them on chart paper. They can also write the imagery (picture words) that are evident.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Read highlights from the ["Lift Every Voice and Sing" background worksheet](#) featuring the historical purpose and background of composer James Weldon Johnson who was a school principal, lawyer, diplomat, professor, and author.

Play and display the video of the [National Anthem](#) of the United States and explain that the teacher and students will write words describing their feelings as they listen to the song. They can also write the imagery (picture words) that are evident (e.g., light, star, brave, home, rocket, free, etc.).

Play and display the video of the [Ghana National Anthem](#) and prompt students to write words describing their feelings as they listen to the song. They can also write the imagery words that are evident (e.g., nation, fearless, storm, strong, together, etc.).

Prompt students to write a one-stanza song that is their personal anthem expressing their feelings about themselves, their family, schools, and/or community.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will interrupt mid-workshop to check that students use imagery/picture words in their created stanzas. Ask students to name feelings associated with their personal anthem (how does it make you feel?)

Teacher tip: Students should feel a sense of pride and joy when creating their personal anthem.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Allow students to share their progress on their personal anthems in groups of 2-3.

Grade 3 | Lesson 3

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Advanced students will create a graphic organizer (Venn diagram) depicting similarities and differences in anthems.

Intermediate students will write sentences depicting a scene based on the feelings evoked by the anthem they hear.

Support students will draw a picture of the images that they visualize based on the feelings evoked by the anthem they hear.

Lesson Extension/Homework

Students will write a second stanza to their personal anthem.

Students will write a third stanza to their personal anthem.

Components of Culture in an African Culture

Big Idea	African Culture from Country to Country
Enduring Understanding	What makes up the cultural aspects of a country? What are the unique features of African countries?
Driving/Essential Question(s)	What is my family lineage?
Curriculum Connections	<p><i>Hidden Voices Global African Diaspora</i></p> <ul style="list-style-type: none"> • Vol. 2 Claudia Jones • Vol. 2 Léopold Sédar Senghor • Vol. 2 Steve Biko • Vol. 2 Fela Aníkúlápó Kuti
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Africa is made up of 54 distinct countries.</p> <p>Misconception: All of the countries in Africa have the same culture.</p>
Resources/Materials	<p>Video Destination Egypt</p> <p>World Factbook</p>
Technology	Instruments in the music center, instrumental versions of songs for movement center, variety of arts and craft materials in art center (markers, crayons, construction paper, stickers, beads, feathers, etc.)
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to name components of culture.</p> <p>Students will be able to write about the components of the culture of one African country.</p> <p>Students will be able to present and discuss the components of the culture of one African country in detail.</p>
Vocabulary	component, architecture, history, landmarks, waterways, geography, food/cuisine, government, kingdoms, queendoms, education, transportation, animals/wildlife, flag, national anthem, money/economy, sports, entertainment, music, products/exports, environment, communications, military, conflict and peace, festivals, art, religion, business, languages

Grade 3 | Lesson 4

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Explain that cultures consist of different parts (components) of life.

Play and display video [Destination Egypt](#)

Ask: What aspects of culture do we see in the video?

Anticipated responses:

- Travel
- Transportation
- Landmarks
- Religion

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Ask students to name the parts of life that make up a culture.

Generate a collective list on the board (or chart paper).

Offer clues so that students generate a list to include (but not limited to):

architecture, history, landmarks, waterways, geography, food/cuisine, government, kingdoms, queendoms, education, transportation, animals/wildlife, flag, national anthem, money/economy, sports, entertainment, music, products/exports, environment, communications, military, conflict and peace, festivals, art, religion, business, and languages.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Demonstrate how to research facts about culture by using the [World Factbook](#) (cia.gov) and how to read, summarize, and paraphrase facts about 4-5 different components of culture.

Let students choose one African country to develop a slide presentation highlighting the components of its culture.

Teacher tip: Encourage students to choose different countries in Africa or those with which they may not be as familiar.

Create a slideshow (in PowerPoint, Google Slides, etc.) by making one slide for each component of culture (4-5 components/slides total).

Prompt students to write a list of 3-4 paraphrased facts about each component of the culture of their chosen country. The teacher will display a general model of the product.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will walk around and check on students' progress as they develop facts for their slideshows.

Grade 3 | Lesson 4

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Allow students to share their progress on their slide shows in pairs.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Advanced students will create a graphic organizer (Venn diagram) depicting similarities and differences between countries.

Intermediate students will write sentences about their chosen country.

Support students will draw a picture depicting their chosen country.

Lesson Extension/Homework

Students will present their slideshow to someone outside of class.

Students will write an essay on one aspect of culture and why they believe it is important to their chosen country.

Notes

This lesson may last a few days, allowing students to complete research on their chosen country and prepare their slideshow. As a culminating activity, students can assemble at a “conference” and present their chosen country to the class.

Rooted in Values

Big Idea	Afrocentric Principles and Community Building
Driving/Essential Question(s)	How do individuals in communities contribute to their collective success? How can Afrocentric principles inform individuals' understanding of their contribution to community efforts, growth, and sustainability?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> ● 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. <p>NYS Math Standards:</p> <ul style="list-style-type: none"> ● NY-3.MD.8a Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths or finding one unknown side length given the perimeter and other side lengths. ● NY-3.MD.8b Identify rectangles with the same perimeter and different areas or with the same area and different perimeters.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Measurement procedures. Addition and multiplication.</p> <p>Misconceptions: Food is only purchased in stores or grown on farms.</p>
Resources/Materials/ Technology	<p>Harlem Grown Youth Voices (Harlem, New York, United States of America)</p> <p>School Garden Documentary (Butiama, Mara Region, Tanzania)</p> <p>Harlem Grown by Tony Hillery</p> <p>Good Morning America video of Harlem Grown founder, Tony Hillery to learn more about Harlem Grown</p> <p>Map Out A Garden (Use as a template; the teacher will create their own)</p> <p>Afrocentric Principles and Symbolology</p>
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to develop a model garden with a partner and include plants and perimeter measurements.</p> <p>Students will be able to explain the values important to them and how the logo they create for their garden represents those values.</p>
Vocabulary	sustainability, agriculture, principle, value, ethic, affirm, Ujima (Collective Work and Responsibility), Ujamaa (Cooperative Economics), Nia (Purpose), Kuumba (Creativity), Imani (Faith), Sankofa (Learn from the past), Akoma (Endurance and Understanding), Denkyem (Adaptability), Mate Masie (Wisdom and Prudence), Wawa Aba (Perseverance)

Grade 3 | Lesson 5

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Students will watch two short videos:

- [Harlem Grown Youth Voices](#)
- [School Garden Documentary](#)

In the remaining time discuss what they saw and learned from the videos.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will read the book [Harlem Grown](#) by Tony Hillery.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Display a chart with the African principles listed in the vocabulary section. [Afrocentric Principles and Symbology](#) (3.5).pdf

The teacher will review the pronunciation and meaning of the Afrocentric principles and values.

The teacher will prompt students to identify the values and principles they see demonstrated in the videos and the text by asking questions such as "Did we see examples of Ujima in the text? How did Ujima show up?"

The teacher will display photos and representations of gardens to generate ideas and familiarize the students with tier 3 vocabulary (e.g., plants, rows, spacing, and planning).

The teacher will explain to students that their task is to imagine they are gardeners like Tony in *Harlem Grown* and that they will design a fruit and vegetable garden. In pairs, students will design blueprints for a garden (on paper or their devices) that features the vegetables and fruit they will grow, the measurements (length, width, perimeter), and a name and logo for their garden using the African principle symbols

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will interrupt mid-lesson to ask students about how the design is going, what principles and values they have incorporated thus far, and how those values relate to their garden's name and logo.

The teacher will check students' computations for the dimensions of their gardens.

Grade 3 | Lesson 5

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Students will share their garden designs. Teachers will give students seeds to take home, plant, and nurture.

Teacher tip: The teacher should visit a Black-owned nursery/farm/florist/garden, where available, as this lesson centers on the agricultural contributions of people across the African diaspora.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Students will be taught materials by the teacher and through multimedia sources.

Pre-teaching will be done prior to the lesson.

The teacher will work with students below grade level for additional support.

Students will have differentiated group work and pairing based on mixed ability.

The teacher is available to implement any other specific modification/accommodation during the lesson.

Lesson Extension/Homework

Students will choose one of the videos below and write a reflection about community and sustainability. They can use the classroom lesson, prior knowledge, and their own experiences.

[Good Morning America video of Harlem Grown founder, Tony Hillery](#) to learn more about Harlem Grown

[Ethical agriculture in Accra, Ghana](#)

Notes

<https://www.greenbeltmovement.org/wangari-maathai/biography>

<https://www.ecoliteracy.org/download/getting-started-school-gardens>

Adinkra Symbols

<https://www.nps.gov/afbg/learn/historyculture/adinkra-symbols.htm>

GRADE

4

Aligned with the NYCPS 4th Grade Social Studies Scope & Sequence: **New York State and Local History**

Table of Contents

Grade 4

LESSON NO.	TITLE	PAGE
	Integrated Learning Plan	199
	Lesson Plan Overview	201
Grade 4 BSC Lesson Plan 1	Is the Cakewalk a Dance of Freedom or Oppression?	204
Grade 4 BSC Lesson Plan 2	The Value of Education for Black/African People During Enslavement	208
Grade 4 BSC Lesson Plan 3	Black New Yorkers and the “Empire State of Mind”	211
Grade 4 BSC Lesson Plan 4	Resilience: The Great Migration and the Harlem Renaissance	214
Grade 4 BSC Lesson Plan 5	The Power of Poetic Expression	217

Grade 4 Integrated Learning Plan

BLACKS STUDIES OVERVIEW

New York State 4th grade social studies curriculum focuses on New York State and local history. Aligned with the units, the Black Studies Curriculum (BSC), 4th grade, addresses the following questions: What is the significance of geographic locations on the map during the time period? What motivates people to explore new lands? What does it mean to be free? And, how do poetry, literature, and art shape a nation? The BSC allows students to examine how Black people play an integral role in building independence and opportunity within New York State.

In the BSC, students will engage in lessons within the curriculum that highlight topics including slaves in New Amsterdam, the Black American migration to NY, and Black artists and their contributions within Harlem. The lessons allow students to analyze and develop a deeper understanding of Black people and Black communities, and their commitment to freedom, agency, resilience, and joy.

Students will participate in research that will develop knowledge and promote questions about how Black people impacted New York State. For example, in the lesson “Black New Yorkers and the ‘Empire State of Mind,’” students explore why so many Black people migrated to New York City and their contribution to the Harlem Renaissance through art, literature, and music.

ESSENTIAL QUESTIONS

- How have African knowledge and traditions influenced Black/African Americans past and present?
- How did/do Black people show resilience in the past and in the present?
- How have Black people in Harlem held multiple roles historically and now?
- How can the historical and social context help students to determine the central idea or historical theme?
- In what ways have Black communities fought for freedom and dignity?
- What is liberation?
- How can students develop their agency to continue the fight for liberation in various facets of life?
- How did/do Black poets demonstrate that they value(d) freedom, perseverance, joy, and agency in the past and currently?
- How have Black poets demonstrated a commitment to freedom, agency, perseverance, and joy?
- How can poems by Black poets encourage others to persevere in difficult times?
- How can we be activists for change in our own communities?

LEARNING OBJECTIVES. STUDENTS WILL BE ABLE TO:

- Understand people of African descent/Black people's experiences in the history of New York State
- Explore how Black people fought for liberation through the arts
- Explore the significance of education and literacy
- Examine Black American migration to Harlem

ACTIVITIES AND PROJECTS

Some of the activities students will engage in include watching a video to learn more about the history of a cakewalk, analyzing factors that brought Black people from the South to the North, and crafting and creating poems that speak to historical moments and dreams for the future.

TEACHER NOTES

- Having prior knowledge of the African leaders and pioneers that the lessons are based on is helpful.
- Helpful tips: explore the Black migration, different art forms used to express the “fight,” the development of Black liberation in the 21st century within a timeline, and how this idea of liberation is still being developed among Black people.
- Being culturally aware and prepared will allow open conversation and curiosity within the lesson. This will lead to an opportunity to combat potential biases, stigmas, and predispositions against people of African descent.
- Lead with kindness and sensitivity as you are building student knowledge of all backgrounds.

BRIDGE TO LITERACY

In support of The NYCReads Initiative, we offer this list of book recommendations connected to the themes in each grade level.

- ***Clean Getaway* by Nic Stone**
- ***Roll of Thunder, Hear My Cry* by Mildred D. Taylor**
- ***The Undeclared* by Kwame Alexander and Kadir Nelson**
- ***I, too, am America* by Langston Hughes**
- ***When the Schools Shut Down: A Young Girl's Story of Virginia's "Lost Generation" and the Brown v. Board of Education of Topeka Decision* by Yolanda Gladden and Dr. Tamara Pizzoli**
- ***Linda Brown, You Are Not Alone: The Brown vs. Board of Education Decision* by Joyce Carol Thomas**
- ***When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop* by Laban Carack Hill (NYPL: Hip-Hop Books for Kids)**

Grade 4 | Plan Overview

LESSON 1: IS THE CAKEWALK A DANCE OF FREEDOM OR OPPRESSION?

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How can the historical and social context help students to determine the central idea or historical theme?</p> <p>Objective(s):</p> <p>Day 1: Students will be able to understand the historical context (continuity and change) of the cakewalk dance.</p> <p>Day 2: Students will be able to analyze the theme in the folktale Mirandy and Brother Wind and justify claims of a celebratory or oppressive dance using the Claim, Evidence, and Reasoning (C.E.R.) strategy.</p>	<p>Unit 4: Freedom and the New Nation: Federal, State, and Local Government - What does it mean to be free?</p> <p>4.5 In Search of Freedom and a Call for Change - How do people, laws, and new technology shape a nation?</p>	<p>Students will make predictions about Mirandy and Brother Wind based on the cover of the book.</p> <p>Students will watch a video to learn more about the history of a cakewalk.</p> <p>Students will respond to guided reading questions (below) using the Claim, Evidence, and Reasoning (C.E.R.) strategy and appropriate sentence stems in group discussions.</p>

LESSON 2: THE VALUE OF EDUCATION FOR BLACK/AFRICAN PEOPLE DURING ENSLAVEMENT

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>In what ways have Black people fought for education and literacy?</p> <p>Objective(s):</p> <p>Students will be able to understand that anti-literacy laws were enacted against free and enslaved Black people.</p> <p>Students will be able to identify the ways Black people sought education and literacy during slavery.</p>	<p>Unit 4: Freedom and the New Nation: Federal, State, and Local Government - What does it mean to be free?</p> <p>4.5 In Search of Freedom and a Call for Change - How do people, laws, and new technology shape a nation?</p>	<p>Students will discuss an African proverb with a partner.</p> <p>The class will discuss how Black people saw literacy as a path to freedom.</p> <p>Students will watch a video to discover more about the history of Nat Turner.</p> <p>Students will listen to the text, A Light in the Darkness, an online read-aloud.</p>

Grade 4 | Plan Overview

LESSON 3: BLACK NEW YORKERS AND THE “EMPIRE STATE OF MIND”

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What are the reasons that Black people migrated to northern cities?</p> <p>How did the push and pull factors of the Great Migration contribute to the transformation of the Black American experience?</p> <p>Objective(s):</p> <p>Students will be able to identify why large numbers of Black Americans migrated to New York City and the cultural contributions of artists, writers, and musicians associated with the Harlem Renaissance.</p>	<p>4.7 Immigration and Migration from the Early 1800s to the Present - Many people have immigrated and migrated to New York State contributing to its cultural growth and development.</p>	<p>Students will examine Black American migration to NYC and their contributions within Harlem</p> <p>Students will research and respond to a graphic organizer in “Black New Yorkers and The ‘Empire State of Mind.’”</p>

LESSON 4: COMPONENTS IN AN AFRICAN CULTURE

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How does The Great Migration provide evidence of Black people’s resilience?</p> <p>What does the history of Harlem teach us about resilience?</p> <p>Objective(s):</p> <p>Students will be able to understand the meaning of the term ‘resiliency.’</p> <p>Students will be able to apply the term resilience to the experience of Black people in New York and around the world.</p> <p>Students will be able to connect cultural traditions that were transported from the continent of Africa to the United States.</p>	<p>4.1 Geography of New York State: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.</p> <p>4.7 Immigration and Migration from the Early 1800s to the Present - Many people have immigrated and migrated to New York State contributing to its cultural growth and development.</p>	<p>Analyze the new Black/African American identity through the lens of the Harlem Renaissance.</p> <p>Create a visual chart that demonstrates the resistance of Black people and their influence around the world.</p>

Grade 4 | Plan Overview

LESSON 5: THE POWER OF POETIC EXPRESSION

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How do individuals in communities contribute to their collective success? How can Afrocentric principles inform individuals' understanding of their contribution to community efforts, growth, and sustainability?</p> <p>Objective(s):</p> <p>Students will be able to develop a model garden with a partner and include plants and perimeter measurements.</p> <p>Students will be able to explain the values that are important to them and how they are represented in the logo they create for their garden.</p>	<p>4.5 In Search of Freedom and a Call for Change - How do people, laws, and new technologies shape a nation?</p>	<p>Students listen to poetry, watch/listen to videos of poets, and listen for historical references or ideas about the past.</p> <p>Students annotate the text of the poem to mark those historical references.</p>

Is the Cakewalk a Dance of Freedom or Oppression?

Big Idea	Art Forms as Freedom or Oppression
Enduring Understanding	Historically art forms have been used as either a celebration of freedom or as a form of oppression.
Driving/Essential Question(s)	How does one determine the theme or central idea? How has the cakewalk been used as both a form of celebration and an act of oppression?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> ● 4R3: (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI) ● 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> ● Unit 4: Freedom and the New Nation: Federal, State, and Local Government - What does it mean to be free?
Prior Knowledge Required / Addressing Prior Misconceptions	History of the Cakewalk Dance Dance trends (traditional, social media, etc.) Purpose of American folktales
Resources/Materials	<p>Day 1</p> <p>Cake Walk Video</p> <p>Black Music Scholar Cakewalk History: The Oppressed Walk for Cake Yehoodi The Cakewalk: A Dance of Black Resistance and Celebration</p> <p>Day 2</p> <p>Mirandy and Brother Wind Read Aloud</p> <p>Story Elements Graphic Organizer</p>
Number of days for lesson allocation	2-3 Days. (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Day 1: Students will be able to understand the historical context (continuity and change) of the cakewalk dance.</p> <p>Day 2-3: Students will be able to analyze the theme in the folktale Mirandy and Brother Wind and justify claims of a celebratory or oppressive dance using the Claim, Evidence, and Reasoning (C.E.R.) strategy.</p> <p>Students will explain how they determined a relevant theme based on the actions and motivations of the characters in Mirandy and Brother Wind.</p>
Vocabulary	analyze, infer, justify, folktales, cakewalk, mockery, blackface, minstrel show, oppression, resistance

Grade 4 | Lesson 1

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Day 1

Warm-Up: Students will watch a video to learn more about the history of the [Cakewalk Dance](#). Students will jot down two noticings and one wondering in their notebooks.

Sentence Starters:

- *I notice...*
- *I wonder...*

Day 2

Warm Up: Students will make predictions about *Mirandy and Brother Wind* by Patricia McKissack based on the cover of the book. Students will take turns sharing their predictions with an elbow partner.

Sentence Starters:

- *I predict that...*
- *I think that...*
- *Based on the cover, I can infer that this story will...*

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Day 1: Teacher will think aloud and share observations from cakewalk videos. "I noticed" Black people were dressed up, Black people danced, It was like a contest. "I wondered" Who were the judges? The teacher should ask students to share their noticings and wonderings.

Day 2-3: The teacher will review story elements, with a particular focus on the theme.

Setting: Where does the story take place?

Characters: Who are the main characters?

Plot: What is the sequence of events?

Conflict: What is the problem in the story?

Theme: What is the message that the author wants us, as the readers, to take away?

The Theme is: The overall message an author wants to teach readers. The moral of the story.

The Theme is not: A topic

Say: Today, as we read the folktale, *Mirandy and Brother Wind*, we will be taking notes on the story elements and particularly looking for the theme.

Teacher tip: The teacher should refrain from providing an opinion so students may form their own ideas and thoughts using supporting details from the book.

Grade 4 | Lesson 1

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Day 1 - Understand the origin of the cakewalk dance and how it changed over time.

Students will choose one of the following passages to learn about the origins of a cakewalk and answer the 5 W's: **Who? What? Where? When? and Why?**

[Black Music Scholar | Cakewalk History: The Oppressed Walk for Cake](#)

or

[Yehoodi | The Cakewalk: A Dance of Black Resistance and Celebration](#)

Step 1: **Individually:** Preview one of the two passages. Use a note-catcher or their notebook to take notes on the 5 W's: Who, What, Where, When, and Why.

Step 2: **Partner:** Think-Pair-Share: *What were your noticings and wonderings from the articles?* Use your note catcher and evidence from the article in your discussion.

Day 2-3 - Students will listen to a read-aloud of a selected folktale ([Story Time: Mirandy and Brother Wind](#)) to deepen their understanding of the origins of the cakewalk dance. Afterward, students will state their opinion regarding whether the dance is a form of celebration or an act of resistance.

Students will listen to the read-aloud while taking notes on story elements

[Story Elements Graphic Organizer](#)

- Setting: Where does the story take place?
- Characters: Who is the folktale about?
- Conflict: What is the major conflict, or problem, in the story?
- Plot: What are the major events in the beginning, middle, and end of the story?
- Theme: What is the theme, or lesson, that the folktale teaches?

Students will be organized into groups to complete their note-taking.

Students will respond to guided reading questions (below) using the C.E.R. strategy and appropriate sentence stems in group discussions.

C - Claim

E - Evidence

R -Reasoning

Note: The C-E-R strategy is a recommended writing response method that teachers can choose to replace with another that may be more familiar to their students.

Depending on the level of class, Day 2 can focus on story elements and Day 3 on theme and C.E.R.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Day 1: Small group discussions and conferencing about the 5 W's: **Who, What, When, Where, and Why.**

Day 2: The teacher will check for students' understanding in the following ways:

1. Guiding questions used during the read-aloud.
2. Graphic organizer on plot elements.
3. Written response using C.E.R. or another writing strategy.
4. Student responses and group shares.

Grade 4 | Lesson 1

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Day 1: Exit Slip: What did you learn? What are you surprised about? Tell me everything you know about the Cakewalk.

Day 2: All students will submit their response to question #4: What theme was the author trying to portray to the readers?

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Use Sentence Starters to increase engagement during discussions and writing activities.

Use the website <https://rewordify.com/> to change the reading level of the text

Create Vocabulary lists, either with or without definitions

Modify the text to include highlighting of important or new vocabulary

Lesson Extension/Homework

Students will respond to this prompt: Do you think the cakewalk is a dance of oppression or celebration? Justify your thinking with evidence from the lesson. Be sure to use at least 3 new vocabulary words learned in this lesson in your response.

The Value of Education for Black/African People

Big Idea	Knowledge is Power.
Enduring Understanding	Historically and currently, Black leaders have persisted in the freedom and liberation of Black people through education and literacy.
Driving/Essential Question(s)	In what ways have Black people fought for education and literacy?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> ● 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. ● 4W1: Write an argument to support claim(s) using clear reasons and relevant evidence. ● 4W1b: Use precise language and content-specific vocabulary. <p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> ● 4.5: In Search of Freedom and a Call for Change - How do people, laws, and new technology shape a nation?
Prior Knowledge Required / Addressing Prior Misconceptions	<p>anti-literacy laws, antebellum</p> <p>Misconception: The resistance and the fight for freedom began with the Civil Rights Movement.</p>
Resources/Materials/ Technology	<p>NBC News TikTok - TUT Language</p> <p>Nat Turner's Slave Rebellion</p> <p>How Literacy Became a Powerful Weapon in the Fight to End Slavery</p> <p>Nat Turner's Rebellion, 1831</p> <p>Nat Turner's Rebellion: The African Americans (2:57)</p> <p>Movie Trailer: Birth of A Nation (2:36)</p>
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to understand that anti-literacy laws were enacted against the free and the enslaved.</p> <p>Students will be able to identify the ways Black people sought education and literacy during slavery.</p>
Vocabulary	agency, freedom, dignity, proverbs, communalism, literacy, anti-literacy laws, Alabama slave codes of 1833, proverb, insurrection, antebellum, Nat Turner

Grade 4 | Lesson 2

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Begin with the African proverb, *"Lack of knowledge is darker than night."*

Ask students what they think it means. Students will turn and talk with a partner to discern the meaning of the African proverb.

Explain that African people often teach children lessons through proverbs.

Sentence Starters:

- I think that this proverb means...
- To me, this proverb means...

Mini-Lesson (I Do) (10 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

How Black people who were enslaved found ways to become literate in Western Languages:

The teacher will explain that African descendants have long valued learning. Even during enslavement, when it was against the law for Black people to learn to read, they came up with ingenious ways to learn to read and write.

Ask students to share predictions of examples of those ingenious ways.

The teacher will read aloud the article below, introducing the Tut language, which was used during enslavement and has recently re-emerged via social media. [NBC News | TikTok - TUT Language](#)

Students will take notes on the read-aloud and share reflections during the whole class discussion about the article.

Teacher tip: Teacher should either use a protocol for annotating text that the students are familiar with, or introduce and model annotating text if this is a new skill.

Worktime (We Do and You Do) (30 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will ask students why they think Black people in America wanted to learn to read English. The teacher will also ask why they believe that learning to read and write was prohibited under the law and severely punishable.

Then, begin with explaining the story of Nat Turner to students using the text and video resources below

[Nat Turner's Slave Rebellion](#) (1.57)

[How Literacy Became a Powerful Weapon in the Fight to End Slavery](#)

Enslaved Africans and free Black citizens were prohibited from reading or writing due to the fear of another rebellion like Turner's. New laws were implemented to make the White people feel safe ([Nat Turner's Rebellion, 1831](#)).

Next, the teacher reads an excerpt from *Light in the Darkness* by Lisa Cline-Ransom.

Using evidence from each text, students will discuss in groups of three how Black people saw literacy as a path to freedom and White people considered it a threat.

The teacher can display a current law on banned books and ask students to compare it with the law from what they learned about Nat Turner.

Students will produce a summary (2-3 paragraphs) or listing of important facts (5-8) based on their understanding of the new knowledge gathered in the lesson using the C.E.R. method:

C - Claim

E - Evidence

R - Reasoning

Grade 4 | Lesson 2

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will check for students' understanding in the following ways:

1. Cold-calling students.
2. Infused guiding prompts during read-aloud.
3. Student-led discussions.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

The teacher can select an oral or written assessment of what students have learned by integrating these questions into the reflection:

1. **Exit ticket:** What lessons have you learned about the history of education and the quest for liberation through literacy and laws passed to inhibit that freedom?
2. Write everything that you learned today and use two or three vocabulary words.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Use the website <https://rewordify.com/> to change the reading level of the text

Create vocabulary lists, either with or without definitions

Modify text to include highlighting of important or new vocabulary

Lesson Extension/Homework

Students will select an option for continued practice.

Option 1:

Who was Nat Turner? Explain the connection between Nat Turner, anti-literacy laws, and the Alabama slave codes of 1833. Use the following resources and information from the lesson to support 3 paragraph essay response or a 3-4 minute class presentation.

[Nat Turner's Rebellion: The African Americans](#) (2:57)

[Movie Trailer: Birth of A Nation](#) (2:36)

Option 2:

Think about the following questions: (1) What lessons did you learn from today's discussion? (2) How do those lessons connect to your own life?

Next, create your own proverb based on the new learning and your responses to the questions above.

Black New Yorkers & the “Empire State of Mind”

Big Idea	The Push and Pull Factors Behind the Great Migration
Enduring Understanding	There were Push and Pull factors that led large numbers of Black people to migrate to New York City and other urban areas in the North during the 1890's.
Driving/Essential Question(s)	What are the reasons that Black people migrated to northern cities?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. • 4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic. • NYC SS Scope & Sequence: 4.7: Immigration and Migration from the Early 1800s to the Present - Many people have immigrated and migrated to New York State, contributing to its cultural growth and development.
Curriculum Connections	<p><i>Hidden Voices Global African Diaspora</i></p> <ul style="list-style-type: none"> • Vol. 1 Juan Rodríguez • Vol. 2 Carlos A. Cooks <p><i>Passport to Social Studies</i></p> <ul style="list-style-type: none"> • Unit 3: Day 8: The Purchase of Manhattan • Unit 3: Day 11: The Lives and Perspectives of Different People in Colonial New York
Prior Knowledge Required / Addressing Prior Misconceptions	Commonly known as the capital of Black culture, Harlem has drawn generations of Black Americans from the South and elsewhere. Many writers, musicians, poets, and other artists were drawn to Harlem for opportunity.
Resources/Materials	<p>History Brief: The Great Migration</p> <p>Jacob Lawrence Migration Series- The teacher can display or print a few images</p> <p>Remembering the Great Migration with Jacob Lawrence</p> <p>The Harlem Renaissance. An Artistic Rebirth</p> <p>Celebrating Black Influence on American Cuisine</p> <p>Other Materials:</p> <p>The Great Migration and The Harlem Renaissance Graphic Organizer</p>
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will be able to identify why large numbers of Black Americans migrated to New York City and the cultural contributions of artists, writers, and musicians associated with the Harlem Renaissance.
Vocabulary	Harlem Renaissance, culture, Great Migration, opportunity, jazz, poetry, prejudice, segregation, urban, rural, racism, heritage, cuisine

Grade 4 | Lesson 3

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Gallery Walk

Do: Display images of artwork from Jacob Lawrence's 'Great Migration' series around the room.

(The teacher can print images from the Google image search: *Jacob Lawrence's artwork 'Great Migration' series*). Have students take a quick "gallery walk" around the room to view various visual arts from the period.

Students can have a silent conversation by leaving Post-Its with their thoughts about the artwork on or near the artwork. They can leave a noticing, a wondering, or a connecting thought to someone else's post.

View the video, [History Brief: The Great Migration](#)

Explain that The Great Migration was a historical period in which over six million African Americans left the farmlands and cotton fields of the rural South for better jobs in the northern cities.

Ask: Would you have stayed in the South or migrated to the North?

Have students "turn and talk" about their answers. Select 1-2 students to share their answers.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Teacher will say: Today, we will explore why many Black people migrated to New York City and the cultural contributions they made to the Harlem Renaissance.

Explain to students that they will read an article and recall the previous video they watched on the Great Migration to identify push and pull factors. The teacher will distribute and explain the graphic organizer. Then, the teacher will read aloud the first three paragraphs of [Black New York | The Great Migration](#). While reading the third paragraph, the teacher will pull evidence from the third paragraph to model and complete the push factors within the Great Migration section of the graphic organizer and have students fill in what the teacher modeled.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

We Do: In partner pairs, students should now read the last paragraph and identify the pull factors of the Great Migration.

After the We Do activity, have a brief discussion/summary where students recognize that the move to the northern cities was important to Black people. The move north gave them opportunities to find better jobs, better living arrangements, and a chance to express themselves in various ways.

You Do: The teacher will explain that the Great Migration caused a transformation in artistic expression for the Black community. This transformation was called "The Harlem Renaissance." There was an abundance of artists, dancers, writers, composers, poets, and musicians budding all over Harlem. Their art forms were shared with many different cultures all over.

The teacher will explain to students that they will read the article: [The Harlem Renaissance. An Artistic Rebirth](#), to identify artists/musicians/writers and find their contributions to the Harlem Renaissance. The teacher will explain that students will use the information from their research to complete the graphic organizer. Students should complete the "Fill in the chart with facts about two significant contributors of the Harlem Renaissance?" section of the graphic organizer.

The teacher can decide whether they will have students work independently, within groups, or in partner pairs.

Grade 4 | Lesson 3

The teacher can have the students jigsaw or read the entirety of the article [The Harlem Renaissance. An Artistic Rebirth.](#)

Extend: In a notebook or journal, students will write or create a Harlem Renaissance-inspired poem, song, or drawing.

Support: Write words or at least 1-2 sentences related to the questions with peer or adult guidance.

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher can pose essential questions for discussion: How did Black people shape New York's culture? What are the reasons that Black people migrated to northern cities? What were the cultural contributions of artists, writers, and musicians to the Harlem Renaissance?)

The teacher can pre-assess students' prior knowledge by their responses given during the warm-up period.

The teacher can assess formative knowledge during students' discussions of the Harlem Renaissance video.

The teacher can assess students' understanding by reading the answers to the graphic organizer questions.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Restate major factors of the lesson.

or

Students will complete the 3-2-1 formative assessment. Orally share:

- 3 things you didn't know before.
- 2 things that surprised you about the topic.
- 1 thing you want to start doing with what you've learned.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Repeat directions, extend time, adapt materials (ILP), gradual release of "I do, We do, You do", and provide 1:1 support.

Use the website <https://rewordify.com/> to

- Change the reading level of the text
- Create Vocabulary lists, either with or without definitions
- Modify text to include highlighting of important or new vocabulary

Lesson Extension/Homework

Homework Options:

Watch the video below and then list 3 things that you didn't know about the Black influence on American cuisine.

[Celebrating Black Influence on American Cuisine](#)

or

Ask students and families to take a trip to Harlem and visit some of the sites of the Harlem Renaissance.

Resilience: The Great Migration and the Harlem Renaissance

Big Idea	Black/African Resilience Across Time
Enduring Understanding	How does The Great Migration provide evidence of Black people's resilience? What does the history of Harlem teach us about resilience?
Driving/Essential Question(s)	What is my family lineage?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. • 4W1: Write an argument to support claim(s) using clear reasons and relevant evidence. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 4.1: Geography of New York State: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State. • 4.7: Immigration and Migration from the Early 1800s to the Present - Many people have immigrated and migrated to New York State contributing to its cultural growth and development.
Prior Knowledge Required / Addressing Prior Misconceptions	Commonly known as the capital of Black culture, Harlem has drawn generations of Black people from the South and elsewhere. Many writers, musicians, poets, and other artists were drawn to Harlem for opportunity.
Resources/Materials	<p>The Harlem Renaissance</p> <p>A New African American Identity: The Harlem Renaissance</p> <p>Additional Resource:</p> <p>Langston Hughes and the Harlem Renaissance: Crash Course Literature 215</p> <p>Teacher made T-charts, post-its, markers</p>
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to understand the meaning of the term resiliency.</p> <p>Students will be able to apply the term resiliency to the experience of Black people in New York and around the world.</p>
Vocabulary	cooperation, collaboration, community, Harlem Renaissance, (Black Migration) migration, push factors, pull factors, racial oppression, resilience/resiliency, primary resources, secondary resources

Grade 4 | Lesson 4

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

The teacher will explain that the move of the Great Migration caused a transformation in artistic expression for the Black community. This transformation was called "The Harlem Renaissance." There was an abundance of artists, dancers, writers, composers, poets, and musicians budding all over Harlem. Their art forms were shared with many different cultures all over.

View, [The Harlem Renaissance](#)

Discuss the video and have students share their thoughts from lesson 3.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will explain, today one major key term we will be discussing is **resilience**.

Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands.

The teacher should introduce the article and read aloud the first two paragraphs of the article [A New African American Identity: The Harlem Renaissance](#). The teacher will look for places in the text where resilience is demonstrated among Black people. The teacher will annotate the places in the text where Black people overcame struggles and created a new way of life and influence.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

You Do: The teacher will explain that students will complete reading the rest of the article [A New African American Identity: The Harlem Renaissance](#). The teacher will decide whether their students will complete their activity in partner pairs or small groups. Students will be looking for where resilience is demonstrated among Black people. They will annotate common threads of where Black people overcame struggles and created a new way of life and influence.

The teacher will further explain after reading the article and list things that Black people from the Great Migration overcame, created, and what was their influence in New York and around the world.

Students will respond to the question and write their answers on post-its. The teacher should give students wait time to gather their ideas and post their thoughts.

The teacher should create a 3-column t-chart with columns labeled.

What did Black People Overcome	What forms of expressions were Created	Black People Influence NY & around the world

Grade 4 | Lesson 4

Checks for Understanding (*Throughout Lesson*)

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will check for students' understanding in the following ways:

Discussion Question:

Cultural traditions were transported from many different groups from the continent of Africa to the United States. Many cultures were maintained and integrated with others in order for Black people to survive. What evidence do we see of this in your neighborhood or community?

Closing & Student Reflection (*5 minutes*)

How will you recap and assess student learning for this lesson?

The teacher can close with a discussion.

Now that we recognize the impact of the Great Migration and the Harlem Renaissance, do you believe Black people are resilient? Explain what the Great Migration and Harlem Renaissance demonstrate about the resiliency of Black people.

or

Students will complete the 3-2-1 formative assessment. At the conclusion of the activity, they will need to record the following while working in groups of 2-3:

- 3 things you didn't know before
- 2 things that surprised you about the topic
- 1 thing you want to start doing with what you've learned

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Students will frequently explain their thinking and understanding aloud to their peers and teacher.

Share discussion norms and expectations with students.

Give clear and coherent feedback to students.

Use the website <https://rewordify.com/> to

- Change the reading level of the text
- Create Vocabulary lists, either with or without definitions
- Modify text to include highlighting of important or new vocabulary

Lesson Extension/Homework

Students will summarize what happened to Black people during the Great Migration. Students will explain how Black people practiced resilience during this experience.

The Power of Poetic Expression

Big Idea	Poetry as Power
Driving/Essential Question(s)	<p>How do Black poets demonstrate that they value freedom, perseverance, joy, and agency currently and in the past?</p> <p>How have Black poets demonstrated a commitment to freedom, agency, perseverance, and joy?</p> <p>How can poems by Black poets encourage others to persevere in difficult times?</p>
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL) • 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Misconception: Africans and Black people of African descent in America were without cultural memory.</p>
Resources/Materials/Technology	<p>For Everyone (first 5 minutes)</p> <p>NAACP James Weldon Johnson</p> <p>A Poet to His Baby Son by James Weldon Johnson</p> <p>Transcript and Video:</p> <p>Gorman, A. (2021). The Hill We Climb: An Inaugural Poem for the Country. Viking Books.</p> <p>Video:</p> <p>Poet Amanda Gorman reads 'The Hill We Climb'. (6 minutes; 18 seconds)</p> <p>Something Inside So Strong (5 minutes; 22 seconds)</p> <p>Two highlighters of different colors</p>
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will be able to explain that poetry has been used to critique and discuss power and as a way to remember the past.
Vocabulary	poetry, critique

Grade 4 | Lesson 5

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Opening questions and review: The teacher will ask students what they know about poetry. As students respond, the teacher will jot down the responses on a chart paper or on the board. Then, the teacher can play the first 5 minutes of [For Everyone](#) by Jason Reynolds. Afterward, the teacher could ask students to look at the list they compiled about poetry. Is there anything they want to add to the list? Are there things they want to take away?

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher explains that when poets choose to craft poems, they are sending a message to the readers.

Say: Poems have been used as a way for writers to critique the world around them. Poems can also be a way for the writer to capture moments of the past and present so that readers enjoy the poems many years later, and offer a unique perspective of how we remember the past.

The teacher displays a poem by Harlem Renaissance poet, John Weldon Johnson. The teacher gives a little information on the poet's biography ([NAACP | James Weldon Johnson](#)). Born of parents who were never enslaved, Johnson lived a life with many experiences, including being a school teacher, principal, and the first Black lawyer admitted to the Florida Bar. Johnson left Florida for New York to pursue a career in musical theater. While in New York City, Johnson went to Columbia University and began writing.

Say: This is a poem he wrote soon after the birth of his son. As I read, I want you to think about what message the poet is trying to tell the reader. What words or lines do you hear that help you make a mental image of the past? What words or lines do you hear that let you know the poet is making critiques about the world around him? Then, read an excerpt from [A Poet to His Baby Boy](#). (**PLEASE NOTE:** There is a profane word written in the first stanza. The teacher may choose to omit or talk to the class before reading.)

Discuss together with students. Help students understand that the poet is giving us an image of the past as well as making critiques of the world. Using a highlighter of one color (e.g., blue), highlight lines that give the reader an image of the past. Then, using a highlighter of a different color (e.g., green), highlight lines that give the reader critiques of the world.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Now, tell students that Amanda Gorman is a Black/African American poet. Explain that, like Jason Reynolds and James Wheldon Johnson, Amanda Gorman is using poetry to express critiques of the world and also give readers images of the past.

The teacher will create and distribute a worksheet with the text of Amanda Gorman's poem "The Hill We Climb."

Students will watch and listen to the video of Amanda Gorman reading the poem while listening for historical references or ideas about the past and critiques of the world.

Next, students will listen to "The Hill We Climb" for a second time, this time annotating the text of the poem to mark historical references and critiques of the world using two different color highlighters.

The teacher will lead a discussion about what references the poem contains.

Grade 4 | Lesson 5

Teacher tip: Teacher can use the SWIFT protocol to analyze poetry:

S- Structure

W- Word choice

I- Imagery

F- Figurative Language

T- Tone

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Students share which poet (Jason Reynolds, James Wheldon Johnson, or Amanda Gorman) best met the lesson objective. Which poet best used their writing to create images of the past and critiques of the world? Refer to lines of the poems to defend their opinion.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

SWIFT protocol to guide analysis of poetry.

Use of video, audio, and text of poetry.

Graphic organizer with guiding questions (teacher created based on the level of their students).

Chunk the poetry according to the level and readiness of students.

Highlight new vocabulary words and provide a vocabulary word bank.

Lesson Extension/Homework

Students choose an issue they want to critique and attempt to craft their own poems.

GRADE

5

Aligned with the NYCPS 5th Grade Social Studies Scope & Sequence:
Western Hemisphere

Table of Contents

Grade 5

LESSON NO.	TITLE	PAGE
	Integrated Learning Plan	222
	Lesson Plan Overview	223
Grade 5 BSC Lesson Plan 1	All About Haiti Research Day	225
Grade 5 BSC Lesson Plans 2 and 3	Who is Toussaint Louverture?	228
Grade 5 BSC Lesson Plan 4	Exploring Haitian Art as a Window Into History and Culture	235
Grade 5 BSC Lesson Plan 5	Haitian Art Can Be a Window Into Its History and Culture	238

Grade 5 Integrated Learning Plan

BLACKS STUDIES OVERVIEW

The Black Studies Curriculum for 5th grade hones in on the nation of Haiti. Aligned with unit 3 of the New York social studies curriculum, students will participate in a case study based on Haitian culture. The curriculum outlines Haiti's cultural characteristics, achievements, art, influential people, values, and community. Highlighting individuals such as Toussaint L'Ouverture and Haitian artists, the curriculum prepares students to be able to construct a timeline based on Haitian history and conduct a gallery walk touring classrooms through the timeline.

? FRAMING QUESTIONS

- What are the cultural characteristics and achievements of the nation of Haiti?
- How can the artwork of a particular artist convey the values of their community and identity?
- Who is Toussaint L'Ouverture?
- What were the lasting impacts and effects of the Haitian Revolution on Haiti's 19th Century history?
- How has Haiti cultivated a rich culture?

🎯 LEARNING OBJECTIVES. STUDENTS WILL BE ABLE TO:

- Analyze and grasp a deeper understanding of Haitian culture.
- Determine how key forces such as geographical location, language, population, and opposition to colonization assist in shaping nations.

🎨 ACTIVITIES AND PROJECTS

Some of the activities students will engage in include collaborative learning, group research, gallery walks, jigsaws, constructing a collage, creating a Tap-Tap original painting, debates, and making a timeline on Haitian history.

TEACHER NOTES

Being culturally aware and prepared will allow open conversation and curiosity within the lesson. This will lead to an opportunity to combat potential biases, stigmas, and predispositions against people of African descent. Lead with kindness and sensitivity as you are building student knowledge of all backgrounds.

BRIDGE TO LITERACY

In support of The NYCReads Initiative, we offer this list of book recommendations connected to the themes in each grade level.

- *Radiant Child* by Javaka Steptoe
- *Tap-Tap* by Karen Lynn Williams
- *Freedom Soup* by Tami Charles
- *Auntie Luce's Talking Paintings* by Francie Latour
- *Eight Days* by Edwidge Danticat
- *Toussaint L'Ouverture: The Fight for Haiti's Freedom* by Walter Dean Myers and Jacob Lawrence

Grade 5 | Plan Overview

LESSON 1: ALL ABOUT HAITI RESEARCH DAY

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What are the cultural characteristics, and achievements of the nation of Haiti?</p> <p>Objective(s):</p> <p>Students will be able to identify key components of Haiti's identity as a nation, including but not limited to, geographical location and proximity, language, currency, population, and government.</p>	<p>5.5 Comparative Cultures: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.</p>	<p>Construct observations and formulate questions about Haiti's culture</p> <p>Groups will research various cultural details of Haiti like wildlife, coins, geography, and population</p> <p>Participate in open discussion of findings</p> <p>Present findings and questions</p>

LESSON 2 and 3: WHO IS TOUSSAINT L'OUVERTURE?

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>Who is Toussaint L'Ouverture?</p> <p>Objective(s):</p> <p>Students will be able to read primary resources in order to describe Toussaint L'Ouverture and the role he played in the Haitian Revolution, including his impact.</p>	<p>5.3 European Exploration and its Effects: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound impact on Native Americans and led to the transatlantic slave trade.</p> <p>5.4 Geography in the Western Hemisphere: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.</p>	<p>Students will study primary resources to learn about Toussaint L'Ouverture</p> <p>Students will construct a profile that characterizes the Haitian Revolutionary.</p>

Grade 5 | Plan Overview

LESSON 4: EXPLORING HAITIAN ART AS A WINDOW INTO HISTORY AND CULTURE

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How can the artwork of a particular artist convey the values of their community and identity?</p> <p>Objective(s):</p> <p>Students will be able to closely examine Haitian paintings as a lens to better understand the values and things important to the Haitian community.</p>	<p>5.5 Comparative Cultures: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.</p>	<p>Students will make observations and formulate questions about an image chosen from the resources provided</p> <p>Research Haitian artists</p>

LESSON 5: HAITIAN ART CAN BE A WINDOW INTO ITS HISTORY AND CULTURE

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>Students will create a design representative of Haitian art and tradition.</p> <p>Students will write a paragraph describing their design.</p> <p>Objective(s):</p> <p>Students will be able to learn about Tap-Taps and use the information they gained from videos and books to create their own Tap-Tap that expresses their identity, values, traditions, or interests.</p>	<p>Unit 3: Case Studies: Mexico, United States,</p> <p>Canada, Brazil or Dominican Republic -</p> <p>How do key forces and events shape nations?</p>	<p>Explore contemporary Haitian art through flat metal sculptures</p> <p>Create a Tap-Tap painting that is representative of Haitian culture</p> <p>Construct their own art from everyday life objects</p> <p>Create a culminating TikTok video about the significance of the great Nation of Haiti</p>

All About Haiti Research Day

Big Idea	Traditions and Culture
Enduring Understanding	What are the cultural characteristics, and achievements of the nation of Haiti?
Driving/Essential Question(s)	What are the cultural characteristics, and achievements of the nation of Haiti?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources. • 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. • 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 5.5: Comparative Cultures: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.
Prior Knowledge Required / Addressing Prior Misconceptions	Students will possess some knowledge of historical events happening in the Western Hemisphere.
Resources/Materials	<p>KWL (What I Know, What I Wonder, What I Learned) chart</p> <p>Laptops</p> <p>Graphic Organizers/Social Studies Notebooks</p> <p>Padlet</p> <p>National anthem of Haiti (FR/EN lyrics) - Hymne national d'Haïti</p> <p>Links for Research:</p> <ul style="list-style-type: none"> • Kids National Geographic: Haiti • L'Union Suite: Facts about Haiti • Haiti.org: Haiti At A Glance • Haiti News Today: Haitian Flag • Restavek Freedom: The History of the Haitian Flag
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will be able to identify key components of Haiti's identity as a nation, including but not limited to geographical location and proximity, language, currency, population, and government.
Vocabulary	currency, culture, anthem, accomplishments, coins, wildlife, stamps, nation, bias

Grade 5 | Lesson 1

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Explain to students that they will be launching a new case study about Haiti. Specifically, they will be focusing on Haiti's rich culture, extensive history, the pathway to independence, and the state of Haiti today.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Teacher will say: Today, I want to teach you that whenever you are studying a new nation, it is important not to jump in with your own preconceived notions or biases. We must do the research to gain an overview of the place and its people.

The teacher models the research process by studying the flag of Haiti, considering the following questions ([Haiti News Today: Haitian Flag, Restavek Freedom: The History of the Haitian Flag](#)):

- What am I noticing about this artifact/topic?
- What questions is it raising for me?
- What big ideas can I gather about this nation from my research?

Teacher will say: Turn and tell your partner the steps you noticed I made as a researcher to help me better understand Haiti's history and values from studying its flag.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Teacher will say: So, researchers, today you will be working in groups. It will be your job to begin to get a basic understanding of Haiti as a nation. Remember that we do not lead with our preconceived notions or biases about what we assume about Haiti. We must lead with curiosity. Therefore, as you are working, if something is raising a question for you, jot it down and add it to our KWL chart. We can revisit it later as a class:

Note to teacher: You can utilize the posted resource links to create your own student flash card/fun facts to meet the needs of your students to be able to conduct their research. (Research Organizer and All About Haiti)

Groups for Research:

- Economy (Coins, Currency, Exports, etc.)
- Wildlife
- Language and Government
- National Anthem
- General Geography and Population

Grade 5 | Lesson 1

Checks for Understanding (*Throughout Lesson*)

What opportunities will you provide throughout the lesson to check for student understanding?

Turn and Talk.

Conferring with research teams as you circulate during work time.

Research tracker/notes.

Oral presentation of material to the group.

Closing & Student Reflection (*5 minutes*)

How will you recap and assess student learning for this lesson?

Note to teacher: please ensure to maintain all artifacts as they will be used for the students' cumulative project at the end of lesson 5.

Create a gallery walk of students' research. As students circulate to view their peers' research, they will identify things that they have learned exploring the facts. On post-its students can write the things they have learned and also pose questions, then post them on the artifacts. Students can silently explore, reflect, and post their new understanding. Close with a discussion of a deeper understanding of the cultural characteristics, and achievements of the nation of Haiti.**or**

Students will be split up into groups of 5, with one representative from each research team. They will each be expected to each take 1 minute to present to their group about what they learned and what wonderings they are left with.

Once sharing is done, call attention to and repeat the great researcher/historian moves you see the students make.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Padlet to scaffold for students who struggle with research or organization.

Padlet can have multi-media resources (e.g., videos, songs, images) and reading material to create access for all learners.

Scaffolded note-catcher for students who cannot independently set up their own notebooks.

Guided research support for groups that may be below benchmark.

Lesson Extension/Homework

Homework: Survey family members about what they already know about Haiti, and what wonders they have about Haiti.

Extension 1: Have students pick a different country of interest and write a paragraph (or more) about its key features (e.g., location/geography, language(s), government, wildlife)

Extension 2: Individually or in a group of 2-3, students will learn and then recite the national anthem of Haiti (in English or French): "The Song of Dessalines"

[National anthem of Haiti \(FR/EN lyrics\) - Hymne national d'Haïti](#)

Who is Toussaint L'Ouverture? Part 1

Big Idea	The Impact of Toussaint L'Ouverture
Enduring Understanding	How can students use primary resources to learn about and construct a profile that characterizes Toussaint L'Ouverture?
Driving/Essential Question(s)	In what ways have Black people fought for education and literacy?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 5R3: In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. • 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. • 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. <p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 5.3: European Exploration and its Effects: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound impact on Native Americans and led to the transatlantic slave trade. • 5.5: Comparative Cultures: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.
Curriculum Connections	<p><i>Hidden Voices Global African Diaspora</i></p> <ul style="list-style-type: none"> • Vol. 1 New York City Slave Revolt of 1712 • Vol. 1 Dutty Boukman
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Geography of Hispaniola</p> <p>Haitian Revolution</p> <p>Slavery</p> <p>European invasion</p> <p>African descents</p>
Resources/Materials/ Technology	<p>KWL (What I Know, What I Wonder, What I Learned)</p> <p>Chart Computers (Optional)</p> <p>National Portrait Gallery (UK): Toussaint L'Ouverture</p> <p>Read Aloud</p> <ul style="list-style-type: none"> • The NIB: The Slave Revolution That Gave Birth to Haiti • Library of Congress Primary Source Analysis Tool <p>Primary Resource Collection:</p> <ul style="list-style-type: none"> • Ebeckman.org Primary Resources on L'Ouverture <p>Additional Secondary Research Resources:</p> <ul style="list-style-type: none"> • Ebeckman.org Who is Toussaint L'Ouverture? • Black Past: Toussaint L'Ouverture (1743-1803) • Egalite for All: Toussaint L'Ouverture and the Haitian Revolution - 2009 [Full] (2:01)
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)

Grade 5 | Lesson 2

Objective

What do you want students to understand/learn?

What do you want students to be able to do?

Students will be able to read primary sources in order to describe Toussaint L'Ouverture and the role he played in the Haitian Revolution, including his impact.

Vocabulary

Toussaint L'Ouverture, revolt, rebellion, Haitian Revolution, Hispaniola

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Project images of Toussaint L'Ouverture (can be found at [National Portrait Gallery \(UK\): Toussaint L'Ouverture](#)).

Teacher will say: We are not sure which of these images most accurately represents Toussaint L'Ouverture.

Opening Questions / Activities:

- Students will complete a KWL Chart to share their prior knowledge about Toussaint L'Ouverture and/or the Haitian Revolution. Students will begin by completing the (K) section of the chart only. (1-2 minutes)
- If Toussaint L'Ouverture is so important, why might we not know what he looked like?
- How can we find out who Toussaint L'Ouverture was?

Conduct a KWL chart with students to elicit both, what they already know about Haiti, as well as what they would like to learn about Haiti as a country. This information should be put onto an anchor chart and constantly updated and revisited across the unit.

Teacher Tip: A KWL chart is a table with three columns. The headings of those columns are What do you know? What do you wonder? What have I learned? Students complete the first two columns before researching and complete the last column after researching.

Mini-Lesson (I Do) (10 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Teacher will say: During the next two lessons, we are going to learn about Toussaint L'Ouverture and the role he played in the Haitian Revolution. We will use the information we gain about Toussaint L'Ouverture to better understand the Haitian Revolution. Students will return to their KWL Chart to complete the (W) section of the chart only, sharing what they would like to know about Toussaint L'Ouverture and/or the Haitian Revolution. (1-2 minutes)

Today, we will begin by gathering background information on the Haitian Revolution and then read primary resources to learn more about Toussaint L'Ouverture and the role he played in the revolution.

Read-Aloud: Background on the Haitian Revolution: [The NIB: The Slave Revolution That Gave Birth to Haiti](#)

Teacher model: Use the [Library of Congress Primary Source Analysis Tool](#) to take notes and analyze the story above on the Haitian Revolution. Explain that although this is not a primary source, we will follow the same steps of analysis to think about primary sources about Toussaint L'Ouverture and the Haitian Revolution.

Grade 5 | Lesson 2

Worktime (We Do and You Do) (30 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Day 1

In groups, students (expert groups) will read [Ebeckman.org Primary Resources on L'Ouverture](#) related to the Haitian revolution and Toussaint L'Ouverture. Students will read and mark up documents in the following way: underline key ideas, write a summary or main idea statements, jot questions in the margin, and circle ideas that need clarification.

Students will answer the following questions and create a card/sheet with information about the source and author.

- How does your primary resource portray Toussaint L'Ouverture?
- What is the author's point of view about the Haitian Revolution and Toussaint L'Ouverture?
- What is the author's relationship to the Haitian Revolution and Toussaint L'Ouverture? (scaffolding questions)
- Who was Toussaint L'Ouverture? (use quotes from the text to support)

Teacher Tip: If students struggle to pull out important details about L'Ouverture, you can use the additional secondary resources to give students access to the material and background knowledge.

Additional Secondary Research Resources:

- [Ebeckman.org Who is Toussaint L'Ouverture?](#)
- [Black Past: Toussaint L'Ouverture \(1743-1803\)](#)
- [Egalite for All: Toussaint L'ouverture and the Haitian Revolution - 2009 \[Full\] \(2:01\)](#)

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Participation in class discussion.

Participation in group discussion.

Source card/sheet.

Teachers should collect task cards before day two to check for any misconceptions or missing features.

Teachers should give students feedback on task cards. This will support students' revisions during day two before moving into jigsaw groups.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Exit ticket: Students will complete the last section (L) of the KWL chart, listing their findings about who Toussaint L'Ouverture was and his influence during the Haitian revolution. The teacher will collect the KWL chart at the end of class.

Grade 5 | Lesson 2

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Provide students with sentence starters to help support their thinking and discussion of the topic (i.e., I think that...because, one idea that supports this is..., the author of this document feels that...I know this because...)

Graphic organizers to support how to arrive at some of the inferences as they read.

Vocabulary words and definitions to accompany articles (highlight the words within the article and provide another sheet with definitions).

Lesson Extension/Homework

Students write a paragraph recommending that Toussaint L'Ouverture be taught and added to social studies textbooks when discussing enslavement, rebellions, and conquers. Students may use the following extension resource to support their argument:

Toussaint L'Ouverture - Extension resource

[Egalite for All: Toussaint L'Ouverture and the Haitian Revolution - 2009 \[Full\]](#) (2:01)

Who is Toussaint L'Ouverture? Part 2

Big Idea	The Impact of Toussaint L'Ouverture
Enduring Understanding	How can students use primary resources to learn about and construct a profile that characterizes Toussaint L'Ouverture?
Driving/Essential Question(s)	How can students use primary resources to learn about and construct a profile that characterizes Toussaint L'Ouverture?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 5R3: In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. • 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. • 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. <p>NYC SS Scope & Sequence:</p> <ul style="list-style-type: none"> • 5.3: European Exploration and its Effects: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound impact on Native Americans and led to the transatlantic slave trade. • 5.5: Comparative Cultures: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.
Curriculum Connections	<p>Hidden Voices Global African Diaspora</p> <ul style="list-style-type: none"> • Vol. 1 Dutty Boukman <p>Passport to Social Studies</p> <ul style="list-style-type: none"> • Case Study: Dominican Republic: Lesson 3: Whatever Happened to Hispaniola?
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Geography of Hispaniola Haitian Revolution Slavery European invasion African descents</p>
Resources/Materials	<p>KWL (What I Know, What I Wonder, What I Learned) Chart Computers (Optional) National Portrait Gallery (UK): Toussaint L'Ouverture Read Aloud The NIB: The Slave Revolution That Gave Birth to Haiti Library of Congress Primary Source Analysis Tool Primary Resource Collection: Ebeckman.org Primary Resources on L'Ouverture Additional Secondary Research Resources: Ebeckman.org Who is Toussaint L'Ouverture? Black Past: Toussaint L'Ouverture (1743-1803) Egalite for All: Toussaint L'Ouverture and the Haitian Revolution - 2009 [Full] (2:01)</p>
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)

Grade 5 | Lesson 3

Objective

What do you want students to understand/learn?
What do you want students to be able to do?

Students will be able to read primary sources in order to describe Toussaint L'Ouverture and his role in the Haitian Revolution, including his impact.

Vocabulary

Toussaint L'Ouverture, revolt, rebellion, empire, Haitian Revolution, Hispaniola

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Share images of Toussaint L'Ouverture. Allow students to turn and talk about what they learned the previous day.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Teacher will say: Today, we will use the information we gain about Toussaint L'Ouverture to better understand the Haitian Revolution. We will hear from other groups to learn from one another.

The teacher will share a short video clip (approximately 3 minutes) about Toussaint L'Ouverture beginning at 2:01, using the clip below:

[Egalite for All: Toussaint L'Ouverture and the Haitian Revolution - 2009 \[Full\]](#)

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Day 2

Students will meet in expert groups to review notes and the teacher's feedback and make revisions. They will go over the information on their cards to clarify misconceptions.

Students move into their jigsaw groups to share their interpretations of the source and discuss their analysis. In jigsaw groups, students will describe Toussaint L'Ouverture.

Next, expert groups will compose a 2-3 paragraph statement to share with the whole class (using evidence compiled from Day 1 and Day 2) recommending that Toussaint L'Ouverture and the Haitian Revolution be taught and added to social studies workbooks and textbooks for discussions relating to historical themes like enslavement, abolition, revolution, and empire building.

Grade 5 | Lesson 3

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Participation in class discussion.

Participation in group discussion.

Source card/sheet.

Teachers should collect task cards before day two to check for any misconceptions or missing features.

Teachers should give feedback to students on task cards. This will support students' revisions before they move into jigsaw groups.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Day 2 Conclusion

The class will come together and share their findings about who Toussaint L'Ouverture was and his influence during the Haitian revolution.

In the wrap-up, ensure students have identified and responded to the three posing questions. The teacher can post student responses on chart paper.

1. Who was Toussaint L'Ouverture in the beginning?
2. Who did he become?
3. Explain what you believe to be Toussaint L'Ouverture's greatest accomplishment.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Provide students with sentence starters to help support their thinking and discussion of the topic (i.e., I think that...because...one idea that supports this is...the author of this document feels that...I know this because...).

Graphic organizers to support how to arrive at some of the inferences as they read.

Vocabulary words and definitions to accompany articles (highlight the words within the article and provide another sheet with definitions).

Lesson Extension/Homework

Discuss/share 2-3 facts that you have learned about Toussaint L'Ouverture and his role in the Haitian Revolution (with a friend/family member)

or

Share 1 informational social media post with your followers, adding the hashtags #toussaintlouverture #globalhistory to your post.

Exploring Haitian Art as a Window Into History and Culture

Big Idea	Art as Communications
Enduring Understanding	How can the artwork of a particular artist convey the values of their community and identity?
Driving/Essential Question(s)	What is my family lineage?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. • 5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 5.5: Comparative Cultures: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.
Prior Knowledge Required / Addressing Prior Misconceptions	Close Reading/Studying of a painting Theme work
Resources/Materials	<p>Computers or Prints of Art Work Videos on Haitian Art</p> <ul style="list-style-type: none"> • Life after Earthquake • PBS Wedu Art Plus: Haitian Art Collective <p>Images of Haitian Art:</p> <ul style="list-style-type: none"> • Figge Art Museum: Haitian Collection <p>History and Key Features in Haitian Art</p> <ul style="list-style-type: none"> • [Archive] Discover Haiti: A History of Haitian Art
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will be able to closely examine Haitian paintings as a lens to better understand the values and things important to the Haitian community.
Vocabulary	prominent, beliefs

Grade 5 | Lesson 4

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Invite students to pick something important to their identity (e.g., family, faith, friendship, language). Give students 5 minutes to, on their own, create a sketch with color that represents that piece of their identity. Have students share in groups.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Teacher will say: Today, I want to teach you that, just as you have seen how you can create a piece of art that exemplifies part of your identity, so too can artists from different regions. We can understand this by looking carefully at the images and ask ourselves:

- What is shown? What is not shown?
- What is most prominent in the picture/what is in the background?
- What is the reason for the use of/lack of color?
- What does the message of the painting seem to be?

During our time together today, we will examine two videos and various images to answer the question, "What does Haitian art reveal about its culture and beliefs?"

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Choose one image from the [Figge Art Museum: Haitian Collection](#) or [PBS Wedu Art Plus: Haitian Art Collective](#) resources to model for children how you look closely at a painting and notice what's evident and what conclusions you can draw/questions you can grow.

Once they have done this, students will break into groups to explore the resources listed above (videos and painting archive).

Teacher Tip: If you are unable to use computers, groups can be given printouts of the various Haitian Art pieces instead.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Listen to turns and talks to see if students are applying the critical thinking skills of the lesson.

Look at students' recorded notes about each of the images/videos.

1:1 Conferring with students as they work to ensure an understanding of strategy and lesson objectives.

Grade 5 | Lesson 4

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Bring students together as a team and have each group report their ideas and wonderings. Take notes on chart paper and post them around the room.

Teacher will say: Researchers, you've done a tremendous job today. But, just like with all of our units, we must remember not to make any assumptions about individuals or groups. As a research team, we will continue to explore the country of Haiti to add to our growing understanding of its beauty and the challenges the Haitian people faced/face.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Provide sentence starters/graphic organizers to anchor the research for learners who may struggle to synthesize their thoughts.

Strategy chart for unpacking a painting/video. Using this strategy, the teacher can consider asking the following probing questions:

- What do you see?
- Who or what do you think was influential in this piece?
- What is shown? What is not shown?
- What is most prominent in the picture/what is in the background?
- What is the reason for the use of/lack of color?
- What does the message of the painting seem to be?

Vocabulary list with definitions.

Lesson Extension/Homework

Research Haitian artists who are influenced by the art of their Haitian background (i.e., Jean-Michel Basquiat).

Haitian Art Can Be a Window Into Its History and Culture

Big Idea	Haitian Art, History, and Culture
Driving/Essential Question(s)	How can students create and design Haitian art and tradition? How can students describe their design?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 5.W.2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. • 5.SL.1: Art Standards: Combine ideas to generate an innovative idea for artmaking. Experiment and develop skills in multiple artmaking techniques and approaches through practice <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 5.5: Comparative Cultures: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. <p>Art Standards:</p> <ul style="list-style-type: none"> • Combine ideas to generate an innovative idea for artmaking. Experiment and develop skills in multiple artmaking techniques and approaches through practice.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Haitian artist</p> <p>Haitian artwork</p>
Resources/Materials/Technology	<p>Read Aloud: I Want to Ride a Tap Tap by Danielle Joseph</p> <p>Video: How to Create a Tap-Tap Bus</p> <p>White drawing paper</p> <p>Colored markers</p> <p>Pencils</p> <p>Tap-Tap pattern</p> <p>Map of the Americas</p> <p>Books on Haiti and Haitian art</p> <p>Background on Haitian artists</p>
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will be able to learn about Tap-Taps and use the information they gained from videos and books to create their own Tap-Tap that expresses their identity, values, traditions, or interests.
Vocabulary	Haiti, Hispaniola, Tap-Tap, Tainos, Haitian Kreyol

Grade 5 | Lesson 5

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Haitian artists are known for their flat metal sculptures made from recycled oil drums and painted in bright colors. One of the most interesting expressions of Haitian art is the Tap-Tap, a small bus with brightly colored designs. The artist always plans designs on paper before transferring them to the metal for cutting and painting. The subjects of these paintings are usually found in everyday life and religion. Haiti has exported art all over the world. Contemporary Haitian art is greatly valued, collected, and part of museum collections.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Discuss Haitian art and traditions. You might want to use books on Haitian art and traditions. Discuss with students what a "Tap-Tap" is.

Teacher will say: Tap-Taps are privately owned and elaborately painted buses or pickup trucks that serve as shared taxis. They follow fixed routes, and riders can disembark at any time simply by tapping the wall or ceiling. Tap-Taps are part of the very vibrant Haitian art scene. The Tap-Tap is known for its lavish decoration, and many feature wild colors and portraits of famous people.

The teacher can read one of the books below or show one of the videos to give students inspiration for creating their own Tap-Tap

Book Recommendations

- *Masterpieces of Haitian Art* by Candice Russell
- *Tap Tap* by Karen Lynn Williams

Videos recommendations

[Read Aloud: I Want to Ride a Tap Tap](#) by Danielle Joseph

[Video: How to Create a Tap-Tap Bus](#)

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Distribute materials for students to create a painting representative of Haitian art by designing their own Tap-Tap. Students will write a paragraph that describes the meaning of their designs.

Participation in class discussions.

Completion of Tap-Tap design.

Paragraph describing Tap-Tap.

Noticing similarities and differences between classmates' Tap-Taps.

Grade 5 | Lesson 5

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Students present their Tap-Taps to the class and read their five-sentence paragraph descriptions of their designs.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Pre-cut buses for students to just design their Tap-Tap.

Paragraph sentence starters.

Bank of ideas to give students inspiration for their Tap-Tap.

Lesson Extension/Homework

Students will decorate something from their everyday life (e.g., pen, jewelry, shoes, or poster) to exhibit their own ideas, identity, and/or culture to others.

Students can now become experts on the nation of Haiti and choose to create a TikTok video or a slideshow to teach others about the great country of Haiti.

The culmination of Lessons 1-5: Students can demonstrate their expertise on the nation of Haiti and create a short 1-3 minute(s) TikTok video that considers:

- At least two facts about the country of Haiti
- At least two facts about Toussaint L'Ouverture
- At least two examples of Haitian art and culture
- Include resources and classwork from lessons 1-5 in the final TikTok presentation

(Alternative tech tool: iOS app [ShadowPuppet](#) OR the website/app [FlipGrid](#))

BLACK STUDIES

AS THE STUDY OF THE WORLD

Grades

6-8

Lesson Plans



GRADE

6

Aligned with the NYCPS 5th Grade Social Studies Scope & Sequence:
Eastern Hemisphere

Table of Contents

Grade 6

LESSON NO.	TITLE	PAGE
	Integrated Learning Plan	244
	Lesson Plan Overview	245
Grade 6 BSC Lesson Plan 1	Influence of Power—Project Launch	251
Grade 6 BSC Lesson Plan 2	An Archeological Dig	255
Grade 6 BSC Lesson Plan 3	Credibility of Sources	259
Grade 6 BSC Lesson Plan 4	Cause and Effect Relationships: Power and Human Rights	263
Grade 6 BSC Lesson Plan 5	Cause and Effect Relationships: Freedoms	267
Grade 6 BSC Lesson Plan 6	Field Research Presentation	271
Grade 6 BSC Lesson Plan 7	Organizing for Collective Action	274
Grade 6 BSC Lesson Plan 8	Appealing to an Audience	277
Grade 6 BSC Lesson Plan 9 & 10	Presentations on the Influence of Power	280

Grade 6 Integrated Learning Plan

BLACKS STUDIES OVERVIEW

Through an interdisciplinary lens, students will begin learning about the geography of the Eastern Hemisphere through an inquiry-based exploration of the central question: Does geography determine development? Questions that students explore will bridge the transition from Unit 1 through Unit 5 across the following areas: The Geography of the African Continent, Archeological Explorations of Ancient African Civilizations of the Classical Era, African Religions and Spiritual Traditions, African Contributions to Greek and Roman Civilizations, The Influence of Power on Global Geographies, and Africa and the Mediterranean and Indian Ocean Worlds.

? FRAMING QUESTIONS

- In what ways have people in power influenced people's rights and freedoms?

🎯 LEARNING OBJECTIVES. STUDENTS WILL BE ABLE TO:

- Recognize the African continent in the global world.
- Understand the development of civilizations and the contributions of civilizations in ancient and contemporary Africa.
- Understand the role of a social scientist and analyze relationships of power.
- Draw conclusions about power relationships from various types of artifacts and readings.
- Analyze credible sources for those in power and those impacted.
- Conduct field research.
- Create a field research presentation.

📁 ACTIVITIES AND PROJECTS

The 10 lessons presented here are designed to work together toward a culminating student presentation of research and learning. Some of the activities and projects students will engage in include inquiry-driven discussions, gallery walks, archeological explorations, small-group jigsaw research and project-based lesson extensions.

TEACHER NOTES

Key pedagogical knowledge for these lessons includes an understanding of the characteristics of civilizations. Additional helpful background knowledge includes existing knowledge of New York City history and current events, as well as some background knowledge of Aksum, Egyptian and Kush empires. Language sensitivity will be needed during discussions that may present opportunities to dispel biases, stereotypes and prejudices toward the continent of Africa and/or people from African countries. Lesson for intuitive opportunities to support African/African American and other students in understanding their connection(s) to Africa. Be mindful of possible student identity development opportunities to build pride through understanding history and legacy. Teachers will need to help students contextualize hard histories and contextualize how people and cultures demonstrate resilience and triumph over oppression.

BRIDGE TO LITERACY

In support of The NYCReads Initiative, we offer this list of book recommendations connected to the themes in each grade level.

- ***Planet Middle School*** by Nikki Grimes
- ***The Kaya Girl*** by Mamle Wolo
- ***Fibbed*** by Elizabeth Agyemang
- ***Crossing the Stream*** by Elizabeth-Irene Baitie
- ***Auma's Long Run*** by Eucabeth Odhiambo

Grade 6 | Plan Overview

LESSON 1: THE INFLUENCE OF POWER-PROJECT LAUNCH

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>In what ways have people in power influenced people's rights and freedoms?</p> <p>Objective(s):</p> <p>Students will be able to understand the role of a social scientist and analyze relationships of power.</p>	<p>6.2 The First Humans Through the Neolithic Revolution in the Eastern Hemisphere: The first humans modified their physical environment as well as adapted to their environment.</p> <p>6.2d Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points.</p>	<p>Engage core vocabulary to inform learning experiences.</p> <p>Stations Activity: At each station, students should be given 6-8 minutes to observe, reflect, and question the artifact and make observations and create questions.</p>

LESSON 2: AN ARCHEOLOGICAL DIG

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>In what ways have people in power influenced people's rights and freedoms?</p> <p>Objective(s):</p> <p>Students will be able to draw conclusions about power relationships from various types of artifacts and readings.</p>	<p>6.1 Present-Day Eastern Hemisphere Geography: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.</p> <p>6.1b Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.</p> <p>6.2 The First Humans Through the Neolithic Revolution in the Eastern Hemisphere: The first humans modified their physical environment as well as adapted to their environment.</p> <p>6.2b Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.</p>	<p>See, Think, Wonder: Model of Egyptian Nile Boat is an Ancient Egyptian wood artwork created between 2160 BCE and 2130 BCE. It lives at the National Museum of Denmark in Denmark.</p> <p>Students read assorted text, observe images, artifacts, and videos then complete a note-catcher in their notebook or collaborate on a Google Slide.</p>

Grade 6 | Plan Overview

LESSON 3: CREDIBILITY OF SOURCES

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>In what ways have people in power influenced people's rights and freedoms?</p> <p>Objective(s):</p> <p>Students will be able to analyze credible sources for those in power and those impacted.</p>	<p>6.3 Early River Valley Civilizations in the Eastern Hemisphere (c. 3500 BCE – c. 500 BCE): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p>6.3d Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.</p>	<p>Students watch a video as social scientists to observe, to question, and to analyze.</p> <p>Students will begin their research for their final project. If working in groups, explain to students that they will be working with this group for the next couple of lessons and working towards their final project.</p>

LESSON 4: CAUSE AND EFFECT RELATIONSHIPS: POWER AND HUMAN RIGHTS

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>In what ways have people in power influenced people's rights and freedoms?</p> <p>Objective(s):</p> <p>Students will be able to analyze credible sources for the cause and effect relationship between those in power and individual people's rights.</p>	<p>6.3 Early River Valley Civilizations in the Eastern Hemisphere (c. 3500 BCE – c. 500 BCE): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p>6.3a. Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</p> <p>6.3c. Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</p> <p>6.3d. Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.</p>	<p>In groups, students use the same artifacts and sources gathered and vetted from previous lessons, to create a T-chart that analyzes the relationship of cause and effect.</p>

LESSON 5: CAUSE AND EFFECT RELATIONSHIPS: FREEDOMS

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>In what ways have people in power influenced people's rights and freedoms?</p> <p>Objective(s):</p> <p>Students will be able to analyze credible sources for the cause and effect relationship between those in power and individual people's freedoms.</p>	<p>6.3 Early River Valley Civilizations in the Eastern Hemisphere (c. 3500 BCE – c. 500 BCE): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p>6.3a. Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.</p> <p>6.3c. Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</p> <p>6.3d. Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.</p>	<p>Listen and analyze the song lyrics to the song Freedom by Jon Batiste.</p> <p>Think Pair Share: What are the limits to freedoms? How do we respect other people's freedoms?</p> <p>In groups, students use the same artifacts and sources gathered and vetted from previous lessons to create a T-chart that analyzes the relationship of cause and effect</p>

LESSON 6: FIELD RESEARCH PRESENTATION

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>In what ways have people in power influenced people's rights and freedoms?</p> <p>Objective(s):</p> <p>Students will create a project outline for their field research presentation.</p>	<p>6.3 Early River Valley Civilizations in the Eastern Hemisphere (c. 3500 BCE – c. 500 BCE): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p>6.3c. Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</p> <p>6.3d. Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.</p>	<p>Review the criteria for success (review the rubric).</p> <p>Create an outline for your presentation.</p>

LESSON 7: ORGANIZING FOR COLLECTIVE ACTION

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>In what ways have people in power influenced people's rights and freedoms?</p> <p>Objective(s):</p> <p>Students will be able to create a field research presentation by working collaboratively with peers.</p>	<p>6.3 Early River Valley Civilizations in the Eastern Hemisphere (c. 3500 BCE – c. 500 BCE): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p>6.4 Comparative World Religions (c. 2000 BCE – c. 630 CE): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.</p>	<p>Watch the video Courage is Contagious. While you watch the TED Talk, use a note-catcher to jot down your ideas.</p> <p>Continue working on projects in groups with a focus on collaborative action.</p>

Grade 6 | Plan Overview

LESSON 8: APPEALING TO AN AUDIENCE

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>In what ways have people in power influenced people's rights and freedoms?</p> <p>Objective(s):</p> <p>Students will be able to create a presentation of my field research that is engaging to an audience.</p>	<p>6.3 Early River Valley Civilizations in the Eastern Hemisphere (c. 3500 BCE – c. 500 BCE): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p>6.4 Comparative World Religions (c. 2000 BCE – c. 630 CE): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.</p>	<p>Watch the video The Danger of Silence. While you watch the Ted Talk, use a note-catcher to jot down ideas.</p> <p>Group brainstorming.</p> <p>Focused work time on their collaborative field report project.</p>

LESSON 9-10: PRESENTATIONS OF POWER

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>In what ways have people in power influenced people's rights and freedoms?</p> <p>Objective(s):</p> <p>Students will be able to deliver a presentation of their field research that is engaging to an audience.</p>	<p>6.3 Early River Valley Civilizations in the Eastern Hemisphere (c. 3500 BCE – c. 500 BCE): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.</p> <p>6.4 Comparative World Religions (c. 2000 BCE – c. 630 CE): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.</p>	<p>Students practice presenting projects.</p> <p>Students use peer evaluation rubric as a guide.</p>

The Influence of Power - Project Overview

Goal	Students will be able to interrogate the ways in which people in power are able to influence people's rights and freedoms
Role	Social scientists: Social scientists study all aspects of society—from past events and achievements to human behavior and relationships among groups.
Audience	class community, school community, larger community
Product	<p>As social scientists, students will create a field report on the following guiding question: In what ways have people in power influenced people's rights and freedoms?</p> <ul style="list-style-type: none"> • Format of product: • Google Slides • Project board • Documentary • Podcast • Blog • Essay
Assessment Standard (Criteria for Success)	<p>Task Description: As social scientists you researched a topic that identified a person/person in power as a cause and their effect on the rights and freedoms of an individual/people.</p> <p>Create your field report on the following guiding question: In what ways have people in power influenced people's rights and freedoms? Then, think about the potential significance of your field report. So what? Why is it important for us to learn about these past relationships OR Now what? What can I or others do with this information? Then, you will deliver an oral or digital presentation of your field research project that is appealing to audience members.</p> <p>Rubric for Research Project (teacher made resource)</p>
Final Assessment: Field Research Project	<p>Key Skills:</p> <ul style="list-style-type: none"> • Analyzing cause and effect relationships • Conducting research • Understanding who is in power and who it impacts • Understanding where power comes from • Understanding the relationship between power and individuals' rights and freedoms <p>Formative Assessments:</p> <ol style="list-style-type: none"> 1. Observations and questions on social scenario 2. Research page 3. Research page: Cause and Effect: People's Rights 4. Research page: Cause and Effect: People's Freedoms 5. Project outline

The Influence of Power—Project Launch

Big Idea	The relationship between Power, Influence and the Government
Enduring Understanding	Power equals influence.
Driving/Essential Question(s)	In what ways have people in power influenced other people's rights and freedoms?
Standards Addressed	<p>Social Studies Practices</p> <ul style="list-style-type: none"> • A.5. Identify implicit ideas and draw inferences with support • C.6. Understand the role that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analysis of case studies in the Eastern Hemisphere in the same historical period with teacher support. <p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 6LS1: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 6.2: The First Humans Through the Neolithic Revolution in the Eastern Hemisphere: The first humans modified their physical environment as well as adapted to their environment. • 6.2d: Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points.
Prior Knowledge Required / Addressing Prior Misconceptions	Power as a concept. How people with power or in powerful positions can affect social dynamics with regard to (in)equality and (in)justice.
Resources/Materials	<p>Laptops and/or tablets for stations Headphones for stations Student notebooks or loose leaf paper for T-chart and notes Smartboard or printed image for modeling</p> <p>How can governments represent people (Source: www.newsela.com). If you do not have a Newsela account use this alternative: Introduction: Crash Course U.S. Government and Politics World Changing Women (Source: www.newsela.com). If you do not have a Newsela account use these alternatives: 10 Most Influential Black Women (Source: Zero2Hero/YouTube) and 10 Black Women Activists You Didn't Hear About in High School (Source: Zero2Hero/YouTube) Image analysis: What We Know So Far About the Buffalo Mass Shooting (Source: www.npr.org) African Kingdoms and Empires (Source: kids.britannica.com)</p>
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will be able to understand the role of a social scientist and analyze relationships of power.
Vocabulary	power, social scientist

Grade 6 | Lesson 1

Opening/Warm up/Do Now/ Hook (5 minutes)

How will open the lesson and connect the learning to students' identities and/or funds of knowledge?

Quick Write:

1. What does power mean to you? Who has power in your classroom, life, home or community?
2. Do you have power?

Teachers will explain to students that they have 2-3 minutes to "Quick Write" in their notebooks on the two questions above.

During this time, the teacher circulates and conferences with students who seem to be struggling. Possible connections to make:

- Superheroes and superpower
- The power of government
- The power to make change
- Physical power
- Mental power
- Power of social media

After a "Quick Write", the whole class will hold a discussion. Explain to students that in this unit, we will be positioned as social scientists who observe and question everything. Encourage them to pose questions about power and what they perceive power to be.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Say: Power is the capacity or ability to direct or influence the behavior of others or the course of events.

Have students think, pair, share: What is the difference between/Is there a difference?

- Power and control?
- Power and influence?
- Power and leadership?

Explain that when a person or a group of people have power, they can control, influence, and are in leadership positions.

Social Scientist: As a social scientist, you are responsible for studying and researching the link between society and human behavior. Some ways social scientists do that is by making observations and creating questions.

Model: Piye (formerly known as Piankhy) who actually conquered and took control of Egypt and annexed it to the Kingdom of Kush (747-716 BCE) during the third year of his reign. Piye founded the Kushite Twenty-fifth Dynasty of Egypt, and his successor was Shabaka.

Teacher Think-aloud

Teacher retrieves and projects the royal procession image from [King Piye, the great Nubian Pharaoh](#)

(Source: www.theafricanhistory.com).

Say: What details can I observe from this image?

(Whole picture analysis) At first glance: I can see a huge gathering of people. They are dressed in white linen. I see a throne being carried made from gold. I see a person with a spear and a shield. I see at the front a strong man with animal fur draped around him.

Upon a closer look: what else can I see? There are horses in the background, and they are decorated. I see the men carrying the throne are barefoot. I see that the man in front has his hand raised.

Grade 6 | Lesson 1

Say: What questions do we have about this image? Is the man in the front wearing animal fur a hunter? Is he the leader of the people since he is at the front with his hand raised? Why do some of the men have weapons, like the spear? Who has the power in this image? Who is being controlled?

Who is ordering the men that are barefoot to carry this throne? Are they enslaved people? Are they soldiers?

So what? Ancient civilizations had systems of power. They had tools and realized the value of gold. Even in ancient civilizations, people were enslaved.

Now what? How does this compare to civilizations today? Do we still have enslaved peoples today? What are our systems of power? And what do we value?

(This protocol will be used throughout this mini-unit as the closing.)

Teacher explains to students that today, they will be doing the same observation and questioning protocol that we did together with the opening image.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Stations Activity - Refer to [Stations: Interacting with Multiple Texts Teaching Strategy](#) (Source: www.facinghistory.org). For this activity, students should remain in each station for approximately 6-8 minutes in pairs or groups and rotate. An alternative to physical stations is to create digital stations using Padlet, Jamboard, or a Google Doc with links.

Station 1 - Videos: [How can governments represent people?](#) Or [Introduction: Crash Course U.S. Government and Politics](#)

Station 2 - Interactives: World Changing Women and Women Activists. Or 10 Most Influential Black Women! and 10 Black Women Activists You Didn't Hear About in High School

Station 3 - Current Event Image: The 2022 mass shooting in Buffalo, New York is the recent example of targeted racial violence. Teacher retrieves and presents the image of people praying outside the scene of the May 14, 2022, shooting at a supermarket in Buffalo, New York from [What We Know So Far About the Buffalo Mass Shooting](#) (Source: www.npr.org). This mass shooting is a recent example of targeted racial violence which is a tragic part of U.S. history. Teachers can also draw images from other examples in current events that may resonate with students.

Station 4 - Article: [African Kingdoms and Empires](#)

At each station, students receive 6-8 minutes to observe, reflect, and question the artifact, make observations, and create questions. Students should be encouraged to use the sentence frames modeled to them in the opening to have conversations with peers and take notes in a T-chart in their notebooks.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Guiding Questions for Each Station:

Station 1:

1. How has representation changed since the founding of the U.S.?
2. What are your thoughts on the representatives not reflecting the backgrounds of the population?
3. Based on the video, who has the power in our democracy? What does that make you think about or wonder?

Station 2:

1. Name one of the people who are highlighted.
2. What are their accomplishments?
3. Do you think they possess power? Why or why not?

Grade 6 | Lesson 1

Station 3:

Based on the photograph and the caption:

1. Who is assumed to be in control at the scene?
2. Where does that power come from?
3. Can power be taken away?

Station 4: (Students can choose one kingdom to focus on)

1. Who held power in this civilization?
2. Where did their power come from?
3. What did they do with their power?

Teacher Choice Extension - Depending on the number of students in your class, Station 4 could be extended to its own stand-alone lesson.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

So what? Now what?

Q: Why is the information you learned today important?

Q: What else do we want to learn more about?

Students should be given 3 minutes to quick-write independently and then 2 minutes to share out.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Optional sentence and question frames:

- I can see that...
- Upon closer analysis, I notice...
- What is/are...?
- Who is/are...?
- Why is...?
- When did...?
- Is there...?
- Is...?

Students can also be given the transcripts to all video and audio clips.

An Archeological Dig

Big Idea	The relationship between Power, Influence and the Government
Enduring Understanding	Power equals influence.
Driving/Essential Question(s)	In what ways have people in power influenced other people's rights and freedoms?
Standards Addressed	<p>Social Studies Practices</p> <ul style="list-style-type: none"> • A.5. Identify implicit ideas and draw inferences with support • C.6. Understand the role that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analysis of case studies in the Eastern Hemisphere in the same historical period with teacher support. <p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 6RH1: Cite specific textual evidence to support analysis of primary and secondary sources. • 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation. <p>NYC Social Studies Scope & Sequence</p> <ul style="list-style-type: none"> • 6.1b: Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life. • 6.2b: Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.
Curriculum Connections	<p>Hidden Voices Global African Diaspora</p> <ul style="list-style-type: none"> • Vol. 1 Hatshepsut • Vol. 1 Makeda • Vol. 1 Amanirenas <p>Passport to Social Studies</p> <ul style="list-style-type: none"> • Unit 2: Lesson 13: Primary Source Study: Ancient Egypt • Unit 2: Lesson 14: Ancient River Valley Civilization Case Study: Egypt And Mesopotamia • Unit 3: Day 15 (Suggested Lesson): Origin and Foundation of Christianity
Prior Knowledge Required / Addressing Prior Misconceptions	Students should understand the importance of water to civilizations and how water was used as a source for agriculture and survival overall.
Resources/Materials	<p>Laptops and/or tablets to access artifacts OR printed out artifacts</p> <p>Student notebooks or loose-leaf paper for T-chart and notes</p> <p>Smartboard or printed image for modeling</p> <p>Why the Nile River Was So Important to Ancient Egypt (Source: www.history.com)</p> <p>The Kingdom of Aksum (Source: education.nationalgeographic.com)</p> <p>The Kingdom of Kush (Source: kids.britannica.com)</p> <p>Video: The Aksum Kingdom (Source: www.pbslearningmedia.org) & Artifacts from the Kingdom of Aksum (Source: www.ancient-origins.net)</p> <p>Video: What Happened to Kingdom of Kush (Source: TED Ed/YouTube) & Relics from the Kingdom of Kush (Source: www.worldhistory.org)</p>

Grade 6 | Lesson 2

Number of days for lesson allocation

1 Day (Note: A day is considered a 45-60 minute class period)

Objective

What do you want students to understand/learn?

What do you want students to be able to do?

Students will be able to draw conclusions about power relationships from various types of artifacts and readings.

Vocabulary

infer, analysis, artifact

Opening/Warm up/Do Now/ Hook (5 minutes)

How will open the lesson and connect the learning to students' identities and/or funds of knowledge?

See, Think, Wonder

Model of Egyptian Nile Boat is an [Ancient Egyptian wood](#) (Source: [www.arthistoryproject.com](#)) artwork created between [2160 BCE and 2130 BCE](#) (Source: [www.arthistoryproject.com](#)). Other [Artworks at the National Museum of Denmark](#) (Source: [www.arthistoryproject.com](#)).

Ask: What can you infer about this object? What message does it tell us about power?

Who built the boat? Who owns the boat? Who uses the boat? What is the boat used for?

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Say: A social scientist provides analysis from collected information. Analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it.

Teacher read aloud of the first three paragraphs of:

[Why the Nile River Was So Important to Ancient Egypt](#) (Source: [www.history.com](#))

Teacher think aloud:

Say: From this reading, I can see that the ancient Egyptians benefited from the Nile River. The article states that their soil was fertile, they could transport materials, and they could create technology that helped them overcome challenges that the Nile River presented. At the end of our reading, it states that "the river had a profound influence upon the ancient Egyptians' view of themselves and their world, and shaped their religion and culture." I can infer that the Egyptians viewed themselves as powerful and important as a civilization because they had agriculture, built great pyramids, and influenced other civilizations. I wonder how the river shaped their religion and culture?

Water was and still is a human necessity. Civilizations developed around bodies of water and if we think of today's major cities, many are created around water. In many ways, water is power.

Grade 6 | Lesson 2

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Jigsaw Activity - Refer to [Jigsaw Activity](#) (Source: www.readingrockets.org)

Social Scientist Expert Groups 1 & 2 [Kingdom of Aksum](#) & [Video: The Aksum Kingdom](#) & [Artifacts from the Kingdom of Aksum](#)
Social Scientist Expert Groups 3 & 4 [Kingdom of Kush](#) & [Video: What Happened to Kingdom of Kush](#) & [Relics from the Kingdom of Kush](#)

Part I: Within Expert Groups, students will complete a note-catcher in their notebook or collaborate on a Google Slide that explores the following:

- What do you see?
- What do you wonder?
- What conclusions can you make from reading the text and observing the images, artifacts, and videos?

Expert groups can explore the resources offered as a group and/or divide the exploration up among group members.

Students should be given 18-20 minutes to complete this section.

Teachers can refer back to the questions modeled during the mini lessons.

Part II: Within their home groups or new groups, each expert should share what they learned and have time to discuss and ask questions to the experts.

Students should receive 10-15 minutes to share and ask questions.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Q: When did this civilization exist?

Q: Who was in power during this time?

Q: What were some important tools the civilization used or created?

Q: How did power change over time? And why?

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

So what? Now what?

Q: Why is the information you learned today important?

Q: How can we apply what we learned?

Q: What else do we want to learn more about?

Students should receive 3 minutes to quick-write independently and then 2 minutes to share out.

Grade 6 | Lesson 2

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Optional sentence and question frames:

- I can see that...
- Upon closer analysis, I notice that...
- What is/are...?
- Who is/are...?
- Why is... ?
- When did...?
- Is there... ?
- Is...?

Kingdom of Aksum reading can be changed to lower or higher text complexity based on student need.

Lesson Extension/Homework

Connections to Current Events - Access to clean water and water crises that exist:

[Lead Laced Water in Flint, Michigan](#) (Source: www.npr.org)

[Water for South Sudan](#) (Source: www.waterforsouthsudan.org)

Projects for youth to organize actions to save the water: 13 Gallon Challenge (Source: www.dosomething.org)

Lesson on [stolen artifacts: 129-year journey nears end as France returns Benin treasures](#) (Source: www.newela.com) or Jim

Chuchu: [Why are stolen African artifacts still in Western museums](#) (Source: TED/YouTube). Where should historical artifacts live?

Who should own them? Can they/should they be owned?

Notes

In the front of the classroom, teachers can collaborate with students to create a classroom timeline that represents the development of mentioned Nile River Civilization events.

Credibility of Sources

Big Idea	The relationship between Power, Influence and the Government
Enduring Understanding	Power equals influence.
Driving/Essential Question(s)	In what ways have people in power influenced other people's rights and freedoms?
Standards Addressed	<p>Social Studies Practices</p> <ul style="list-style-type: none"> • A.5. Identify implicit ideas and draw inferences with support • C.6. Understand the role that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analysis of case studies in the Eastern Hemisphere in the same historical period with teacher support. <p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation. • 6WHST 6: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 6.3: Early River Valley Civilizations in the Eastern Hemisphere (c. 3500 BCE – c. 500 BCE): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. • 6.3d: Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.
Curriculum Connections	<p>Hidden Voices Global African Diaspora</p> <ul style="list-style-type: none"> • Vol. 1 Hatshepsut • Vol. 1 Makeda • Vol. 1 Amanirenas <p>Passport to Social Studies</p> <ul style="list-style-type: none"> • Unit 2: Lesson 13: Primary Source Study: Ancient Egypt • Unit 2: Lesson 14: Ancient River Valley Civilization Case Study: Egypt And Mesopotamia • Unit 3: Day 15 (Suggested Lesson): Origin and Foundation of Christianity
Prior Knowledge Required / Addressing Prior Misconceptions	Students should understand the importance of water to civilizations and how water was used as a source for agriculture and survival overall.
Resources/Materials	<p>Laptops and/or tablets to conduct research</p> <p>Video: BBC Spaghetti Harvest (Source: BBC/YouTube)</p> <p>Checklist for Evaluating Sources (Source: www.thoughtfullearning.com)</p> <p>Model Website: Ethiopia is at a Crossroads (Source: www.time.com)</p> <p>Model Website: All About Explorers (Source: www.allaboutexplorers.com)</p> <p>Research Page Note Catcher (teacher made handout)</p>

Grade 6 | Lesson 3

Number of days for lesson allocation

1 Day (Note: A day is considered a 45-60 minute class period)

Objective

What do you want students to understand/learn?
What do you want students to be able to do?

Students will be able to analyze credible sources for those in power and those impacted.

Vocabulary

credible, bias, objective, credentials, hierarchy

Opening/Warm up/Do Now/ Hook (5 minutes)

How will open the lesson and connect the learning to students' identities and/or funds of knowledge?

Say: Watch the following video. Remember our protocol as social scientists is to observe, to question, and to analyze. What do you notice? What do you wonder? What can you conclude?

Watch: BBC: [Spaghetti Harvest in Ticino](#)

After watching the videos, give students 1 minute to turn and talk about their reactions and thoughts. Bring back the whole group for discussion. After one or two responses from the class, explain that the BBC released this video in 1957 as a spoof for April Fools' Day. It was the first time that television was used for a hoax; therefore, although the video offers a ridiculous concept, it received mixed feedback.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Say: Social scientists conduct research. It is important that their research is credible. A credible source is free from bias or preference for one side and backed up with evidence. A trustworthy author or organization writes it. There are a lot of sources out there, and it can be hard to tell what's credible and what isn't at first glance. Evaluating source credibility is an important skill. Let's use the following checklist to practice evaluating the credibility of sources together—link to [Checklist for Evaluating Sources](#) (Source: www.thoughtfullearning.com).

[Ethiopia is at a Crossroads](#) (Time Magazine)

Teacher should model a think-aloud through all parts of the aspects explaining why this is a credible source worksheet.

An extension or alternative to this model of a credible source is to go through the checklist with this website: [All About Explorers](#) as an example of an uncredible source.

Teacher will model information from the sample source and input it onto the [Research Note Catcher](#).

Grade 6 | Lesson 3

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

In this lesson, students will begin their research for their final project. If working in groups, explain to students that they will be working with this group for the next couple of lessons and working towards their final project.

Before explaining the work time for the day, orient them to the project task:

Task Description: As social scientists, you researched a topic that identified a person/person in power as a cause and their effect on the rights and freedoms of an individual/people.

Create your field report on the following guiding question: In what ways have people in power influenced people's rights and freedoms? Then, think about the potential significance of your field report. So what? Why is it important for us to learn about these past relationships? Or Now what? What can I or others do with this information?

Format of product can be:

- Google slides
- Project board
- Documentary
- Podcast
- Blog
- Essay

Teacher explains that the first step is to conduct research and find credible sources.

Student Directions: Choice Board Investigation - In your Social Scientist Group, use this research page to guide your investigation on one of the following places.

Teacher choice to either present both choice boards or one.

Ancient African Empires

Choice 1

The Aksum Empire

Choice 2

The Kush Empire

African Trade Routes

Choice 1

India

Choice 2

China

Queendoms

Choice 1

Queen of Sheeba

Choice 2

Queen Amanirenas

Choice 3

Queen Nefertiti

Grade 6 | Lesson 3

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Teacher can check with students using the questions from the Research Note Catcher:

Q: How do you know if this is a credible source?

Q: Tell me about the place that you are researching.

Q: What is the geography and demographic of the place you are researching?

Q: Who has the power in the place that you are researching?

Q: What is the history of this place?

Q: Has power changed or shifted over the years?

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

So what? Now what?

Q: Why is the information you learned today important?

Q: What else do we want to learn more about?

Students should be given 3 minutes to quick-write independently and then 2 minutes to share out.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Teachers may choose to pre-select research for students to investigate.

Lesson Extension/Homework

Partner with the school librarian and/or media specialist for this lesson.

*This project is embedded in a unit focused on ancient Africa. However, it can be replicated to investigate modern-day African and/or African American communities (i.e., Harlem, NY, Atlanta, GA, Accra, Ghana, Lagos, Nigeria, Addis Ababa, and Ethiopia).

Cause & Effect Relationships: Power and Human Rights

Big Idea	The relationship between Power, Influence and the Government
Enduring Understanding	Power equals influence.
Driving/Essential Question(s)	<p>In what ways have people in power influenced other people's rights and freedoms?</p> <p>What is distinctive about power in Egyptian society and how does it connect to Black studies?</p> <p>How is Egyptian power portrayed and what impact does it have on human rights?</p>
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 6RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • 6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes. • 6WHST2: Write informative/explanatory text focused on discipline-specific content. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 6.3: Early River Valley Civilizations in the Eastern Hemisphere (c. 3500 BCE – c. 500 BCE): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. • 6.3d. Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.
Prior Knowledge Required / Addressing Prior Misconceptions	Students need to understand what a hierarchy is. It is important to highlight hierarchies that are still present today and highlight how hierarchies shape power relations
Resources/Materials	<p>Laptops and/or tablets to conduct research</p> <p>Why the Nile River was so Important to Ancient Egypt (Source: www.history.com)</p> <p>What are Human Rights (Source: www.un.org)</p> <p>Video: BBC Spaghetti Harvest (Source: BBC/YouTube)</p> <p>Checklist for Evaluating Sources (Source: www.thoughtfullearning.com)</p> <p>Model Website: Ethiopia is at a Crossroads (Source: www.time.com)</p> <p>Model Website: All About Explorers (Source: www.allaboutexplorers.com)</p> <p>Research Page Note Catcher (teacher made handout)</p>
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to analyze credible sources for the cause and effect relationship between those in power and individual people's rights.</p> <p>Students will be able to make inferences about the ways that hierarchies shape power and individual people's rights.</p> <p>Students will be able to identify causes and effects in relation to power in Egyptian societies.</p> <p>Students will be able to answer the essential question(s).</p>
Vocabulary	hierarchy, human rights, discrimination

Grade 6 | Lesson 4

Opening/Warm up/Do Now/ Hook (5 minutes)

How will open the lesson and connect the learning to students' identities and/or funds of knowledge?

Say: Think back to our first lesson and conversation about people in power in your life.

How do they impact what you (as an individual) have a right to do?

Supplement this with defining power and display cross-cultural images of historical figures who have held power and how they obtained their power

Be ready to Turn and Talk for 3 minutes and share your response with your partner.

Note: Different cultures have different terms for those in power. In Egypt people refer to their king/ruler as a Pharaoh, and even natural resources can impact who has power in societies.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Say: Social scientists organize the research or data they collect. Today, I will model how to organize our data today by the cause and effect relationships.

Projected on slide: According to the United Nations, "Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination." from [What are Human Rights](http://www.un.org) (Source: www.un.org)

Say: Let's revisit the article [Why the Nile River was so Important to Ancient Egypt](http://www.history.com) (Source: www.history.com) and dig for details, make inferences, and ask questions. [Teacher reads aloud and picks up from the 4th paragraph]. Let's use the question below: Did ancient Egyptians have the right to life, liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more? Was everyone entitled to these rights without discrimination?

Model creating the response:

Based on the article, ancient Egyptians had the right to farm the land for food. They had the right to practice a religion. They had the right to education because they learned how to become skilled boat and ship builders. I wonder if they all had access to food and education? I wonder if they had the freedom to practice other religions? I wonder if the king had the power to punish people? I wonder if workers had the freedom to choose to work on building the pyramids?

Now that we have some idea of the rights that existed in ancient Egypt let's analyze for cause and effect relationships.

Create a Cause and Effect T-chart.

Cause/Effect: Because he was at the top of the hierarchy, the Pharaoh/King had power over all his subjects.

Cause/Effect: Because the Nile River provided water and other resources for agriculture, it had power over crop production and, as a result, determined how much food was available to the Egyptians.

So what? I wonder if Egyptians at the bottom of the social hierarchy had any power over their income?

Now what? I wonder if present day Egypt has a society where people are grouped into classes? Are there groups that have more rights than others?

Grade 6 | Lesson 4

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Say: In your groups, use the same artifacts and sources you gathered and vetted from our previous lessons to create a T-chart that analyzes the relationship between cause and effect.

- Use the following guiding questions to create your T-chart:
- Who or what held power?
- What did that person/people/entity have the power to do?
- How did this power affect other people's rights?

Discussion Question: How was power structured in Ancient Egyptian society and how does this impact human rights today? Review the research page note catcher and how to determine the credibility of a primary or secondary source. Encourage future research in class or as homework.

Once you have completed your T-chart, you will use your work to create a paragraph response collaboratively.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Review what a hierarchy is and identify the different social classes within Egyptian society and ask students to explain how this impacted power (verbally or through an exit slip).

As students work on their cause and effect analysis, ensure that there is a clear connection between the cause and effect they are identifying.

Q: What is the human right that you are identifying?

Q: Who or what is affecting this right?

Q: Is your response coherent and clear?

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

So what? Now what?

Q: Why is the information you learned today important?

Q: What do we do with what we learned, or what else do we want to learn?

Encourage students to incorporate their newly learned academic vocabulary into their responses

Students should be given 3 minutes to quick-write independently and 2 minutes to share.

Grade 6 | Lesson 4

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Provide a writing frame for English language learners (ELLs) and Students with Disabilities (SWDs) to guide their writing of the extended response.

In (your identified example), (1st cause you identified) had power over (1st effect you identified). Another example, _____.

Finally, _____. (Insert your wonderings)

Lesson Extension/Homework

Students will use their responses from the opening activity and answer the following questions:

How would you shift the balance of power in the classroom? Who holds the most power and who holds the least power and why?

What would group work look like if we worked together based on our skills and interests? Would power be evenly or unevenly distributed? Why or why not? What is best for the functioning of a society?

Cause and Effect Relationships: Freedoms

Big Idea	The relationship between Power, Influence and the Government
Enduring Understanding	Power equals influence.
Driving/Essential Question(s)	<p>In what ways have people in power influenced other people's rights and freedoms?</p> <p>What is distinctive about freedom in Egyptian society and how does it connect to Black studies?</p> <p>How is Egyptian power and freedom portrayed and what impact does it have on human rights?</p>
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation. • 6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes. • 6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 6.3: Early River Valley Civilizations in the Eastern Hemisphere (c. 3500 BCE – c. 500 BCE): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. • 6.3c. Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>This lesson builds on the previous 4 lessons.</p> <ul style="list-style-type: none"> • Power as a concept. How people with power or in powerful positions can affect social dynamics with regard to (in)equality and (in)justice. • The importance of water to civilizations and how water was used as a source for agriculture and survival overall. • An expanding understanding of what power is, who has it (powerful/powerless), and how it influences people's lives. • Students need to understand what a hierarchy is. It is important to highlight hierarchies that are still present today and highlight how hierarchies shape power relations.
Resources/Materials	<p>Beyoncé - Freedom ft. Kendrick Lamar (Source: Yonce/YouTube)</p> <p>Beyoncé – Freedom Lyrics Genius Lyrics (Source: www.genius.com)</p> <p>Why the Nile River was so Important to Ancient Egypt (Source: www.history.com)</p>
Number of days for lesson allocation	1 Day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to analyze credible sources for the cause and effect relationship between those in power and individual people's freedoms.</p> <p>Students will be able to make inferences about the ways that the Nile River shaped power and individual people's rights and freedoms.</p> <p>Students will be able to identify causes and effects in relation to freedom in Egyptian societies.</p> <p>Students will be able to answer the essential question(s).</p>
Vocabulary	freedom, freedom from, freedom to/of, freedom to be

Grade 6 | Lesson 5

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Opening: Students will listen and analyze the song lyrics to the song "Freedom" by Beyoncé.

[Beyoncé - Freedom ft. Kendrick Lamar](#) (Source: Yonce/YouTube)

[Beyoncé – Freedom Lyrics | Genius Lyrics](#) (Source: www.genius.com)

Say: What is Beyoncé sharing about freedom and her ideas about freedom? What resonates, evokes an image, memory and emotions, with you?

Students can be given copies of the lyrics.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The purpose of this lesson is to allow students continued work time from the two previous lessons and to think deeply about the sources they have found and the relationships between power and the effects on rights and freedoms presented in those sources.

Say: Social scientists organize the research or data they collect. Today, I will model how to organize our data by the cause and effect relationships, focusing specifically on freedom. What is freedom?

Explain that there are three types of freedom.

- The first kind of freedom is "freedom from," a freedom from the constraints of society. Have you ever wanted to do something but didn't because you felt it wouldn't be accepted by society?
- Second, is "freedom to," a freedom to do what we want.
- Third, there is "freedom to be," a freedom, not just to do what we want, but a freedom to be who we were meant to be.

Students Think Pair Share: What are the limits to freedoms? How do we respect other people's freedoms?

Say: Let's revisit the article Why the Nile River was so Important to Ancient Egypt (history.com) and dig for more details, make inferences, and ask questions. Today we will read the section titled: The River Served as a Vital Transportation Route.

Let's use the guiding question below:

What did the Egyptians have the freedom from, freedom to, or freedom to be?

Model creating the response: Based on the article, ancient Egyptians were free to move from place to place because of their ability to make boats and their location next to the Nile River. I wonder if all ancient Egyptians were able to move and migrate? I wonder what freedoms those not near a body of water were allowed?

Rights and freedoms are inherently interconnected. We have the right to education and the freedom to think for ourselves. A right is an entitlement but a freedom is a state of being within the bounds of the law.

Let's look at the rubric on which your project will be graded. How do I get a level four on content?

Read description to students: *The topic has been clearly researched and guided by research questions. The historical context has been thoroughly researched and presented. The cause and effect relationship between the person(s) in power and the effect of the rights of people is interrogated and supported by at least 3 to 5 examples from credible sources.*

Full Rubric can be found in the Unit Overview.

Grade 6 | Lesson 5

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Say: In your groups, use the same artifacts and sources you gathered and vetted from our previous lesson to create a T-chart that analyzes the relationship between cause and effect.

Use the following guiding questions to create your T-chart.

Discussion Question: How was freedom structured in Ancient Egyptian society and how does this impact power?

Who or what held power?

What did that person/people/ entity have the power to do?

How did this power affect other people's freedoms?

Once you have completed your T-chart, you will use your work to create a paragraph response collaboratively.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Review what freedom is and identify how the Nile River impacted both freedom and power and ask students to make the connection between power and freedom in relation to natural resources (verbally or through an exit slip).

As students work on their cause and effect analysis, ensure that there is a clear connection between the cause and effect they are identifying.

Q: What is the human right that you are identifying?

Q: Who or what is affecting this right?

Q: Is your response coherent and clear?

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

So what? Now what?

Q: Why is the information you learned today important?

Q: What do we do with what we learned, or what else do we want to learn?

Encourage students to incorporate their newly learned academic vocabulary into their responses

Students should be given 3 minutes to quick-write independently and 2 minutes to share.

Grade 6 | Lesson 5

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Provide a writing frame for English language learners (ELLs) and Students with Disabilities (SWDs) to guide their writing of the extended response.

In (your identified example), (1st cause you identified) had power over (1st effect you identified). Another example, _____.

Finally, _____. (Insert your wonderings)

Lesson Extension/Homework

Connect with your group members on Zoom or work collaboratively on your document/Google slides. Continue to develop your T-chart and writing. You will use this information in your final project.

Field Research Presentation

Big Idea	The Influence of Power
Driving/Essential Question(s)	In what ways have people in power influenced other people's rights and freedoms?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation. • 6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes. • 6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 6.3: Early River Valley Civilizations in the Eastern Hemisphere (c. 3500 BCE – c. 500 BCE): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. • 6.3c. Complex societies and civilizations adapted to and modified their environment to meet the needs of their population. • 6.3d. Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.
Prior Knowledge Required / Addressing Prior Misconceptions	Students should know how to use at least 1 digital presentation software such as Google Slides, Adobe Spark, Book Creator, Canva, Flipgrid, Powtoon, or Slidesgo.
Resources/Materials	Rubric for Research Project (teacher made handout) Research Project Outline - A Guide for Students (teacher made handout)
Number of days for lesson allocation	1- 2 days (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will be able to create a project outline for their field research presentation.
Vocabulary	resonate, criteria

Grade 6 | Lesson 6

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Say: We have discussed power, rights, and freedoms over the past five lessons. What has resonated with you the most about what you have learned?
Be ready to Turn and Talk for 3 minutes and share your response with your partner.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Say: For your field research project you will need to go through two steps:

1. Review the criteria for success (the rubric).
2. Create an outline for your presentation.

Teacher projects and presents the rubric to the students.

Say: You will be creating an outline that follows the requirements of the rubric. Let's look at it together: Rubric for Research Project (teacher made handout)

Have students choose what presentation method they will use:

- Google slides
- Project board
- Documentary
- Podcast
- Blog
- Essay
- Powtoon

Inform students that they will guide their outline using the rubric's criteria. Students will continue to have time to research and develop their projects using the outline as a guide.

Present the outline guide: Model for the students how to use the guide to help them create their outline.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Give students this time to decide what information they will use for the outline and who will be in charge of each part. Use a timer to keep students on track and bring them back every 8-15 minutes, as needed, to monitor their progress and have them share out loud what they have done so far.

As they work on their outline, circulate with each group to ensure that collaboration is occurring.

Grade 6 | Lesson 6

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Questions from the outline guide.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Students will have 5 minutes to send one ambassador to another group to present their outline. The group will give the ambassador feedback using the following questions:

- Is the outline clear and coherent?
- Can you make any suggestions to the group for enhancements to their project?

The goal of this lesson is for students to complete the outline guide in preparation for creating their projects.

Lesson Extension/Homework

Connect with your group members on Zoom or work collaboratively on your document/Google slides. Continue to develop your T-chart and writing. You will use this information in your final project.

Organizing for Collective Action

Big Idea	The Influence of Power
Driving/Essential Question(s)	In what ways have people in power influenced other people's rights and freedoms?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • 6WHST 6: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 6.3: Early River Valley Civilizations in the Eastern Hemisphere (c. 3500 BCE – c. 500 BCE): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. • 6.4: Comparative World Religions (c. 2000 BCE – c. 630 CE): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.
Prior Knowledge Required / Addressing Prior Misconceptions	This lesson builds on the previous 3 lessons.
Resources/Materials	<p>Student laptops/iPads</p> <p>Note-Catcher (teacher made handout)</p> <p>Video: Damon Davis: Courage is Contagious (Source: www.ted.com)</p> <p>Group Work Tracker (teacher made handout)</p> <p>Rubric for Research Project (teacher made handout)</p>
Number of days for lesson allocation	1- 2 days (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will be able to create their field research presentation by working collaboratively with their peers.
Vocabulary	collective action, viewpoints, participation

Grade 6 | Lesson 7

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Say: Watch the video [Damon Davis: Courage is Contagious](#). While watching the TED Talk, use the [Note-Catcher](#) (teacher made handout) to jot down your ideas. There is a space for you to write down the quote, and a space for you to write why you chose this quote.

Spend 2 minutes for students to share aspects of their note-catcher.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Teacher Explains: Collective action is the action taken together by a group of people who share knowledge, resources, and effort to achieve a common purpose.

Let's think of groups or people you know that have done this:

Say: Collective action refers to actions taken by a collection or group of people based on a collective decision. For example, if you choose to walk instead of drive, you are taking individual action. Or, if you are part of a neighborhood that decides to install sidewalks to help people there walk more, then you are involved in collective action. Collective action often involves larger scales since there are more people involved.

Say: As a group of social scientists working towards a common goal, your field report, you are taking part in collective action. What key aspects of organizing for collective action can we apply for our field research project?

Let's look at the rubric again, and today focus on collaboration, which is key to collective action.

[Rubric for Research Project](#) (teacher made handout)

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

The purpose of this lesson is to provide students with focused work time on their collaborative field report project. Teachers may consider using this time to conference with each group on their progress or to provide small group instruction to groups needing further support and/or direction.

Teacher says: Today, you will continue working on your project with your group. Remember, to take part in collective action, we must be able to:

- Work together
- Share information
- Focus on the task
- Participate
- Value different viewpoints, and
- Take responsibility

Today as you work on your project, I will be particularly looking for your participation within your groups and your ability to work together towards a common goal.

Grade 6 | Lesson 7

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Teacher can:

- Check on individual students and have them share their quotes from the video.
- Check on groups during group work and ask: What skills do you think are important to have when working towards a common goal with others?
- Invite students to conference with the teacher to ask questions about their progress on the research project.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

So what? Now what?

Q: Why is the information you learned today important? What progress did you make in your project?

Q: What do we do with what we learned or what else do we want to learn?

Students should be given 3 minutes to quick-write independently and then 2 minutes to share.

Or teachers can use the [Group Work Tracker](#) (teacher made handout) as an exit ticket.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

A collaboration checklist: Click here for the [Group Work Tracker](#) handout.

For Students with Disabilities (SWDs) and English language learners (ELLs) students, collaborative group work time is an excellent time to deliver small group instruction on stuck points (areas in which the students are struggling) or an opportunity to re-teach.

Provide SWD and ELLs with word banks that they can use during the discussion.

For students who are able to bring their work to the next level, teachers can use collaborative work time for small group instruction on the technology tools that may enhance their project, i.e., Adobe Sparks, iMovie, or Prezi.

Lesson Extension/Homework

Encourage students to reach out to their group members to continue collaborative work outside of class time. Explain that they can use tools for collaboration such as Zoom, Google tools, or their phones.

Appealing to an Audience

Big Idea	The Influence of Power
Driving/Essential Question(s)	In what ways have people in power influenced other people's rights and freedoms?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation. • 6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes. • 6WHST 6: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 6.3: Early River Valley Civilizations in the Eastern Hemisphere (c. 3500 BCE – c. 500 BCE): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. • 6.4: Comparative World Religions (c. 2000 BCE – c. 630 CE): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.
Prior Knowledge Required / Addressing Prior Misconceptions	This lesson builds on the previous 7 lessons.
Resources/Materials	<p>Student laptops/iPads</p> <p>Video: Clint Smith: The Danger of Silence (Source: www.ted.com)</p> <p>Video Ethos, Pathos, and Logos (TAMU writing center/YouTube)</p> <p>Note-Catcher (teacher made handout)</p>
Number of days for lesson allocation	1- 2 days (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will be able to create a presentation of their field research that is engaging to an audience.
Vocabulary	audience, appeal, pathos, logos, ethos

Grade 6 | Lesson 8

Opening/Warm up/Do Now/ Hook (5 minutes)

How will open the lesson and connect the learning to students' identities and/or funds of knowledge?

Say: Watch the video [Clint Smith: The Danger of Silence](#) (Source: www.ted.com). While watching the TED Talk, use this Note-Catcher (teacher made handout) to jot down your ideas.
Spend 2 minutes for students to share aspects of their note-catcher.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Teacher Explains: Today, we are going to begin working on our presentation. When creating our presentations, we must remember our goal is to appeal to our audience. We will learn a little about how to do that using the three appeals: pathos, logos, and ethos. While watching the video, think about examples of pathos, logos, and ethos that you might have encountered. Video [Ethos, Pathos, and Logos](#) (Source: TAMU writing center/YouTube)

Ask students to think of advertisements or commercials on social media, television, or on billboards. Have students identify which appeal techniques are being used by those ads. Teachers may also print or project sample ads to facilitate the conversation.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

The purpose of this lesson is to provide students with focused work time on their collaborative field report project. Teachers may consider using this time to conference with each group on their progress or to provide small group instruction to groups needing further support and/or direction.

Teacher says: In the last lesson, you began building your project. Today you will continue. Remember that we chose one of the following formats:

- Google slides
- Project board
- Documentary
- Podcast
- Blog
- Essay

As you work on your project, remember that you are a social scientist, creating a field report that will provide information and appeal to an audience. How will you appeal to your audience using pathos, logos, and ethos?

Activity 1: Group Brainstorm (5-10 minutes)

How will you appeal to your audience using one or more of the techniques (pathos, logos, and/or ethos?)

Activity 2: Project workshop (20 minutes)

Students work individually or collaboratively on their project presentations.

Grade 6 | Lesson 8

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Teacher circulates during the workshop activity and checks on student progress using these prompts:

- **Q:** Who is your audience?
- **Q:** What information do you need to provide your audience?
- **Q:** What do you want to persuade your audience of? Or to do?
- **Q:** How will you persuade your audience?

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

So what? Now what?

Q: Why is the information you learned today important? What progress did you make in your project?

Q: What do we do with what we learned or what else do we want to learn?

Students should be given 3 minutes to quick-write independently and then 2 minutes to share.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

For English language learners (ELLs) and Students with Disabilities (SWDs), provide a list of persuasive sentence starters.

Lesson Extension/Homework

Encourage students to reach out to their group members to continue collaborative work outside of class time. Explain that they can use tools for collaboration such as Zoom, Google tools, or their phones.

Presentations of Power

Big Idea	The relationship between Power, Influence and the Government
Enduring Understanding	Power equals influence.
Driving/Essential Question(s)	In what ways have people in power influenced other people's rights and freedoms?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 6SL4: Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation. • 6SL5: Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 6.3: Early River Valley Civilizations in the Eastern Hemisphere (c. 3500 BCE – c. 500 BCE): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. • 6.4: Comparative World Religions (c. 2000 BCE – c. 630 CE): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.
Prior Knowledge Required / Addressing Prior Misconceptions	This lesson builds on the previous 8 lessons.
Resources/Materials	<p>Student laptops/iPads</p> <p>Peer Evaluation Rubric for Power Presentations (teacher made Google Form)</p> <p>Rubric for Research Project (teacher made handout)</p>
Number of days for lesson allocation	2-3 Days - Student presentations can take two or more days. (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will be able to create a presentation of their field research that is engaging to an audience.
Vocabulary	engaging, winning, attractive, pleasing

Grade 6 | Lesson 9 & 10

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Teacher Says: Think back on the TED Talks we watched. Do you think they were powerful presentations? Why or why not? Quick write and be ready to share with the class in 3 minutes. 2 minute share out.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Guide the students through the "Presentation" column of the rubric, Rubric for Research Project (teacher made handout).

Read aloud: Level 4 on the rubric states that the format of the presentation is clearly organized, follows a logical outline, and clearly answers all aspects of the guiding question. The presentation style is appropriate for audience members and engaging. The presentation invites audience members to begin thinking about the guiding question or provides solutions/suggestions for how audience members can become involved civically.

Teacher says: As you conclude your research and presentation, your group will focus on the presentation itself. What does your group need to do to get a level 4?

Teacher projects the word engaging. Teacher will review adequate volume of voice, use of cadence in presentation (refer back to the TED Talk voice), making eye contact, and the use of digital tools to engage the audience (e.g., using Menti-meter)

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Activity 1: [Peer Evaluation Rubric for Power Presentations](#) (teacher made Google Form) (Teachers can use this form or create a similar digital or paper version to collect peer evaluation feedback).

Let's take 5 minutes to practice presenting our projects.

Teacher prepares a presentation list for students to follow.

Activity 2: To Presenters: Present your project to your audience members.

Quality Discussions: Allow time for feedback and questions. Make time for students to have robust conversations about the presentation topics and connect issues to current events.

To Audience Members: Listen, provide thoughtful open-ended questions and critical feedback to help your peers grow.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

During the opening:

- **Q:** Who is your audience?
- **Q:** What information do you need to provide your audience?
- **Q:** What do you want to persuade your audience of? Or to do?
- **Q:** How will you persuade your audience?

Grade 6 | Lesson 9 & 10

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

So what? Now what?

Q: Why is the information you learned today important?

Q: What do we do with what we learned or what else do we want to learn more about?

Students should be given 3 minutes to quick-write independently and then 2 minutes to share.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

For English language learners (ELLs) and Students with disabilities (SWDs):

Extended time for practice before presentations. Instead of whole class presentations, groups can present to one another.

Lesson Extension/Homework

Students will have the opportunity to publish this work to the community either in person or virtually. Invite diverse audience members of the school community to the presentation.

GRADE

7

Aligned with NYCPS 7th Grade Social Studies Scope & Sequence:
U.S. and New York State History: Colonization to Civil War

Table of Contents

Grade 7

LESSON NO.	TITLE	PAGE
	Integrated Learning Plan	285
	Lesson Plan Overview	287
Grade 7 BSC Lesson Plan 1	“We Wish to Plead Our Own Cause”: A Free Black Press Part 1	291
Grade 7 BSC Lesson Plan 2	“We Wish to Plead Our Own Cause”: A Free Black Press Part 2	296
Grade 7 BSC Lesson Plan 3	In Pursuit of an Education: The Power of Literacy Part 1	301
Grade 7 BSC Lesson Plan 4	In Pursuit of an Education: The Power of Literacy Part 2	305
Grade 7 BSC Lesson Plan 5	Black Soldiers During the Civil War Part 1	309
Grade 7 BSC Lesson Plan 6	Black Soldiers During the Civil War Part 2	314
Grade 7 BSC Lesson Plan 7	The Black Enclave Series: Van Cortlandt Park (Bronx, NY)	318
Grade 7 BSC Lesson Plan 8	The Black Enclave Series: Seneca Village (New York, NY)	322

Grade 7 Integrated Learning Plan

BLACKS STUDIES OVERVIEW

Through an interdisciplinary lens, students will begin learning about Colonialism, North African influence on European Enlightenment and Exploration and the presence of African people across colonies and within Native American resettlement. Students will engage these areas of focus through an inquiry-based exploration of the central question: How did exploration and colonization impact the lives of Black/African people across continents? Students will explore questions focused on the following topics: Africans in the Age of Colonization; The Fight Against Enslavement in Africa; Blacks and the American Revolution; Blacks and the United States Constitution; The Black Freedom Struggle in the United States; Black and the Civil War; and Emancipation.

This 7th grade band includes two lessons from the “Black Enclave Series,” which explores Black communities’ history and legacy in New York City. These middle school lessons examine the triumphs and challenges from before the Reconstruction period to today. Through activities and historical analysis, students will learn about significant sites and neighborhoods like VanCortlandt Park and Seneca Village, uncovering stories of resilience and cultural contributions. The series highlights the importance of memory and monuments, heritage sites, scholars, historians, activists, and historical research in preserving these communities’ rich history. The “Black Enclave Series” continues in Grade 8 with lessons on Sandy Ground, Canarsie Colored Colony, San Juan Hill, Weeksville, and Carrsville.

? FRAMING QUESTIONS

- How did the free Black press promote agency through identity, community, and influence in antebellum America?
- To what extent did enslaved and free Black Americans value an education in antebellum America?
- Why was an educated enslaved person considered dangerous in Antebellum America?
- What impact did Black troops have on the Civil War?

🎯 LEARNING OBJECTIVES. STUDENTS WILL BE ABLE TO:

- Examine how the free Black press was created to promote agency through the expression of identity, building of community, and exercise of influence in antebellum America.
- Examine why literacy was considered a powerful weapon in the fight to end slavery in antebellum America.
- Analyze the ways in which enslaved, freed, and free Black people pursued education despite the risks and obstacles in antebellum America.
- Evaluate the importance of Black troops during the Civil War.
- Examine specific Black regiments during the Civil War to understand the role that Black troops had on the Civil War

📁 ACTIVITIES AND PROJECTS

Some of the activities students will engage in include image analysis, map analysis, small-group close reading of letter(s) and essays such as Charlotte Forten document in which students : analyze, identify similarities and differences between enslaved and Free Black people in the Union and Confederate armies , whole-group discussions, social media content creation and others like creating a visual collage using Google slides or Jamboard that illustrates the Black experiences during the Civil War within their volunteer regiments

TEACHER NOTES

- Knowledge of laws that upheld the institution of the enslavement of people.
- Sensitivity to humanizing those who were enslaved.
- Understanding the diverse views leading up to resistance and rebellion against slave laws.
- Slavery in the British Colonies of North America and the United States of America.
- Differences between the Union and Confederate Armies to highlight the differences in how enslaved and free Blacks were perceived
- The differences and similarities amongst the various all Black regiments and how the regiments contributed to the outcome of the Civil War
- Various formats (images, audio, video, maps)

BRIDGE TO LITERACY

In support of The NYCReads Initiative, we offer this list of book recommendations connected to the themes in each grade level.

- ***My Life as an Ice-Cream Sandwich*** by Ibi Zoboi
- ***One Crazy Summer*** by Rita Williams-Garcia
- ***Facing Frederick: The Life of Frederick Douglass, A Monumental American Man*** by Tonya Bolden
- ***No Crystal Stair: A Documentary Novel of the Life and Work of Lewis Michaux, Harlem Bookseller*** by Vaunda Micheaux Nelson
- ***Heart and Soul: The Story of America and African Americans*** by Kadir Nelson
- ***What Color Is My World?: The Lost History of African-American Inventors*** by Kareem Abdul-Jabbar
- ***Stamped: Racism, Antiracism, and You - A Remix*** by Jayson Reynolds and Ibram X. Kendi (YA Edition)
- ***Remember Liss: The Remarkable True Story of One Woman's Enslavement and Freedom in New York*** by Claire Bellerjeu and Tiffany Yecke Brooks

Grade 7 | Plan Overview

LESSON 1: “WE WISH TO PLEAD OUR OWN CAUSE”: A FREE BLACK PRESS PART 1

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did the free Black press promote agency through identity, community, and influence in antebellum America?</p> <p>Objective(s):</p> <p>Using the provided text, students will examine how the free Black press was created to promote agency through the expression of identity, building of community, and exercise of influence in antebellum America.</p>	<p>7.7 Reform Movements: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts.</p>	<p>Students will read “The Black Press” to build background knowledge and understand the context in which the free Black newspapers developed.</p> <p>Students will analyze one paragraph of the first issue of Freedom’s Journal to examine the reasons behind its creation.</p>

LESSON 2: “WE WISH TO PLEAD OUR OWN CAUSE”: A FREE BLACK PRESS PART 2

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did the free Black press promote agency through identity, community, and influence in antebellum America?</p> <p>Objective(s):</p> <p>Using the provided text, students will examine how the free Black press was used to promote agency through the expression of identity, building of community, and exercise of influence in antebellum America.</p>	<p>7.7 Reform Movements: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts.</p>	<p>Revisit and review the previous lesson in which students engaged with several reasons to explore why free Black newspapers were created.</p> <p>Students should be prompted to notice and explain how their responses were similar and different from those expressed in the quotes and readings.</p> <p>Students will analyze one paragraph of the first issue of Colored American.</p>

Grade 7 | Plan Overview

LESSON 3: IN PURSUIT OF AN EDUCATION: THE POWER OF LITERACY PART 1

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>To what extent did enslaved and free Black Americans value an education in antebellum America?</p> <p>Objective(s):</p> <p>Students will examine why literacy was considered a powerful weapon in the fight to end slavery in antebellum America.</p>	<p>7.7 Reform Movements: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts.</p> <p>7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. Students will examine ways in which enslaved Africans organized and resisted their conditions</p>	<p>Students will read “How Literacy Became a Powerful Weapon in the Fight to End Slavery” to build background knowledge.</p> <p>Students will complete a CER to answer the aim: Why was literacy a powerful weapon in the fight to end slavery?</p>

LESSON 4: IN PURSUIT OF AN EDUCATION: THE POWER OF LITERACY PART 2

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>To what extent did enslaved and free Black Americans value an education in Antebellum America?</p> <p>Why is an educated enslaved person considered dangerous in Antebellum America?</p> <p>Objective(s):</p> <p>Students will analyze how enslaved, freed, and free Black people pursued education despite the risks and obstacles in Antebellum America.</p>	<p>7.7 Reform Movements: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts.</p> <p>7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. Students will examine ways in which enslaved Africans organized and resisted their conditions.</p>	<p>Students will complete a gallery walk in which they read the selected narratives and engage in discussion with peer groups.</p> <p>Students will complete a CER to answer the essential question: To what extent did enslaved and free Black Americans value an education in antebellum America?</p>

Grade 7 | Plan Overview

LESSON 5: BLACK SOLDIERS DURING THE CIVIL WAR PART 1

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What impact did Black troops have on the Civil War?</p> <p>Objective(s):</p> <p>Students will be able to evaluate the importance of Black troops during the Civil War.</p>	<p>7.8 A Nation Divided: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of States rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.</p> <p>7.8d Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War.</p> <p>7.8e Students will examine the roles of women, civilians, and free African Americans during the Civil War.</p>	<p>Students will examine the painting, A Bit of War History: The Contraband, and complete an observe, infer, wonder, connect in order to begin to understand the impact of Black troops during the Civil War.</p> <p>Students will read “Fighting Rebels With Only One Hand” by Frederick Douglass to understand the argument presented for why Black soldiers should be allowed to fight with the Union during the Civil War.</p> <p>Students will annotate the essay.</p>

LESSON 6: BLACK SOLDIERS DURING THE CIVIL WAR PART 2

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What impact did Black troops have on the Civil War?</p> <p>Objective(s):</p> <p>Students will be able to evaluate the importance of Black troops during the Civil War.</p>	<p>7.8 A Nation Divided: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of States rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.</p> <p>7.8d Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War.</p> <p>7.8e Students will examine the roles of women, civilians, and free African Americans during the Civil War.</p>	<p>Students will examine the painting, A Bit of War History: The Recruit, and complete an observe, infer, wonder, connect in order to begin to understand the impact of Black troops during the Civil War.</p> <p>Students will read “The Most Famous Civil War Black Regiment” to understand the impact of Black soldiers during the Civil War.</p> <p>Students will annotate the essay.</p>

Grade 7 | Plan Overview

LESSON 7: THE BLACK ENCLAVE SERIES: VAN CORTLANDT PARK (BRONX, NY)

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did Black New Yorkers build and sustain communities before, during, and after the Reconstruction period, and what challenges did they face?</p> <p>Why were many Black communities displaced, and how can we preserve their legacy through memory and monuments, heritage sites, activism, and historical research?</p> <p>Objective(s):</p> <p>Students will analyze primary sources to understand the history of Van Cortlandt Park and its significance to Black New Yorkers.</p>	<p>7.1a - Locate and describe the major physical and human characteristics of New York State.</p> <p>7.2b - Describe the interactions between Native American peoples and European explorers and settlers.</p> <p>7.2e - Describe the role of New York State in the American Revolution.</p>	<p>Students will create an informational brochure or website page highlighting the park's history and significance.</p>

LESSON 8: THE BLACK ENCLAVE SERIES: SENECA VILLAGE (NEW YORK, NY)

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did Black New Yorkers build and sustain communities before, during, and after the Reconstruction period, and what challenges did they face?</p> <p>Why were many Black communities displaced, and how can we preserve their legacy through memory and monuments, heritage sites, activism, and historical research?</p> <p>Objective(s):</p> <p>Students will learn about an integrated village established by Black New Yorkers called Seneca Village. They will have the opportunity to read primary and secondary sources about Seneca Village and engage in research.</p>	<p>7.7 Reform Movements: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts.</p> <p>7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. Students will examine ways in which enslaved Africans organized and resisted their conditions.</p> <p>8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.</p>	<p>Students will create a mock social media post that raises awareness about the history of Seneca Village.</p>

“We Wish to Plead Our Own Cause.” A Free Black Press

Part 1

Big Idea	Agency & Power The influence of Media
Enduring Understanding	The Black Press was a tool for Black Americans to build community, express agency, and politically mobilize in Antebellum America. The use of media can help people build community, express agency, and politically mobilize groups.
Driving/Essential Question(s)	How did the free Black press promote agency through identity, community, and influence in antebellum America?
Standards Addressed	<p>NYC Social Studies Practices</p> <ul style="list-style-type: none"> • A5: Make inferences and draw general conclusions from evidence. <p>Next-Gen Standards:</p> <ul style="list-style-type: none"> • 7R4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. • WHST1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic by identifying and using credible sources <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 7.7: Reform Movements: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts.
Curriculum Connections	<p>Hidden Voices Global African Diaspora</p> <ul style="list-style-type: none"> • Vol. 1 Denmark Vesey • Vol. 1 Martin Delany <p>Passport to Social Studies</p> <ul style="list-style-type: none"> • Unit 5: Lesson 5: Abolition • Unit 5: Lesson 9: Causes of the Civil War
Prior Knowledge Required / Addressing Prior Misconceptions	Slavery in the British Colonies of North America and the United States of America. The differences between a free Black population in different regions in the country and those enslaved. Ideas related to agency, identity, community, and influence.
Resources/Materials	<p>Freedom's Journal, Vol. 1 No. 1, March 16, 1827 (Source: www.blackpast.org)</p> <p>The Black Press Worksheet (teacher made handout)</p> <p>Article: Freedom's Journal, the first African-American owned Newspaper (Source: www.wisconsinhistory.org)</p> <p>Article: The Black Press (Source: www.nationalhumanitiescenter.org)</p>
Number of days for lesson allocation	2 days (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to examine text to determine how the free Black press was created to promote agency through the expression of identity, community building, and influence in antebellum America.</p> <p>This lesson focuses on why the free Black Press was created. The second lesson focuses on how it was used.</p>
Vocabulary	press, antebellum, agency

Grade 7 | Lesson 1

Opening/Warm up/Do Now/ Hook (5 minutes)

How will open the lesson and connect the learning to students' identities and/or funds of knowledge?

Day 1

Pose the following question to students, giving them time to respond in their notebooks or digitally:

- How do people use social media to express their identity, build community, and exercise influence in the world?

After students respond on their own, have them turn and talk with one or two people to share their responses and engage in conversation about the responses of others.

Come together as a class to share and discuss, highlighting similarities and differences.

At this time, the teacher or a student can note responses on the board or another place where it is easily visible.

Connections are made with the lesson for the day as students review the driving question, objective, and vocabulary. The teacher should introduce the objective of the next two lessons and review vocabulary words.

A specific discussion on agency should occur during the lesson's opening. It is important to break down the driving question for students to:

- Grasp what is meant by identity, community, and influence.
- Understand what the question is asking.
- Understand how evidence is used to show it "promotes" agency through identity, community, and influence.

Day 2

Have students share their one sentence takeaways from day one's wrap up with a peer or group and provide time for 2-4 students to share with the class. If students are in groups, each group can have one person share with the whole class.

The teacher should review the driving question and objective. Address any questions, concerns or misconceptions from the previous day.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Day 1: Building Context - The Black Press Vernon Jarrett Quote

Students will read "The Black Press" to build background knowledge and understand the context in which the free Black newspapers developed.

Provide students with the reading, ["The Black Press"](#)

Before reading, establish the purpose for reading and set the scene by discussing the context in which Black newspapers developed. Some areas to address include what was happening in the country at the time; the geography of where they were published; and who was able to publish them.

The teacher should read the Vernon Jarrett quote or have a student read it to the class. Allow students a moment to interpret the quote and record their responses to the questions provided. Review and discuss student responses and connections to the questions:

- What is the message that Jarrett is trying to convey?
- According to Jarrett, why was the Black press important?
- How would being visible for these events be important to promoting agency through identity, community, and influence?

Grade 7 | Lesson 1

Day 2: Source Analysis - Freedom's Journal

Before reading, establish the purpose for reading and set the scene by reviewing the context in which Black newspapers developed.

The teacher or a student should read the introduction to [Freedom's Journal](#) and analyze the quote from Samuel Cornish and John B. Russwurm, the co-editors of Freedom's Journal. Allow students a moment to interpret the quote and record their responses to the questions provided. Review and discuss student responses and connections to the questions:

- What is the message conveyed by the co-editors?
- How does the reason behind the creation of Freedom's Journal relate to Jarrett's quote?

After reviewing several student responses, the teacher should explain that students will analyze one paragraph from the first issue of Freedom's Journal.

Note: Click on the image of Freedom's Journal to zoom in to read it. Alternatively, in addition to showing students what the journal looked like, type it into a word processing document for easier reading.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Day 1: Building Context - Free Black Press Background Reading

Demonstrate close reading techniques and annotations of the text that center your thinking and connections as you read the text. Be specific with the type of annotations you would like students to make.

Have students follow along and include their annotations/thoughts as they engage with the text.

Use the guiding questions below to review student responses and clarify any misunderstandings.

Questions to check for understanding and discussion:

- Why were Black newspapers important at the time?
- In which ways does the second paragraph show the diversity in thought and identity within the Black community?
- The reading states: "Yet their impact was significant if only by their very existence." Why would the mere existence of the newspapers be important?
- How could newspapers be used to promote agency through identity, community, and influence?

*As an alternative to the annotation of the background reading, the teacher can spend more time discussing the meaning of the quote and background reading before students answer the questions.

Day 2: Source Analysis - Freedom's Journal

Students will analyze one paragraph of the first issue of Freedom's Journal to examine the reasons behind its creation.

Ultimately, students will use this information to understand how the free Black press promoted agency through identity, community, and influence.

Prior to the lesson, the teacher should prepare to provide each student with one of the paragraphs from the first page of the first issue of Freedom's Journal. While each student can zoom in on the image provided, it may be best to type out the paragraphs with one per sheet or half sheet. Students can work independently or in groups based on the paragraph they receive.

In their analysis, students will answer the following questions:

- According to this paragraph, why was Freedom's Journal created?
- How does the above reason help promote agency through identity, community, and/or influence?

Provide each student with one paragraph and instruct them to record the theme/topic and paragraph number.

As students complete the task, circulate to help with language barriers or other misunderstandings that may arise.

See modifications below to adjust this section of learning as needed.

When students have completed their paragraph, pair them with another student with a different paragraph. In pairs, students share their analyses and discuss the similarities and differences.

Lastly, have students answer the question: Identify your partner's paragraph theme/topic and explain how the reason helps promote agency through identity, community, and/or influence?

Grade 7 | Lesson 1

Additional questions to check for understanding and discussion:

- What is the overall tone of the paragraph?
- Which phrases best get the message across?
- What jumps out at you as important?

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

- Discussion
- Questioning
- 1 to 1 interaction and check-ins
- Student responses

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Day 1 - Wrap Up

Have students create a 1-2 sentence takeaway that summarizes the key point of the Free Black Press background reading. The teacher can address any questions or concerns students have about what they have learned.

Day 2 - Wrap up

Have students complete an exit ticket answering the following question: Why were newspapers created by free Black people in antebellum America?

The teacher can address any questions or concerns students have about what they have learned.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

If the driving/essential question is too dense, modify it by picking one focus: identity, community, or influence.

Split this lesson into additional sessions or work during a double block. Alternatively, condense the lesson by removing parts of the text and/or questions.

Allow students to choose which paragraph they want to analyze from Freedom's Journal.

Allow students to work in pairs or groups.

Modify the paragraphs to reflect today's language norms.

Choose two or three paragraphs and work together as a whole class.

Provide students with additional paragraphs and ask them to compare and contrast the tone and message.

Work with a small group who may need additional support throughout the lesson

Grade 7 | Lesson 1

Lesson Extension/Homework (*Throughout Lesson*)

Ask students the following questions for discussion or as homework:

- What forms of media are Black people using today to promote agency through identity, community, and influence in antebellum America? How effective do you think it is?
- How are Black people portrayed in the general media today?
- How are Black people portrayed in Black media today?
- What are some similarities and differences?

“We Wish to Plead Our Own Cause.” A Free Black Press

Part 2

Big Idea	Agency & Power The influence of Media
Enduring Understanding	The Black Press was a tool for Black Americans to build community, express agency, and politically mobilize in Antebellum America. The use of media can help people build community, express agency, and politically mobilize groups.
Driving/Essential Question(s)	How did the free Black press promote agency through identity, community, and influence in antebellum America?
Standards Addressed	<p>NYC Social Studies Practices</p> <ul style="list-style-type: none"> • A5: Make inferences and draw general conclusions from evidence. <p>Next-Gen Standards:</p> <ul style="list-style-type: none"> • 7R4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. • 7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 7.7: Reform Movements: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts.
Curriculum Connections	<p><i>Hidden Voices Global African Diaspora</i></p> <ul style="list-style-type: none"> • Vol. 1 John Brown <p><i>Passport to Social Studies</i></p> <ul style="list-style-type: none"> • Unit 5: Lesson 5: Abolition • Unit 5: Lesson 6: Slave Revolts • Unit 5: Lesson 9: Causes of the Civil War
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Slavery in the British Colonies of North America and the United States of America.</p> <p>The differences between a free Black population in different regions in the country and those enslaved.</p> <p>Ideas related to agency, identity, community, and influence.</p> <p>Use of the term “Colored” as applied to Black people.</p>
Resources/Materials	<p>Why We Should Have a Paper - Colored American (Source: www.nationalhumanitiescenter.org)</p> <p>Original Article: Why We Should Have a Paper from Black Abolitionist Archive (Source: libraries.udmercy.edu)</p> <p>One year of the Colored American, Selections from the year March 1837-March 1838 (Provides the teacher the opportunity to choose which articles to use)</p> <p>Student Worksheet (teacher made handout)</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)

Grade 7 | Lesson 2

Objective

What do you want students to understand/learn?

What do you want students to be able to do?

Students will be able to examine text to determine how the free Black press was used to promote agency through the expression of identity, community building, and influence in antebellum America.

This lesson focuses on how the free Black Press was used while the first lesson focused on why it was created.

Vocabulary

press, antebellum, agency, “colored”, “Black” (specific to uses by the Black Press)

Opening/Warm up/Do Now/ Hook (5 minutes)

How will open the lesson and connect the learning to students’ identities and/or funds of knowledge?

Revisit and review the previous lesson where students engaged with several reasons to explore why free Black newspapers were created. Return to the recorded notes from the previous lesson’s hook (when students were asked: How do people use social media to express their identity, build community, and exercise influence in the world?) and connect with the previous lesson’s hook. Prompt students to notice and explain how their responses were similar and different from those expressed in the quotes and readings. Ask students why there might be differences in the responses if they appeared.

Connections are made with the lesson for the day as students review the driving question, objectives, and vocabulary. The teacher should introduce the objective of the lesson and review vocabulary words.

*A specific discussion on the use of the term “colored” should take place at this point, noting the historical context and agency of the editors. The editors address why they used the term in the March 4, 1837 article, “Title of This Journal.” They also mention “Black” as a negative term, though many Black people use it today in preference over colored. The teacher should be aware and thoughtful of using words to identify people of the African diaspora.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Deepening Understanding - Why We Should Have a Paper

Students will analyze one paragraph of the first issue of Colored American to examine the reasons behind its creation. Ultimately, students will use this information to understand how the free Black press was used to promote agency through identity, community, and influence.

Before class, print out and cut the paragraphs for “Why We Should Have a Paper” and place them in the middle of a large sheet of paper that has enough room around all sides for several students to write responses simultaneously and respond to each other. Place the papers around the room. Read the excerpt from background information on Colored American, and note that Samuel E. Cornish was the creator of the paper from the previous lesson, Freedom’s Journal. Discuss the role of the church and Christianity played in the Black community at this time.

Before moving into the next section, establish the purpose for the activity and expectations for completion.

Grade 7 | Lesson 2

The teacher should demonstrate how response graffiti looks. The teacher can work through one of the paragraphs or choose a separate paragraph to model response graffiti. Demonstrate close reading techniques and annotations of the text that center your thinking and connections as you read the text. Be specific with the type of annotations you would like students to focus on:

- Each student will be assigned a group or choose one and stand in front of a paragraph.
- After reading the excerpt, students write their thoughts, connections, questions, and responses around the text, using arrows to indicate what they are responding to in the text. Remind students not to write too big or small.
- Students then switch moving clockwise or counter-clockwise to another paper. After reading the text, they write a reply to another student and/or add a response of their own.
- Once students have visited all papers, they return to their own to read responses to their comments and/or new responses and discuss with their group the findings.

Returning to their seats, allow students a moment to record their responses to the questions provided. Review and discuss student responses and connections to the driving questions:

- According to this paragraph, why was Colored American created?
- How does the above reason relate to or connect with what we have been learning so far?
- How does the above reason help promote agency through identity, community, and/or influence?

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Source Analysis - Colored American

Students will analyze one article from Colored American to examine how the paper was used to promote agency through identity, community, and influence.

Before the lesson, the teacher should decide how students will access the articles. If providing the entire pdf to students, be clear on which articles you want them to read by pre-assigning each student or allow for some choice by having students browse the articles and choose one on their own. Alternatively, the teacher can decide which articles students will use ahead of time and provide them separately or select one article, provide it, and assign it to the entire class.

The teacher should explain that students will analyze one article from Colored American. In their analysis, students will answer the following questions:

- What is the message presented in the article? Which phrases best get the message across?
- How does the article help promote agency through identity, community, and/or influence?

Provide each student with one article and instruct them to record the title and theme/topic in the space provided.

As students complete the task, circulate to help with language barriers or other misunderstandings that may arise.

See modifications below to adjust this section of learning as needed.

When students have completed their article, pair them with another student with a different article. In pairs, students share their analyses and discuss the similarities and differences.

Lastly, have students answer the question:

Identify your partner's article title and theme/topic. Explain how the reason helps promote agency through identity, community, and/or influence?

Additional questions to check for understanding and discussion:

- What is the overall tone of the article?
- What jumps out at you as important?
- How does this relate/connect to what we have learned so far?

Grade 7 | Lesson 2

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

- Discussion
- Questioning
- 1 to 1 interaction and check-ins
- Student responses

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Wrap up

The teacher can call on 1 to 3 students to share with the class.

The teacher can address any questions or concerns students have about what they have learned.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

If the question is too dense, modify it by picking one focus: identity, community, or influence.

Split this lesson into two sessions or work during a double block. Alternatively, condense the lesson by removing parts of the text and/or questions.

If a larger font size is needed for the graffiti mini-lesson, type the paragraphs on separate sheets before placing them on the big sheet of paper.

Allow students to choose which article they would like to analyze from Colored American.

Allow students to work in pairs or groups.

Modify the articles to reflect today's language norms.

Choose one or two articles and work together as a whole class.

Provide students with additional articles and ask them to compare and contrast the tone and message.

Work with a small group who may need additional support throughout the lesson.

Grade 7 | Lesson 2

Lesson Extension/Homework (*Throughout Lesson*)

Students can engage in a Hot Off the Presses project in which they create their own newsletters/blogs/podcasts/YouTube channels or other current media sharing platform. This can be an ongoing project or feature one entry from each student compiled together. Students should be encouraged to focus on a topic related to one of their identities or communities. Have students complete a CER (Claim - Evidence - Reasoning) written response, podcast episode, or another creative way of sharing their response to the driving question: How did the free Black press promote agency through identity, community, and influence in antebellum America? In which they address the following:

- Answer the driving question with at least 3 pieces of evidence.
- Provide historical context.
- Give insight on the topic as to how it relates to today.

In Pursuit of an Education: The Power of Literacy Part 1

Big Idea	Agency & Power The influence of Media
Enduring Understanding	Enslaved and free Black Americans pursued education, despite the risk, with varying levels of obstacles and success in Antebellum America.
Driving/Essential Question(s)	To what extent did enslaved and free Black Americans value education in antebellum America? Why was an educated enslaved person considered dangerous in antebellum America?
Standards Addressed	<p>NYC Social Studies Practices</p> <ul style="list-style-type: none"> B4: Identify and analyze the relationship between multiple causes and multiple effects. <p>Next-Gen Standards:</p> <ul style="list-style-type: none"> 7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. 7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> 7.7: Reform Movements: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts. 7.7b: Enslaved African Americans resisted slavery in various ways in the 19th century. Students will examine ways in which enslaved Africans organized and resisted their conditions.
Prior Knowledge Required / Addressing Prior Misconceptions	Slavery in the British Colonies of North America and the United States of America. Legislation and beliefs about Black people established favor of slavery in antebellum America. Ideas related to agency and identity.
Resources/Materials	<p>How Literacy Became a Powerful Weapon in the Fight to End Slavery - Colette Coleman - January 29, 2021 (Source: www.history.com)</p> <p>Student Worksheet (teacher made handout)</p> <p>Additional Resources</p> <ul style="list-style-type: none"> David Walker - PBS Africans in America (Source: www.pbs.org) David Walker's Appeal -Introduction (Source: www.pbs.org) Excerpts from David Walker's Appeal (Source: www.pbs.org)
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to examine why literacy was considered a powerful weapon in the fight to end slavery in antebellum America.</p> <p>This lesson focuses on building background knowledge related to literacy for the enslaved and free Black people in antebellum America. The second lesson focuses on narratives and what they reveal about the agency of these groups.</p>
Vocabulary	literacy, abolition, antebellum, agency, Civil War, justification, revolution

Grade 7 | Lesson 3

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Explain to the students that they will participate in a speed discussion in which you will play music as they circulate the room. When the music stops, students will hear (and see) a question from the list below. Students will have time to discuss with the person closest to them. The teacher should circulate listening to responses. After one minute (or two) of discussion, choose 1-3 groups to share. During the share-out, the teacher should record student responses. Complete 2-4 rounds.

- What does it mean to be educated?
- How does society treat people that are uneducated?
- In what ways is education important to you?
- What are some challenges you may face in obtaining your education?
- When can education be seen as a threat to those in power?

At the end of the discussion rounds, come together as a class to share and discuss similarities and differences in student responses as recorded by the teacher.

Connections are made with the lesson for the day as students review the driving question (s), objective, and vocabulary. The teacher should introduce the objective of the lesson and review vocabulary words.

Note: The teacher should decide which questions to provide students, using at least two to guide thought and discussion.

Alternatively, you can provide the questions and ask students to choose two to respond to. It may be helpful to provide slides or a presentation with the questions visible for students to see while discussing.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Building Context - Literacy to fight slavery Background Reading

Students will read "How Literacy Became a Powerful Weapon in the Fight to End Slavery" to build background knowledge. Before reading, establish the purpose and set the scene by reviewing the context of the period in the thirty or so years before the Civil War. Some areas to address include what was happening in the country then, the abolitionist movement, and aspects of slavery.

The teacher should read the first page, verbally making connections to previous learning and thoughts while reading. The teacher may also stop during the reading to ask questions or take input from students. At the end of the passage, return to and read the quote by Clarence Lusane. Allow students a moment to interpret the quote and record their responses to the question provided.

Review and discuss student responses to the following question:

- Why would an educated enslaved person be considered dangerous?

You can also make connections to the aim for the day by asking the following question:

- How does this relate to our aim for today?

Grade 7 | Lesson 3

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Deepening understanding - Literacy to fight slavery Background Reading

Students will continue to read the article, answering the questions as they move along. The teacher should determine if this will be done as a whole group, in pairs, individually, or a combination of the three.

Questions to check for understanding and discussion:

- How could literacy lead to uprisings and resistance to slavery?
- Why are literate Black Americans considered a threat to slavery?
- How does the statistic provided at the end of this passage relate to the idea that literacy threatened the justification for slavery?

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

- Discussion
- Questioning
- 1 to 1 interaction and check-ins
- Student responses

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Claim - Evidence - Reason (CER) Written Response

Students will complete a CER to answer the aim: Why was literacy a powerful weapon in the fight to end slavery? They should address at least two examples from the text and include original ideas.

The teacher can call on 1-3 students to share with the class.

The teacher can address any questions or concerns students have about what they learned.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Provide choice by presenting all hook questions and asking students to choose two.

Assign students one section of the reading and modify the text to adjust for flow.

Have students share their findings from their section with peers.

Split this lesson into two sessions or work during a double block. Alternatively, condense the lesson by removing parts of the text and/or questions.

Work with a small group who may need additional support throughout the lesson.

Grade 7 | Lesson 3

Lesson Extension/Homework (*Throughout Lesson*)

Ask students the following questions:

- What obstacles did enslaved and free Black Americans face in obtaining literacy skills?
- Why is this relevant to what is happening today?
- Why should people know about this?
- What can you conclude about how literacy attainment was denied to Black Americans in antebellum America?

Additional lesson on David Walker's Appeal

- Purpose
- Examine the full title
- Analyze several excerpts
- Can also be used in an abolition lesson

In Pursuit of an Education: The Power of Literacy Part 2

Big Idea	Agency & Power The influence of Media
Enduring Understanding	Enslaved and free Black Americans pursued education, despite the risk, with varying levels of obstacles and success in Antebellum America.
Driving/Essential Question(s)	To what extent did enslaved and free Black Americans value education in antebellum America? Why was an educated enslaved person considered dangerous in antebellum America?
Standards Addressed	<p>NYC Social Studies Practices</p> <ul style="list-style-type: none"> B4: Identify and analyze the relationship between multiple causes and multiple effects. <p>Next-Gen Standards:</p> <ul style="list-style-type: none"> 7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. 7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> 7.7: Reform Movements: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts. 7.7b: Enslaved African Americans resisted slavery in various ways in the 19th century. Students will examine ways in which enslaved Africans organized and resisted their conditions.
Curriculum Connections	<p><i>Hidden Voices Global African Diaspora</i></p> <ul style="list-style-type: none"> Vol. 2 Anna Julia Cooper
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Slavery in the British Colonies of North America and the United States of America. Legislation about Black people put forth in favor of slavery in antebellum America. Beliefs and mindsets about Black people put forth in favor of slavery in antebellum America. Differences in the status of Black people in antebellum America. Ideas related to agency and identity.</p>
Resources/Materials	<p>The pursuit of learning by antebellum African Americans, narrative selections, 19th-20th century (Choose selections) (Source: www.nationalhumanitiescenter.org) Webster's Spelling Book [Blue Back Speller] (Can be shared with students as it is referenced multiple times in narratives)(Source: www.archives.org) Student Worksheet (teacher made handout)</p> <p>Additional Resources</p> <ul style="list-style-type: none"> "The Evil Shadow of Slavery No Longer Hangs Over Them": Charlotte Forten Describes Her Experiences Teaching on the South Carolina Sea Islands, 1862" (PDF) (historymatters.gmu.edu) Schoolhouse Pioneers: Charlotte Forten (pbs.org) Freedmen's Education in Virginia (1861-1870) (encyclopediavirginia.org)
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period)

Grade 7 | Lesson 4

Objective

What do you want students to understand/learn?

What do you want students to be able to do?

Students will be able to analyze how enslaved, freed, and free Black people pursued education despite the risks and obstacles in Antebellum America.

This lesson focuses on students examining and analyzing narratives in order to draw conclusions on what they reveal about the agency of these groups in pursuing their education. The previous lesson focused on building background knowledge related to literacy for the enslaved and free Black people in Antebellum America.

Vocabulary

literacy, abolition, Antebellum, agency, Civil War, justification

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Review student responses to the CER (claim - evidence - reasoning) written response from the previous lesson by having 2-3 students share and discuss.

Make connections with the lesson for the day as students review the driving question, objectives, and vocabulary. The teacher should introduce the objective of the lesson and review vocabulary words.

Note: The teacher should decide which questions to provide students, using at least two to guide thought and discussion.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Source Analysis - Model: Narrative Review

The teacher will choose 2-3 narratives, which represent a variety of experiences for enslaved and free Black Americans pursuing their education.

Note: Be mindful that some narratives may include offensive or outdated language that may require discussion prior to the activity if chosen. Other narratives use stereotypical speech patterns of the time, which students may react to negatively. Discuss these points if you choose narratives that feature this language.

The teacher will model how to engage with the narratives by completing all or part of one that students will not encounter.

Note: The teacher should model prior to students getting into groups to minimize distraction. Teacher can provide the following recommended questions for students to ask each other during the gallery walk:

- According to the author, what is the experience for enslaved and free Black Americans pursuing their education in the Antebellum South?
- What is your biggest takeaway from this narrative?
- What wonderings do you have about what you just read?

Grade 7 | Lesson 4

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Source Analysis – Narrative Review/Gallery Walk

Students will complete a gallery walk where they read the selected narratives and discuss them with peer groups.

Teacher will provide students with the [“The Pursuit of Learning: The Power of Literacy Narratives: Gallery Walk”](#) handout.

Before starting, explain to students that they will participate in a gallery walk of narratives of those enslaved or free during the Antebellum era. Place students in groups of 3-5 depending on class size and the number of narratives chosen.

Student Directions: Starting at your home document/station, review the text and discuss the narratives using the “questions to consider” section of your handout. At the end of the round, rotate clockwise and repeat.

Note: Teacher will need to predetermine the amount of time at each station as well as the number of stations to visit. The teacher should circulate the room or remain stationed by a difficult narrative that may need more explanation. The use of a timer that is visible would be helpful for students to keep time while they are working on the gallery walk.

Possible questions to check for understanding and discussion:

- How did the person pursue their education?
- What obstacles, if any, did they face?
- When, if at all, did they receive help?
- How is this an example of agency?
- Where are there similarities and differences between the narratives?
- Compare and contrast the pursuit of education by the enslaved and free Black people.
- How does this relate to what we learned yesterday?
- How does this disrupt the narrative about enslaved people and education?
- Based on what we have learned, what can you conclude about pursuing education in the Black communities in antebellum America?

The teacher can also use the above questions for a larger discussion in a whole group setting.

The handout with the questions is a guide for students as they discuss with peers. The document can be modified to become a graphic organizer or note catcher.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

- Discussion
- Questioning
- 1 to 1 interaction and check-ins
- Student responses

Grade 7 | Lesson 4

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Have students, either whole group or individually, answer the driving/essential questions:

- To what extent did enslaved and free Black Americans value education in Antebellum America?
- Why is an educated enslaved person considered dangerous in Antebellum America?

The teacher can cold call 3-5 students to share with the class or collect written responses.

Note: *Be sure to use this time to address any questions or concerns students have about what they learned.*

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

If you choose to do the activity whole-group, create a presentation with one narrative per slide and have students complete the assignment in pairs.

Work through a few narratives with students and not in groups.

Work with a small group who may need additional support throughout the lesson.

Lesson Extension/Homework (Throughout Lesson)

Have students create an art piece (poem, drawing, short story, media presentation, etc.) that answers the driving question. Allow students sufficient time to engage in this activity.

Additional lesson on Charlotte Forten document (see attached)

- Analysis
- Similarities and differences between enslaved and Free Black people
- What does it teach us about the will of the formerly enslaved to learn?

Black Soldiers During the Civil War Part 1

Big Idea	Agency & Power The Fight for Freedom Military Involvement
Enduring Understanding	Both formerly enslaved and free Black people sought to fight for freedom, despite facing racism, playing a significant role in the outcome of the Civil War.
Driving/Essential Question(s)	What impact did Black troops have on the Civil War?
Standards Addressed	<p>NYC Social Studies Practices</p> <ul style="list-style-type: none"> A6: Examine arguments related to a specific social studies topic from multiple perspectives. <p>Next-Gen Standards:</p> <ul style="list-style-type: none"> 7R3: In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. 7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> 7.8d: Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War. 7.8e: Students will examine the roles of women, civilians, and free African Americans during the Civil War.
Curriculum Connections	<p><i>Hidden Voices Global African Diaspora</i></p> <ul style="list-style-type: none"> Vol. 2 General Antonio Maceo y Grajales
Prior Knowledge Required / Addressing Prior Misconceptions	<ul style="list-style-type: none"> Slavery in the United States prior to the Civil War Compromises leading up to the Civil War and how these compromises are evident today The Civil War and the importance of the Battle of Antietam The Emancipation Proclamation and Self Emancipation of the Enslaved
Resources/Materials	<ul style="list-style-type: none"> A Bit of War History: The Contraband, Thomas Waterman Wood, 1865 (Source: www.metmuseum.org) "Fighting Rebels With Only One Hand" by Frederick Douglass – Political Rhetoric Archive (Source: politicalrhetoricarchive.wcu.edu) A Union Army Captain Testifies Before the Freedman's Commission - SHEC: Resources for Teachers (Source: shec.ashp.cuny.edu) Example of Student Worksheet (teacher made handout) Background Essay on Civil War "Contraband" - SHEC: Resources for Teachers (Can also be used for HW) (Source: shec.ashp.cuny.edu) Background information on Black Soldiers during the Civil War - National Archives (Source: www.archives.gov)
Number of days for lesson allocation	2 days (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will be able to evaluate the importance of Black troops during the Civil War.

Grade 7 | Lesson 5

Opening/Warm up/Do Now/ Hook (5 minutes)

How will open the lesson and connect the learning to students' identities and/or funds of knowledge?

Day 1

Ask students the following: Think of a time in your life when the importance of someone or something changed over time. How and why did it change?

If students are unsure and cannot think of a situation, provide one from pop culture or the news cycle and discuss it as a class. Explain how the importance of something or people can change overtime.

Connections are made with the lesson for the day as students review the Essential Question, Objective, and vocabulary. The teacher should introduce the objective of the next two lessons and discuss what it means to evaluate the impact and importance of someone/something if this is the first time students are encountering this skill.

Observe - Infer - Wonder - Connect

Students will examine the painting, [A Bit of War History: The Contraband](#), and complete observe, infer, wonder, and connect notes to begin to understand the impact of Black troops during the Civil War.

Provide students with the link to the painting, A Bit of War History: The Contraband or display the painting for the whole class.

Introduce the painting (title, painter, date) and any additional background information. Inform students that they will analyze the painting to understand the impact of Black troops during the Civil War.

Provide the following steps:

1. Observe

Spend a few minutes looking closely and write down 5 things you notice. What else do you see?

2. Infer

Why do you think the artist included these elements? What message do you think the artist is showing?

How does the use of color, shapes, and scale in the painting create feelings or communicate ideas?

3. Wonder

What questions do you have about what you see?

4. Connect

How does this painting connect with what we have been learning about the Civil War?

Creating one central worksheet or note catcher would be helpful for students to gather evidence

to support their written pieces at the end of both lessons. Students can also use a blank paper and divide the paper into 4 columns one for each of the categories, or fold the paper 2x to create 4 boxes.

Review students' answers, being sure to clear up any confusion.

Day 2

Have students share their day one wrap up summaries or close read annotations with a peer or group and provide time for 2-4 students to share with the class. If students are in groups, each group can have one person share with the whole class.

The teacher should review the driving question and objective. Address any questions, concerns or misconceptions from the previous day.

Grade 7 | Lesson 5

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Day 1: Source Analysis - Frederick Douglass

Students will read "[Fighting Rebels with Only One Hand](#)" by Frederick Douglass to understand the argument presented for why Black soldiers should be allowed to fight with the Union during the Civil War.

Demonstrate close reading techniques and annotations of the text that center your thinking as you read the text. Be specific with the type of annotations you would like students to make.

Have students follow along and include their annotations/thoughts as they engage with the text.

Complete no more than the first two boxes to provide students with a model for the level of annotation and close reading required.

Review student responses and clarify any misunderstandings.

Day 2: Corroboration - Union Army Captain Testimony

Provide students with the excerpt, [A Union Army Captain Testifies Before the Freedman's Commission](#).

Review with students what it means to corroborate two texts. Remind students that they are looking for information that appears in both documents and information that only appears in one.

Begin to read the text with students to model your thinking and corroboration between both texts. Point out words or phrases that show a connection or departure between the two texts. Ask students which part of the text that you have read, would they use as text evidence for corroboration. Alternatively, provide an example of the text you would use for evidence and explain why.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Day 1: Source Analysis - Continue Frederick Douglass

Students will continue to read the Frederick Douglass piece independently adding annotations. The following questions can be used for comprehension and discussion.

Questions to check for understanding and discussion:

- Read the title; what argument do you think Douglass will make about not using Black Soldiers in the war? What does it look like to/why should you not fight with one hand behind your back?
- What is the tone of this passage? How do you think Frederick Douglass felt about Black people not being allowed to serve in the Union army in 1861? Use at least two pieces of evidence to support your claim.
- What arguments does Douglass note about why Black people should be allowed in the military? If you had to pick one line or phrase that represents Douglass' strongest or most compelling statement, which would you pick?
- How does Douglass use imagery to get his point across? Choose 2-3 examples and explain how they are used successfully.

Grade 7 | Lesson 5

Day 2: Corroboration - Union Army Captain Testimony

Have students complete the rest of the reading either independently or with a partner. Use the questions below to aid students in their corroboration of the two texts.

Questions to check for understanding and discussion:

- Does the information from Douglass' text express the same or different point of view from the Union Captain?
- What new information did you get from the Union Captain not included in Douglass' document?
- Is there anything in the Union Captain's account that contradicts the information in Douglass' piece? What is the contradiction? How could you decide which source is more accurate?

In the final minutes of work time, ask a few students to share their responses to the following question: How does the Union Army Captain's account corroborate Frederick Douglass's argument in "Fighting Rebels with Only One Hand?" Use at least two pieces of evidence to support your claim.

The teacher can hold a discussion or share-out to review the Union Captain's account and students' responses.

Checks for Understanding (*Throughout Lesson*)

What opportunities will you provide throughout the lesson to check for student understanding?

Day 1

Review students' close reads and ask students to share their annotations

Day 2

The teacher will review student responses from the check for understanding and discussion questions to determine if they are corroborating the Union Army Captain's Testimony and "Fighting Rebels with Only One Hand." The teacher will review student handouts to identify any challenges as the students worked independently.

- Discussion
- Questioning
- 1 to 1 interaction and check-ins
- Student responses

Closing & Student Reflection (*5 minutes*)

How will you recap and assess student learning for this lesson?

Day 1

Have students complete an exit slip summarizing Frederick Douglass' main argument.

Day 2

The teacher can create a T-Chart that records students' responses related to the corroboration of the two pieces with confirmation and conflicts on either side of the T-chart.

Grade 7 | Lesson 5

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Allow students to work in pairs.

Work with a small group who may need additional support throughout the lesson.

Provide a note catcher for students to organize their evidence.

Have students use the highlight function or highlighters to make their thinking more visible within the text.

Lesson Extension/Homework (*Throughout Lesson*)

[Background Essay on Civil War “Contraband” - SHEC: Resources for Teachers](#) (Can be used for HW as a pre-reading)

Additional lesson on Charlotte Forten document (see attached)

- Analysis
- Similarities and differences between enslaved and Free Black people in the union and confederate armies
- Create a visual collage using Google slides or Jamboard that illustrates the Black experiences during the Civil War within their volunteer regiments

Black Soldiers During the Civil War Part 2

Big Idea	Agency & Power The Fight for Freedom Military Involvement
Enduring Understanding	People fight for their freedom and justice with varying degrees of participation, impact, and outcome. Both formerly enslaved and free Black people sought to fight for freedom, despite facing racism, playing a significant role in the outcome of the Civil War.
Driving/Essential Question(s)	What impact did Black troops have on the Civil War?
Standards Addressed	<p>NYC Social Studies Practices</p> <ul style="list-style-type: none"> A6: Examine arguments related to a specific social studies topic from multiple perspectives. <p>Next-Gen Standards:</p> <ul style="list-style-type: none"> 7R3: In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. 7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> 7.8d: Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War. 7.8e: Students will examine the roles of women, civilians, and free African Americans during the Civil War.
Prior Knowledge Required / Addressing Prior Misconceptions	Slavery in the United States prior to the Civil War Compromises leading up to the Civil War and how these compromises are evident today The Civil War and the importance of the Battle of Antietam The Emancipation Proclamation and Self Emancipation of the Enslaved
Resources/Materials	<p>Background Essay on Civil War “Contraband” - SHEC: Resources for Teachers (Can be used for HW) (Source: shec.ashp.cuny.edu)</p> <p>Background information on Black Soldiers during the Civil War - National Archives (Source: www.archives.gov)</p> <p>For Lesson:</p> <p>The 54th Massachusetts Infantry - Timeline, Facts & Leader - HISTORY (Source: www.history.com)</p> <p>A Bit of War History: The Recruit, Thomas Waterman Wood, 1866 (Source: www.metmuseum.org)</p> <p>Glory Movie Clips - Give'm Hell (CGX/YouTube)</p> <p>The Second Battle of Fort Wagner (info Peace/YouTube)</p> <p>Example of Student Worksheet (teacher made handout)</p>
Number of days for lesson allocation	1 days (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will be able to evaluate the importance of Black troops during the Civil War.
Vocabulary	abolition, Emancipation Proclamation, contraband, Fugitive Slave Act

Grade 7 | Lesson 6

Opening/Warm up/Do Now/ Hook (5 minutes)

How will open the lesson and connect the learning to students' identities and/or funds of knowledge?

Connections are made with the lesson for the day as students review the Essential Questions, Objectives, and vocabulary. The teacher should introduce the objective of the lessons and discuss what it means to evaluate the impact and importance of someone/something if this is the first time students are encountering this skill.

Observe - Infer - Wonder - Connect

Students will examine the painting, [A Bit of War History: The Recruit, Thomas Waterman Wood, 1866](#) (Source: www.metmuseum.org), and then complete observe, infer, wonder, and connect notes to begin to understand the impact of Black troops during the Civil War.

Provide students with the link to the painting, [A Bit of War History: The Recruit, Thomas Waterman Wood, 1866](#) (Source: www.metmuseum.org) or display the painting for the whole class. Introduce the painting (title, painter, date) and any additional background information. Inform students that they will analyze the painting to understand the impact of Black troops during the Civil War.

Provide the following steps:

1. Observe

Spend a few minutes looking closely and write down 5 things you notice. What else do you see?

2. Infer

Why do you think the artist included these elements? What message do you think the artist is showing?

How does the use of color, shapes, and scale in the painting create feelings or communicate ideas?

3. Wonder

What questions do you have about what you see?

4. Connect

How does this painting connect with the one from the previous lesson, A Bit of War History: The Contraband? What has changed? Creating one central worksheet or note catcher would be helpful for students to gather evidence to support their written pieces at the end of both lessons. Students can also use a blank paper and divide the paper into 4 columns one for each of the categories, or fold the paper 2x to create 4 boxes.

Review students' answers, being sure to clear up any confusion.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Source Analysis - The Most Famous Civil War Black Regiment

Students will read [The 54th Massachusetts Infantry - Timeline, Facts & Leader - HISTORY](#) (Source: www.history.com) to understand the impact of Black soldiers during the Civil War.

Demonstrate close reading techniques and annotations of the text that center your thinking as you read the text. Be specific with the type of annotations you would like students to make.

Have students follow along and include their annotations/thoughts as they engage with the text.

Complete no more than the first two boxes to provide students with a model for the level of annotation and close reading you require.

Review student responses and clarify any misunderstandings.

Grade 7 | Lesson 6

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Source Analysis - [The 54th Massachusetts Infantry - Timeline, Facts & Leader - HISTORY](#) (Source: www.history.com)

Students will continue to independently read The Most Famous Civil War Black Regiment piece, adding annotations. The following questions can be used for comprehension and discussion.

Questions to check for understanding and discussion:

Based on the text, how did Black Troops impact the outcome of the Civil War?

Would Frederick Douglass, based on the reading from yesterday, agree or disagree with how Black Troops impacted the outcome of the civil war? Explain?

If the military forbade Black soldiers from joining the military how might this have impacted the outcome of the Civil War?

Corroboration - Glory: The Men of the 54th Massachusetts

Provide students with the links for the two clips from the movie Glory, Give' m Hell and The Second Battle of Fort Wagner.

Alternatively, project the clips for the class as a whole.

Review with students what it means to corroborate two texts. Remind students that they are looking for information that appears in both documents and information that only appears in one. Remind students that this source is a movie that takes creative license though it is based on historical events. You can briefly discuss how this affects the use of this information as evidence.

Have students use a note catcher to write down their observations, general thoughts, connections to the text, and discussion questions that might come up for them.

The teacher can hold a discussion or share out to review the students' responses.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

- Discussion
- Questioning
- 1 to 1 interaction and check-ins
- Student responses

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Students begin to outline their response to the driving question, What impact did Black troops have on the Civil War?, by writing a one sentence claim

The teacher can call on 1-3 students to share with the class.

The teacher can address any questions or concerns students have about what they learned.

Grade 7 | Lesson 6

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Allow students to work in pairs.

Work with a small group who may need additional support throughout the lesson.

Provide a note catcher for students to organize their evidence.

Have students use the highlight function or highlighters to make their thinking more visible within the text.

Lesson Extension/Homework (*Throughout Lesson*)

Students complete a CER answering the question: What impact did Black Troops have on the Civil War?

The Black Enclave Series: Van Cortlandt Park (Bronx, New York)

Big Idea	This lesson is part of the “Black Enclave Series,” which explores Black communities’ history and legacy in New York City. These middle school lessons examine the triumphs and challenges from before the Reconstruction period to today. Through activities and historical analysis, students will learn about significant Black neighborhoods and sites like VanCortlandt Park and Seneca Village, uncovering stories of resilience and cultural contributions. The series highlights the importance of memory and monuments, heritage sites, scholars, historians, activists, and historical research in preserving these communities’ rich history.
Enduring Understanding	<ul style="list-style-type: none"> • Black New Yorkers established communities before, after, and during the Reconstruction period through migration, support of other kinfolk, and the creation of social, economic, and political institutions. • Black communities established before, during, and after the Reconstruction period faced significant challenges like racism, unfair laws, and economic hardships. These issues often led to their decline or displacement through actions such as land seizures, violence, and discrimination. Black communities can be preserved by maintaining collective memory and monuments, establishing heritage sites, engaging in activism, and conducting historical research to honor and sustain their legacy.
Driving/Essential Question(s)	<ul style="list-style-type: none"> • How did Black New Yorkers build and sustain communities before, during, and after the Reconstruction period, and what challenges did they face? • Why were many Black communities displaced, and how can we preserve their legacy through memory and monuments, heritage sites, activism, and historical research?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will cite evidence to understand the history and legacy of Black communities before, during, and after Reconstruction. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 7.1a: Locate and describe the major physical and human characteristics of New York State. • 7.2b: Describe the interactions between Native American peoples and European explorers and settlers. • 7.2e: Describe the role of New York State in the American Revolution. <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> • RH.6-8.1: Cite specific textual evidence to support the analysis of primary and secondary sources. Students will use evidence from historical texts to understand how Black New Yorkers built communities and faced challenges during the Reconstruction period and beyond. <p>National Council for Social Studies</p> <ul style="list-style-type: none"> • CIV.7.3: Describe how individual actions, informed by knowledge, can make a difference in addressing problems facing society.

Grade 7 | Lesson 7

Prior Knowledge Required / Addressing Prior Misconceptions	<ul style="list-style-type: none"> • Basic understanding of the Reconstruction period (1865-1877), including the 13th, 14th, and 15th Amendments. • Reconstruction for Black New Yorkers began earlier, considering New York ended enslavement in 1827. • Black communities across New York City and their established enclaves have a rich history of triumph and resilience. • Before delving into the lesson, educators should address any misconceptions students may have about the Black diaspora's role in developing New York City and the reasons for their displacement, which were not solely due to internal conflicts. • Students should understand the oppression, systemic issues, and other pressures that led to the displacement of these communities. Grasping the factors behind each enclave's rise and fall will provide a foundation for creating monuments, visiting and understanding heritage sites, engaging in activism, and conducting historical research.
Resources/Materials	<p>History of Van Cortlandt Park (Source: www.nycgovparks.org)</p> <p>Van Cortlandt Park Alliance's history on enslavement in the Van Cortlandt Estate (Source: www.vancortlandt.org)</p> <p>Van Cortlandt Park Alliance Middle-Grade Curriculum: The Enslaved People Project (Source: www.vancortlandt.org)</p>
Number of days for lesson allocation	1 days (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will analyze primary sources to understand the history of Van Cortlandt Park and its significance to Black New Yorkers. Students will create an informational brochure or website page highlighting the park's history and significance.

Grade 7 | Lesson 7

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Teacher will begin lesson with a reminder of historical context:

Today, we're going to explore the [history of Van Cortlandt Park](#), a place with a rich and complex past. Before it became the park we know today, this land was part of a larger estate that underwent significant transformations over time. From the arrival of the first Europeans in the 1600s to the creation of the park in the late 1800s, this area has been shaped by the interactions of different cultures and communities. As we delve into the history of Van Cortlandt Park, we'll be considering the roles of different groups of people, the impact of their actions on the land, and the stories that have been preserved—and perhaps once overlooked—in the historical record.

Teacher will have students read the history of Van Cortlandt Park, as it is on NYC Parks' site. To guide students in inferring the presence of enslavement," you could ask questions that prompt critical thinking about labor, ownership, and social structures:

- Who do you think did the majority of the work on the estate before it became a park? What evidence from the text supports your answer?
- How do you think the land was managed and maintained before it became a park? What roles might different groups of people have played in this?
- What might life have been like for the people who lived and worked on the land before it became a park? How might their experiences have differed based on their social status?
- The text mentions that the land was transformed into a "working plantation." What do you think this means? What activities and industries might have been part of this transformation?
- How did the ownership of the land change over time, and what impact do you think these changes had on the people who lived and worked there?

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Teacher will listen to and read [the Van Cortlandt Park Alliance's history on enslavement in the Van Cortlandt Estate](#), with students.

After reading, the teacher will break the class into pairs. Distribute the two versions of the history to each pair.

- Instruct students to read both versions carefully, noting the differences in how each version presents the history of Van Cortlandt Park.
 - Ask students to discuss with their partners the implications of the differences in the narratives. Encourage them to consider questions such as:
 - How does the inclusion or omission of the history of enslavement change the overall story of Van Cortlandt Park?
 - What do the differences in the narratives reveal about the perspectives and priorities of the authors?
 - How might these different narratives influence our understanding of the history of Van Cortlandt Park and its significance?

Teacher will bring the class back together for a discussion. Ask students to share their observations and insights from the activity.

Grade 7 | Lesson 7

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Teacher will give students the opportunity to conduct further research on Van Cortlandt Park, focusing on its history and significance to Black New Yorkers.

Teacher will guide students in creating an informational brochure or website page that highlights the park's complete history, using the primary sources and additional research. Students can use a platform like Canva or Google Docs to create their brochure/website.

Guiding Question:

Imagine you're exploring Van Cortlandt Park, captivated by its natural beauty and wondering about its rich history. How helpful would it be to have a brochure or website that could guide you through its past and significance?

If there's time, allow students to share.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Teacher should rotate through pairs, pushing students to find gaps in the generic history of Van Cortlandt Park.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Teacher will reflect with students:

- How does this lesson change your understanding of the history of Van Cortlandt Park?
- What does this lesson teach us about the importance of including diverse perspectives in historical narratives?

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

- Images/enlarged articles for visual learners.
- Extended time for annotating text.
- Varied question types to support different readiness levels.

Lesson Extension/Homework (Throughout Lesson)

[Van Cortlandt Park Alliance Middle-Grade Curriculum: The Enslaved People Project](http://www.vancortlandt.org) (Source: www.vancortlandt.org)

The Black Enclave Series: Seneca Village (New York, NY)

Big Idea	<p>This lesson is part of the “Black Enclave Series,” which explores Black communities’ history and legacy in New York City. These middle school lessons examine the triumphs and challenges from before the Reconstruction period to today. Through activities and historical analysis, students will learn about significant Black neighborhoods and sites like VanCortlandt Park and Seneca Village, uncovering stories of resilience and cultural contributions. The series highlights the importance of memory and monuments, heritage sites, scholars, historians, activists, and historical research in preserving these communities’ rich history.</p>
Enduring Understanding	<ul style="list-style-type: none"> • Black New Yorkers established communities before, after, and during the Reconstruction period through migration, support of other kinfolk, and the creation of social, economic, and political institutions. • Black communities established before, during, and after the Reconstruction period faced significant challenges like racism, unfair laws, and economic hardships. These issues often led to their decline or displacement through actions such as land seizures, violence, and discrimination. • Black communities can be achieved through efforts such as maintaining collective memory and monuments, establishing heritage sites, engaging in activism, and conducting historical research to honor and sustain the preservation of their legacy.
Driving/Essential Question(s)	<ul style="list-style-type: none"> • How did Black New Yorkers build and sustain communities before, during, and after the Reconstruction period, and what challenges did they face? • Why were many Black communities displaced, and how can we preserve their legacy through memory and monuments, heritage sites, activism, and historical research?
Standards Addressed	Next-Gen English Language Arts Standards:
	<ul style="list-style-type: none"> • RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Students will cite evidence to understand the history and legacy of Black communities before, during, and after Reconstruction. • W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	NYC Social Studies Scope & Sequence:
	<ul style="list-style-type: none"> • 7.7 Reform Movements: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts. • 7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. Students will examine ways in which enslaved Africans organized and resisted their conditions. • 8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.
	Next Gen Standards for Literacy in History/Social Studies:
	<ul style="list-style-type: none"> • RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources. • Students will use evidence from historical texts to understand how Black New Yorkers built communities and faced challenges during the Reconstruction period and beyond. • RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

Grade 7 | Lesson 8

Prior Knowledge Required / Addressing Prior Misconceptions	<ul style="list-style-type: none"> • Basic understanding of the Reconstruction period (1865-1877), including the 13th, 14th, and 15th Amendments. • Reconstruction for Black New Yorkers began earlier, considering New York ended enslavement in 1827. • Black communities across New York City and the enclaves they established have a rich history of triumph and resilience. • Before delving into the lesson, educators should address any misconceptions students may have about the Black diaspora's role in developing New York City and the reasons for their displacement, which were not solely due to internal conflicts. • Students should understand the oppression, systemic issues, and other pressures that led to the displacement of these communities. Grasping the factors behind each enclave's rise and fall will provide a foundation for creating monuments, visiting and understanding heritage sites, engaging in activism, and conducting historical research.
Resources/Materials	<ul style="list-style-type: none"> • Seneca Village: The Williams Family Legacy (Central Park Conservancy - Youtube) • New York Historical Society's Seneca Village: A Teacher's Guide to Using Primary Sources in the Classroom (Source: www.weteachnyc.org) • Secondary Sources on Seneca Village: YouTube Videos, Tiktoks, Articles • Before Yesterday We Could Fly: An Afrofuturist Period Room (Source: www.metmuseum.org) • Seneca Village Outdoor Exhibit - Central Park Conservancy (Source: www.centralparknyc.org) • Before Central Park by Sarah Miller (Source: www.beforecentralpark.org) • Seneca Village - NYC's Early African American Settlements (Source: New York Public Library - libguides.nypl.org)
Number of days for lesson allocation	1 days (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will learn about an integrated village established by Black New Yorkers called Seneca Village. They will have the opportunity to read primary and secondary sources about Seneca Village and engage in research to create a mock social media post that raises awareness about its history.
Vocabulary	Integrated, African Methodist Episcopal (A.M.E.), Descendants, Legacy, Eminent Domain

Grade 7 | Lesson 8

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

The teacher will begin the lesson by emphasizing the difference between primary and secondary sources. Using items from a Google search on "Seneca Village" and the [New York Historical Society's "A Teacher's Guide to Using Primary Sources in the Classroom,"](#) create a slide or worksheet with both types of sources for students to identify.

Primary sources are original materials or records that were created at the time of the event being studied or by people who were directly involved. They provide firsthand evidence of an event or topic and include sources such as diaries, letters, speeches, photographs, and newspapers.

Example:

A letter from Harriet Tubman discussing her experiences as a conductor on the Underground Railroad.

A photograph of the 1963 March on Washington taken by a march organizer.

Secondary sources are interpretations or analyses of primary sources. They are created after the event or time period being studied and often provide context, analysis, or commentary on primary sources. Secondary sources include textbooks, biographies, and scholarly articles.

Example:

A historian's book analyzing the impact of the Harlem Renaissance on New York City's Black history.

An article discussing Seneca Village's role among New York's historic enclaves.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Watch: [The Williams Family Legacy](#)

The teacher will inform students that they will have the opportunity to learn about a Black enclave that once existed within what is now modern-day Central Park. Tell students they should pay special attention to primary and secondary sources used throughout the video. (If time permits, have students raise their hands when they notice a source. Pause the video to assess and discuss it with the class.)

The teacher will have students watch "[Seneca Village: The Williams Family Legacy](#)" on YouTube and check for understanding at critical points during/after the video:

Check-For-Understanding Questions:

- About how many people resided in Seneca Village?
 - About 300. There were 225 at the time of displacement by the government.
- Why did the residents of Seneca Village have to leave their home?
 - Eminent domain.
- What primary sources were used in the making of this video?
 - Timestamp 0:22 Topographical Map of NYC
 - Timestamp 0:40 1855 NYC Census
 - Timestamp 1:05 Land Purchases
 - Timestamp 3:02 Andrew Williams' Protest
 - Images of the Williams' Family
- Who was Andrew Williams?
 - A landowner in Seneca Village.
- Who is Ariel Williams?
 - A descendant of Seneca Village.
- How is their legacy exemplified today?
 - The men in their family still use the name Andrew and the women's names start with "A."

Grade 7 | Lesson 8

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Research (15 minutes)

The teacher will inform students that they will have the opportunity to create their own mock social media post using new information they've gathered about Seneca Village. The teacher may choose to divide students into small groups and distribute a set of primary and secondary sources to each group, or have students research Seneca Village individually.

Each group must find two primary sources and one secondary source to include in their mock social media post. The teacher will review appropriate source citations for this activity.

Assign each group the task of analyzing their sources.

Provide guiding questions:

- What information does this source provide about Seneca Village?
- Who created this source, and why?
- What can we infer about the lives of Seneca Village residents from this source?
- How does this source contribute to our understanding of Seneca Village?

Gather (5 minutes)

Teacher will have each group share their findings with the class, jotting them down on the board for all students to see. The teacher will then facilitate a discussion on how these sources collectively build a picture of Seneca Village's history and significance, emphasizing the importance of both primary and secondary sources in historical research.

The teacher will remind students of historian Cynthia Copeland's comments at the beginning of the Williams Family Legacy video. They are still searching for descendants of Seneca Village. Social media posts can raise awareness about these topics and sharing this information with as many people as possible might bring more stories to light.

Create (10 minutes)

Teacher will remind students of the mock social media post's goal: to raise awareness about Seneca Village's history. Remind student groups that they must use two primary sources and one secondary source.

Teacher will:

1. Provide examples of social media posts (tweets, Instagram posts, Facebook posts) for historical topics.
2. Instruct students to create their own mock social media posts using information from the sources they analyzed. They should consider:
 - Key facts or stories to highlight.
 - Engaging visuals or images from the sources.
 - Hashtags and calls to action to engage their audience.
 - When completed, give groups the opportunity to share.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Check in with students about primary and secondary sources, during each lesson section

Grade 7 | Lesson 8

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Teacher will highlight the importance of using social media as a tool for historical awareness and preservation. Teacher should summarize the key points of the lesson (sources/legacy) and encourage students to think about other ways they can use their skills to preserve and share history.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

- Images/enlarged articles for visual learners.
- Extended time for annotating text.
- Varied question types to support different readiness levels.
- Use audio narration/subtitles for videos.

Lesson Extension/Homework *(Throughout Lesson)*

Students can visit ongoing exhibits:

- [Before Yesterday We Could Fly: An Afrofuturist Period Room](#) (Source: www.metmuseum.org)
- [Seneca Village Outdoor Exhibit - Central Park Conservancy](#) (Source: www.centralparknyc.org)

Lesson Extension/Homework *(Throughout Lesson)*

Literacy Connections/NYC Reads/Black Studies Literature:

- [Before Central Park by Sarah Miller](#) (Source: www.beforecentralpark.org)
- [Seneca Village - NYC's Early African American Settlements](#) (New York Public Library - libguides.nypl.org)

GRADE

8

Aligned with NYCPS 8th Grade Social Studies Scope & Sequence:
U.S. and New York State History II: Reconstruction to Present

Table of Contents

Grade 8

LESSON NO.	TITLE	PAGE
	Integrated Learning Plan	329
	Lesson Plan Overview	331
Grade 5 BSC Lesson Plan 1	Ida B. Wells — Investigative Journalism and the Reconstruction	337
Grade 5 BSC Lesson Plan 2	American Heroes: The Legacy of African American Political Leadership	341
Grade 5 BSC Lesson Plan 3	American Heros: New York's The Harlem Hellfighters of World War I	345
Grade 5 BSC Lesson Plan 4	Greenwood: The Tulsa Star	348
Grade 5 BSC Lesson Plan 5	Forever Henrietta: Long Live Henrietta Lacks	351
Grade 5 BSC Lesson Plan 6	Power to the People: The Black Panther Party's 10 Point Program	355
Grade 5 BSC Lesson Plan 7	Where's the Party? African Americans and Political Party Alignment	358
Grade 5 BSC Lesson Plan 8	The Black Enclave Series: Sandy Ground (Staten Island, NY)	361
Grade 5 BSC Lesson Plan 9	The Black Enclave Series: Canarsie Colored Colony (Canarsie, NY)	366
Grade 5 BSC Lesson Plan 10	The Black Enclave Series: San Juan Hill (Midtown Manhattan, NY)	373
Grade 5 BSC Lesson Plan 11	The Black Enclave Series: Weeksville (Brooklyn, NY)	380
Grade 5 BSC Lesson Plan 12	The Black Enclave Series: Carrsville (Brooklyn, NY)	385

Grade 8 Integrated Learning Plan

BLACKS STUDIES OVERVIEW

Through an interdisciplinary lens, students will begin learning about Black Citizenship and leadership In the Age of Reconstruction, Agency, Resistance, Movement, Freedom, Pan-Africanism and Global connections. The questions that students will explore bridge the transition from Unit 1 through Unit 6 across the following areas: Black Reconstruction, the Building of Black America, African Americans in the WWI Era, African Americans in the WWII Era, and African American Political Leadership.

This 8th grade band includes five lessons from the “Black Enclave Series,” which explores Black communities’ history and legacy in New York City. These middle school lessons examine the triumphs and challenges from before the Reconstruction period to today. Through activities and historical analysis, students will learn about significant neighborhoods and sites like Sandy Ground, Canarsie Colored Colony, San Juan Hill, Weeksville, and Carrsville, uncovering stories of resilience and cultural contributions. The series highlights the importance of memory and monuments, heritage sites, scholars, historians, activists, and historical research in preserving these communities’ rich history. The “Black Enclave Series” begins in Grade 7 with lessons on VanCortlandt Park and Seneca Village.

? FRAMING QUESTIONS

- Who was Ida B. Wells?
- Who were the African American political leaders during the Reconstruction Era?
- Who are the African American political leaders of today?
- What has been their impact on social change?
- How have African American political leaders impacted the local, state and federal levels?
- What are the similarities and differences of the African American political leaders during the Reconstruction Era and the African American political leaders today?
- Who were the Harlem Hellfighters? What were their contributions to World War I?
- What is economic development and how important is it to a community?
- Who is Henrietta Lacks? In what ways have the HeLa cell lines been significant in bio-medical advancement?
- Who was the Black Panther Party? What was the 10 Point Program?
- When did the majority of African Americans stop voting Republican? Why did African Americans find the Democratic party most appealing?

🎯 LEARNING OBJECTIVES. STUDENTS WILL BE ABLE TO:

- Recognize the social and political development of Black/African Americans in the United States from Reconstruction to the present.
- Students will be able to investigate the life and accomplishments of Ida B. Wells and create a modern day representation in honor of her memory.
- Students will be able to make chronological and causal connections between African American Congressional leadership during the Reconstruction Era and today.
- Students will understand the legacy of African American political leadership in the United States.
- Students will demonstrate the ability to summarize the contributions of The Harlem Hellfighters of the 369th Infantry during World War I.
- Students will be able to investigate the economic successes of Black business development in Tulsa, Oklahoma, before the massacre.
- Students will be able to explore the ways Black communities demonstrated resistance to racial oppression and violence.
- Students will be able to explain the medical contributions of Henrietta Lacks’ HeLa Cell, past and present, and the controversy surrounding their use by composing a short response.
- Students will be able to clarify misconceptions relating to the Black Panther Party’s mission by analyzing their 10 Point Program. Students will be able to create their own 10 Point Program for social justice.
- Students will be able to connect the changes in political party values to the changes in the party alignment of Black Americans, over time.

ACTIVITIES AND PROJECTS

Some of the activities students will engage in include video screenings, close article reads, data analyses, discussions, social media caption creation, newspaper article project and presentation(s).

TEACHER NOTES

- Knowledge of the historical context of Jim Crow (e.g. social norms, redlining and white flight), race relations in NYC, Black social movements and Black women's role in leadership. Social movements' impact on media and storytelling about Black people. Knowledge of current leaders in politics, including those who are Black/African/African American both during the Reconstruction Era and today. Ability to address misconceptions on the Reconstruction Era and the Emancipation Proclamation.
- If students are wholly unfamiliar with the vocabulary or content, add an additional lesson to address before beginning this lesson.

BRIDGE TO LITERACY

In support of The NYCReads Initiative, we offer this list of book recommendations connected to the themes in each grade level.

- ***A Raisin in the Sun*** by Lorraine Hansberry
- ***Forty Acres and Maybe a Mule*** by Harriette Gillem Robinet
- ***Walking to the Bus-Rider Blues*** by Harriette Gillem Robinet
- ***Out from This Place*** by Joyce Hansen
- ***Voice of Freedom: Fannie Lou Hamer*** by Carol Boston Weatherford
- ***Freedom Struggles: African Americans and World War I*** by Adriane Danette Lentz-Smith
- ***To Be A Slave*** by Julius Lester
- ***Infinite Hope*** by Ashley Bryan
- ***Dear Martin*** by Nic Stone
- ***Becoming*** by Michelle Obama (Young Reader's Edition)
- ***Hidden Figures*** by Margot Lee Shetterly (Young Reader's Edition)
- ***MARCH (pts. 1-3)*** by John Lewis
- ***Sit-In: How Four Friends Stood Up*** by *Sitting Down* by Andrea Davis Pinkney
- ***Ida B. Wells: Voice of Truth*** by Michelle Duster and Laura Freeman (Picture Book)
- ***The Harlem Hellfighters: When Pride Met Courage*** by Walter Dean Myers
- ***Unspeakable: The Tulsa Race Massacre*** by Carole Boston Weatherford (Picture Book); *Graphic History in The Atlantic*
- ***Henrietta Lacks: The Untold Story*** by Ron Lacks
- ***A Taste of Power: A Black Woman's Story*** by Elaine Brown; ***Panther Baby: A Life of Rebellion and Reinvention*** by Jamal Josephs
- ***More Than A Dream: The Radical March on Washington for Jobs and Freedom*** by Yohuru Williams and Michael G. Long
- ***Harlem Stomp! A Cultural History of the Harlem Renaissance*** by Laban Carrick Hill

Grade 8 | Plan Overview

LESSON 1: IDA B. WELLS – INVESTIGATIVE JOURNALISM AND THE RECONSTRUCTION

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How can media be used as a form of resistance and protest?</p> <p>How did Ida B. Wells protest lynching and advocate for civil rights in the United states?</p> <p>Objective(s):</p> <p>Students will be able to investigate the life and accomplishments of Ida B. Wells and create a modern day representation in honor of her memory.</p>	<p>8.2e: Changing Society: Progressive reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920.</p>	<p>Read a famous quote by Ida B. Wells and reflect on the meaning.</p> <p>Students will summarize the achievements of Ida B. Wells and then create a social media post to present to the class in a gallery walk.</p> <p>Engage in discussion centered around the ways media can be used to shed light on injustices in the United States and around the world.</p>

LESSON 2: AMERICAN HEROES: THE LEGACY OF AFRICAN AMERICAN POLITICAL LEADERSHIP

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>Who were the African American political leaders during the Reconstruction Era?</p> <p>Who are the African American political leaders of today?</p> <p>What has been their impact on social change?</p> <p>Objective(s):</p> <p>Students will be able to make chronological and causal connections between African American Congressional leadership during the Reconstruction Era and today.</p> <p>Students will understand the legacy of African American political leadership in the United States.</p>	<p>8.1 Reconstruction: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans; Race relations in the United States.</p>	<p>List and explain the characteristics of a great leader.</p> <p>List 3 African American leaders that have made great gains toward social justice. Explain why you have selected these leaders.</p> <p>Students will create an annotated timeline of African American senators' past and present.</p>

Grade 8 | Plan Overview

LESSON 3: AMERICAN HEROES: NEW YORK'S THE HARLEM HELLFIGHTERS OF WORLD WAR I

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>Why should we honor and remember the Harlem Hellfighters?</p> <p>Objective(s):</p> <p>Students will evaluate and summarize the importance of the contributions made by The Harlem Hellfighters of the 369th Infantry during World War I.</p>	<p>8.4 World War I and the Roaring Twenties: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace.</p>	<p>Complete an Observe-Infer-Wonder-Connect based on an image of the Harlem Hellfighters</p> <p>Watch a video about the Harlem Hellfighters to gather background knowledge</p> <p>Engage in a discussion about the contributions and memory of the Harlem Hellfighters</p> <p>Write a CER Response evaluating and summarizing the importance of the Harlem Hellfighters.</p>

LESSON 4: IN PURSUIT OF AN EDUCATION: THE POWER OF LITERACY PART 2

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What is economic development and how important is it to a community?</p> <p>Objective(s):</p> <p>Students will be able to investigate the economic successes of Black business development in Tulsa, Oklahoma, before the massacre.</p> <p>Students will be able to explore the ways Black communities demonstrated resistance to racial oppression and violence.</p>	<p>8.4 World War I and the Roaring Twenties: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace.</p>	<p>View and reflect on the film Chronicle: Grit of Greenwood Before the Tulsa Race Riots</p> <p>View: Tulsa Burning: The 1921 Race Massacre</p> <p>Class discussion</p>

Grade 8 | Plan Overview

LESSON 5: FOREVER HENRIETTA: LONG LIVE HENRIETTA LACKS

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>In what ways have the HeLa cell lines been significant in bio-medical advancement?</p> <p>What was the dispute regarding the HeLa cell lines?</p> <p>Objective(s):</p> <p>Students will be able to explain the medical contributions of Henrietta Lacks' HeLa Cell, past and present, and the controversy surrounding their use, by composing a short response.</p>	<p>8.9 Domestic Politics and Reform: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems.</p>	<p>Students will identify lesson vocabulary while viewing the Immortal Rap of Henrietta Lacks</p> <p>Develop a logical argument for or against the use of donor consent in medical practice. Cite evidence from Henrietta Lacks' experience.</p> <p>Tell a friend what you have learned about Henrietta Lacks and the HeLa cells in 3 sentences or less.</p>

LESSON 6: POWER TO THE PEOPLE: THE BLACK PANTHER PARTY 10 POINT PROGRAM

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>Who was the Black Panther Party? What was the 10 Point Program?</p> <p>Objective(s):</p> <p>Students will be able to clarify misconceptions relating to the Black Panther Party's mission by analyzing their 10 Point Program.</p> <p>Students will be able to create their own 10 Point Program for social justice.</p> <p>Students will be able to connect with the setting (time & place) through the sounds, words, and the talented artists of the era of the Panther.</p>	<p>8.9 Domestic Politics and Reform: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems.</p>	<p>Students will view the video below.</p> <p>The Birth of the Black Panther Party</p> <p>Students view the virtual exhibition Black Power! By the Schomburg Center: Black Power! – Google Arts & Culture, select an image that they find interesting, write 3 questions about the images.</p> <p>Students will read the text:What We Want What We Believe - 10 Point Program</p>

Grade 8 | Plan Overview

LESSON 7: WHERE'S THE PARTY? AFRICAN AMERICANS AND POLITICAL PARTY ALIGNMENT

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>When did African Americans stop voting Republican? Why did African Americans find the Democratic party most appealing?</p> <p>Objective(s):</p> <p>Students will be able to connect the changes in political party values to the changes in the party alignment of Black Americans, over time</p>	<p>8.9 Domestic Politics and Reform: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems.</p>	<p>Read and review the List of U.S. Political Parties.</p> <p>Students will complete the: Determine Your Political Typology Quiz</p> <p>Students will review the video Why the majority of black voters are Democrats to gain a better understanding of the political alignments of the African-American voter.</p>

LESSON 8: THE BLACK ENCLAVE SERIES: SANDY GROUND (STATEN ISLAND, NY)

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did Black New Yorkers build and sustain communities before, during, and after the Reconstruction period, and what challenges did they face?</p> <p>Why were many Black communities displaced, and how can we preserve their legacy through memory and monuments, heritage sites, activism, and historical research?</p> <p>Objective(s):</p> <p>Students will explore how Black New Yorkers established the community, the challenges Sandy Ground faced, and the efforts to preserve its history through descendants, community historians, and preserved sites.</p>	<p>8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.</p>	<p>Students will analyze artifacts related to Sandy Ground, identifying key details and explaining their significance in the community's history.</p>

Grade 8 | Plan Overview

LESSON 9: THE BLACK ENCLAVE SERIES: CANARSIE COLORED COLONY (CANARSIE, NY)

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did Black New Yorkers build and sustain communities before, during, and after the Reconstruction period, and what challenges did they face?</p> <p>Why were many Black communities displaced, and how can we preserve their legacy through memory and monuments, heritage sites, activism, and historical research?</p> <p>Objective(s):</p> <p>Students will analyze artifacts related to the rise and displacement of the Canarsie Colored Colony, identify key details, and explain their significance in the history of Brooklyn's Black community.</p>	<p>8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.</p>	<p>Students should reread an excerpt from the article that details the geographical aspects of the "Canarsie Colored Colony." Using a modern-day map of Canarsie, students will envision where this Black enclave might have been located.</p> <p>Students will envision Canarsie's future, on a new map, had eminent domain not been enacted for Canarsie Colored Colony.</p>

LESSON 10: THE BLACK ENCLAVE SERIES: SAN JUAN HILL (MIDTOWN MANHATTAN, NY)

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did Black New Yorkers build and sustain communities before, during, and after the Reconstruction period, and what challenges did they face?</p> <p>Why were many Black communities displaced, and how can we preserve their legacy through memory and monuments, heritage sites, activism, and historical research?</p> <p>Objective(s):</p> <p>Students will learn about the demolished enclave of San Juan Hill and modern-day neighborhoods facing a similar fate.</p>	<p>8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.</p>	<p>Students will read primary and secondary sources about San Juan Hill and create a digital comic book about urban areas facing possible displacement, today.</p>

Grade 8 | Plan Overview

LESSON 11: THE BLACK ENCLAVE SERIES: WEEKSVILLE (BROOKLYN, NY)

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did Black New Yorkers build and sustain communities before, during, and after the Reconstruction period, and what challenges did they face?</p> <p>Why were many Black communities displaced, and how can we preserve their legacy through memory and monuments, heritage sites, activism, and historical research?</p> <p>Objective(s):</p> <p>Students will understand the historical significance of Weeksville, a free Black community in Brooklyn, during its growth, decline, and ongoing restoration efforts, using targeted vocabulary to discuss and write about its history.</p>	<p>8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.</p>	<p>Students will analyze historical texts and images, connecting Weeksville's past to broader themes in American history.</p>

LESSON 12: THE BLACK ENCLAVE SERIES: CARRSVILLE (BROOKLYN, NY)

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did Black New Yorkers build and sustain communities before, during, and after the Reconstruction period, and what challenges did they face?</p> <p>Why were many Black communities displaced, and how can we preserve their legacy through memory and monuments, heritage sites, activism, and historical research?</p> <p>Objective(s):</p> <p>Students will analyze a historical newspaper article to understand the significance of Carrsville in the fight for African American suffrage.</p>	<p>8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.</p>	<p>Students will create a scene or monologue to interpret this historical event.</p>

Ida B. Wells — Investigative Journalism, Protest, and Resistance

Big Idea	Resistance and Protest Influential People Courage & Advocacy
Enduring Understanding	Ida B. Wells was a revolutionary woman who pushed for change through investigative journalism. Today, we can use social media and other forms to stand up against injustices in the United States and across the globe.
Driving/Essential Question(s)	How can media be used as a form of resistance and protest? How did Ida B. Wells protest lynching and advocate for civil rights in the United States?
Standards Addressed	<p>NYC Social Studies Practices:</p> <ul style="list-style-type: none"> F4: Identify, describe, and contrast the role of the individual in opportunities for social and political participation as an agent of historical change in different societies and communities, as well as at different times in the United States. <p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> WHST8.2b: Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples. 8SL5: Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> 8.2e: Changing Society: Progressive reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Historical Context:</p> <ul style="list-style-type: none"> Students should receive several lessons on lynching in the United States prior to engaging with this lesson. Students should receive several lessons on Reconstruction and the ways Black Americans were treated and legally discriminated against across the country. <p>Misconceptions:</p> <ul style="list-style-type: none"> Lynching took place only in southern states and relates only to hangings.
Resources/Materials	<p>How one journalist risked her life to hold murderers accountable (Ted Ed/YouTube)</p> <p>Suffrage in 60 Seconds: Ida B. Wells (Source: www.nps.gov)</p> <p>Ida B Wells — Leads (Source: www.nps.gov)</p> <p>www.Canva.com</p>
Number of days for lesson allocation	3 days (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will be able to investigate the life and accomplishments of Ida B. Wells and create a modern day representation in honor of her memory.
Vocabulary	investigative journalism, Muckraker, lynching, suffrage

Grade 8 | Lesson 1

Opening/Warm up/Do Now/ Hook (5 minutes)

How will open the lesson and connect the learning to students' identities and/or funds of knowledge?

Day 1 - Quote Analysis (10 minutes)

Display the quote below by Ida B. Wells either digitally or on paper. Provide students with time to reflect on its meaning in their notebooks or digitally.

"The way to right wrongs is to turn the light of truth upon them." -Ida. B Wells

After students respond on their own, have them turn and talk with one or two people to share their responses and engage in conversation about the responses of others.

Come together as a class to share and discuss, highlighting similarities and differences. Some discussion should include students' thoughts and ideas about how people can "turn the light of truth upon them" helping students think of ways in the past and present that this has been done.

Connections are made with the lesson for the day with review of the driving questions, objective, and vocabulary. The teacher should introduce the objective of the next two days and review vocabulary words as necessary. If students are wholly unfamiliar with the vocabulary or content, add an additional lesson to address before beginning this lesson.

Day 2 - Concept Connection (10 minutes)

Revisit the objective and driving questions of the lesson. To review, have students respond to the following:

Write a three sentence summary to explain how Ida B. Wells was courageous.

Students can refer to the list created the previous day to make connections to what they believe it means to be courageous.

Have 2-3 students share their responses with the class before providing students time to work on their social media posts.

Day 3 - Presentation Preparation (5 minutes)

The teacher will provide time for students to prepare for the presentation of their posts. Students should each be given loose leaf paper and have something to write with prior to the beginning of presentations.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Day 1 - Building Background Knowledge (15 minutes)

Ask students the following question:

What does it mean to be courageous or to have courage?

Record snippets of what students say on the blackboard, smartboard, or chart paper. Keep this record to return to it later in this lesson for day two's introduction.

The teacher will explain that the students will watch a video by Ted Ed, called How one journalist risked her life to hold murderers accountable about Ida B. Wells and answer the following questions related to her life. Add or reduce the number of questions to meet the needs of students.

- In what ways did Southern whites attempt to reassert their power after the Civil War?
- How did Wells investigate lynching? What techniques did she use?
- Why might Wells' investigation have enraged those involved in lynchings?
- What did Wells discover about the causes of lynchings during her investigation?
- What was the response to the publication of her findings?
- Besides writing, how else did Wells protest and resist lynchings in the United States?
- How did Wells respond to racism within the suffrage movement?

Students should respond to the questions in their class notebook or equivalent digital tool.

Grade 8 | Lesson 1

Day 2 - Project Requirement Review (5 minutes)

The teacher will review the requirements of the social media post as necessary and answer any questions/address noticings from the previous day.

Day 3 - Gallery Walk Instructions (5 minutes)

The teacher will explain that students will participate in a gallery walk to view the posts created by their peers. Students will circulate clockwise in groups of 3 or 4, spending 3 minutes at each presentation. Students should be instructed to view the post(s) and discuss with their peers how well the post(s) conveys the life of Ida B. Wells. Students will then write the name of the creator and 2-3 sentences on their papers and summarize the discussion.

Adjust the instructions as needed to fit the needs of students in the classroom.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Day 1 - Introduction to Media Post (20 minutes)

The teacher will explain that students will participate in a media blitz in which they will create a social media post to share five facts about the courageous life and achievements of Ida B. Wells. Students may work individually, with a partner, or in groups.

Provide students with the following options for them to choose from:

- Five carousel posts created in Canva.com
- A 1-minute video created on their phones or computers

If technology is limited or unavailable:

- Using square pieces of paper and markers, design five small posters to be displayed next to each other in a line
- Create a storyboard for a 1-minute video

The teacher will remind students to refer back to the video and provide them with additional information with a digital or hardcopy version of the National Parks Service's reading on Ida B. Wells, [Ida B Wells – Leads](#) and the video [Suffrage in 60 Seconds: Ida B. Wells](#).

Students will be expected to pick a method and begin to determine which facts they would like to present in their post. The teacher should encourage students to have their selections ready prior to the start of day two. Students may also begin to work on their posts for homework.

Day 2 - Media Post Worktime (30 minutes)

Students will spend time working on their chosen posts. The teacher will circulate the room to provide guidance and aid in any technical needs. The teacher should remind students that posts will be presented the following day. Students should continue to work on their posts for homework as needed.

Day 3 - Gallery Walk of Posts (35 minutes)

The teacher will begin the gallery walk by starting a timer on the smartboard or an alarm that can be heard by all students. Adjust the amount of time provided for each presentation based on the number of groups being sure to leave at least 10 minutes at the end of the gallery walk. As students are engaged, the teacher should circulate the room to listen to the discussions and thoughts of students as they view the work of their peers.

After the gallery walk, the teacher should bring the class together as a whole to reflect on the following:

- What did you notice about the posts created by your peers? Similarities? Differences?
- Why is it important to highlight and celebrate individuals who advocate for change?
- How is social media used today to shed light on injustices in the United States and around the world?

Grade 8 | Lesson 1

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

- Teacher observations
- Oral presentations
- Review of student work
- Observations of student work
- Discussion

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Day 1

Wrap up and reiterate the objective and instruct students to continue working on their posts for homework.

Day 2

Wrap up and instruct students to make any necessary adjustments to their posts for homework and provide general feedback from observations of student work.

Day 3

Wrap up the discussion referring back to the objective and enduring understanding. The teacher should collect all papers from the gallery walk before students exit the room.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Video presentations included for audio/visual learners.

Students will be given the option to share/respond to prompts verbally or in writing.

Students will be given extended time, where needed.

Modify the lesson to fit within a shorter or longer time frame as needed.

Lesson Extension/Homework *(Throughout Lesson)*

Students will be expected to continue working on their posts at home, if technology is not available to them, instruct students to create the wording and sketch designs to be ready to create when they return to school. Students can post their creations to their social media accounts and share feedback received with the class at a later time. Have students receive their feedback from peers and make adjustments to their posts.

American Heroes: The Legacy of African American Political Leadership

Big Idea	African American Political Leadership
Enduring Understanding	African American Political leadership gained momentum during Reconstruction and has an impact on African American political leaders today. African political leaders have had an impact socially with regards to the local state and federal levels.
Driving/Essential Question(s)	Who were the African American political leaders during the Reconstruction Era? Who are the African American political leaders of today? How have African American political leaders impacted the local, state and federal levels?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> ● 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL). ● 8R7: Evaluate the advantages and disadvantages of using different media—text, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&RL). ● 8SL5: Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> ● 8.1: Reconstruction: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans; Race relations in the United States.
Curriculum Connections	<p><i>Hidden Voices Global African Diaspora</i></p> <ul style="list-style-type: none"> ● Vol. 2 Shirley Chisholm
Prior Knowledge Required / Addressing Prior Misconceptions	<ul style="list-style-type: none"> ● Roles and responsibilities of local, state, and federal government. ● Current Black leaders in politics. <p>Addressing Misconceptions:</p> <ul style="list-style-type: none"> ● There were minimal Black leaders in public office before, during and after the Reconstruction Era. ● The Emancipation Proclamation freed all enslaved Africans/African Americans/Black Americans. ● African American political leaders were often passive in their approach
Resources/Materials	<ul style="list-style-type: none"> ● Black Officeholders in the South During Reconstruction (Source: www.facinghistory.org) ● Reconstruction, 15th Amendment and African American Men in Congress (7:05) (Source: ny.pbslearningmedia.org) ● African American Senators (Past and Present) (Source: www.senate.gov) ● Note catcher for video (teacher made handout) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Hiram Revels - First African American Senator (Source: www.senate.gov) ● Bruce Blanche - Second African American Senator of the US Congress (Source: www.nypl.org) ● The 1st African American Senator and Representatives of the 41st and 42nd Congress (Source: www.loc.gov) ● Black Politicians - Photo Gallery (Source: www.nypl.org)

Grade 8 | Lesson 2

Number of days for lesson allocation

1 day (Note: A day is considered a 45-60 minute class period)

Objective

What do you want students to understand/learn?
What do you want students to be able to do?

Students will be able to make chronological and causal connections between African American Congressional leadership during the Reconstruction Era and today.

Students will be able to understand the legacy of African American political leadership in the United States.

Vocabulary

Reconstruction, Congress, Senate, House of Delegates, United States Congress, Legislator, black codes, antebellum

Opening/Warm up/Do Now/ Hook (5 minutes)

How will open the lesson and connect the learning to students' identities and/or funds of knowledge?

Pick a Prompt (1 or 2)

1. List and explain the characteristics of a great leader.
2. List 3 African American leaders that have made significant gains toward social justice. Explain why you have selected these leaders.

Teacher Instructions: For prompt 1 create a word web of the characteristics students shared to segway into prompt number 2 to discuss whether the African American leaders aligned with these qualities

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will review the data chart below. The teacher will provide 1 observation and 1 reflection, using the lesson vocabulary, to the whole class, based on the data. The teacher will model the thinking process while analyzing the data chart. (Read aloud / Think aloud).

[Black Officeholders in the South During Reconstruction](https://facinghistory.org) (facinghistory.org)

Grade 8 | Lesson 2

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Activity: Students will be asked to review the same chart:

[Black Officeholders in the South During Reconstruction](#) and write 1 observation and 1 reflection of their own.

Next, students will watch:

[Reconstruction, the 15th Amendment, and African American Men in Congress](#) and read [African American Senators \(Past and Present\)](#).

As students watch the video to keep them engaged have them jot down notes on the note catcher in the resources: [Note catcher for video](#) (teacher made handout)

Activity: Create a Timeline

Students will create an annotated timeline of African American Senators, past and present, of a specific state using the above resource link and the supplemental resources provided.

Students will work individually or in groups of 2-3 to complete the timeline.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will monitor the completion of the timeline using running records of progress.

What state is the timeline focusing on?

Who are the African American leaders being included in the timeline?

When does the timeline start and when does the timeline end?

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Students will respond to the essential question:

Who were the African American political leaders during the Reconstruction Era and how are they similar and or different to the African American political leaders of today?

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Charts and videos are included in the lesson for audio/visual learners and closed captions will be used in the videos.

Students will be given extended time to complete the annotated timeline.

Student choice to support readiness levels.

Exemplar timeline using a state that students cannot use

Google translate add on in lesson so ELL's can access lesson

Grade 8 | Lesson 2

Lesson Extension/Homework (*Throughout Lesson*)

Students will complete the annotated timeline for homework.

Lesson Extension Research: In what ways did the community and family play a role in influencing African American participation in political leadership, if any?

OR

Students write a synthesis and analytical report of the movie “punch 9”.

American Heroes: New York's Harlem Hellfighters of World War I

Big Idea	Meaning & Memory Influential People Courage & Advocacy
Enduring Understanding	The Harlem Hellfighters made significant contributions in World War I and defied racial barriers and stereotypes back home in the United States
Driving/Essential Question(s)	Why should we honor and remember the Harlem Hellfighters?
Standards Addressed	<p>NYC Social Studies Practices</p> <ul style="list-style-type: none"> • A2: Identify, describe, and evaluate evidence about events from diverse sources <p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. • 8W1: Write arguments to support claims with clear reasons and relevant evidence. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 8.4: World War I and the Roaring Twenties: Involvement in the war significantly altered the lives of Americans.
Prior Knowledge Required / Addressing Prior Misconceptions	<ul style="list-style-type: none"> • Historical Context – Understanding of Jim Crow laws and the treatment of Black people in the military and the United States in general. • The Harlem Hellfighters were originally members of the US National Guard, which was segregated.
Resources/Materials/Technology	<ul style="list-style-type: none"> • The Harlem Hellfighters (5:43) (Source: www.history.com/YouTube) • Article: Remembering the Harlem Hellfighters (nmaahc.si.edu) • Additional Videos: <ul style="list-style-type: none"> ◦ Harlem Hellfighters WWI (2:32) (Black History in Two Minutes or So/YouTube) ◦ History of the Black Soldier (Black History in Two Minutes or So/YouTube) ◦ Henry Johnson and the Harlem Hellfighters (TheGreatWar/YouTube)
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period.)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will evaluate and summarize the importance of the contributions made by The Harlem Hellfighters of the 369th Infantry during World War I.
Vocabulary	Infantry , Regiment, Jim Crow, Democracy, Racial Barrier, Stereotype

Grade 8 | Lesson 3

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

The teacher will display an image of the Harlem Hellfighters for students to complete an Observe-Infer-Wonder-Connect. Students analyze the image and answer the following questions:

- What do you notice? What do you see?
- What inferences can you make based on what you notice? What do you think about what you see?
- What do you wonder about the image? What questions do you have based on what you see?
- What connections can you make to what you have previously learned or know?

After students respond on their own, have them turn and talk with one or two people to share their responses and engage in conversation about the responses of others.

Come together as a class to share and discuss. Some discussion should include students' thoughts and ideas about how they think Black soldiers were treated in the United States Military.

Connections are made with the lesson for the day with review of the driving questions, objective, and vocabulary. If students are wholly unfamiliar with the vocabulary or context, add an additional lesson to address before beginning this lesson.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Explain to students that they will learn about the Harlem Hellfighters and their impact on both the war in Europe and the fight for civil rights to defeat Jim Crow in the United States.

Introduce students to the Harlem Hellfighters by playing the video: [The Harlem Hellfighters \(5:43\)](#). While students are watching the video, instruct them to write down two things they found interesting and one question they have.

After the video, discuss the following questions with students:

- Why was it an insult that Black American soldiers were "given to the French?"
- Why is the story of Henry Johnson important to remember?
- How did the Harlem Hellfighters defy racial barriers?
- Why was fighting for democracy important to Black American soldiers?

Change or reduce the number of questions to accommodate the students in the room.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Students will complete a CER (Claim - Evidence - Reasoning) Short Response in which they answer the driving question:

- Why should we honor and remember the Harlem Hellfighters?

Provide students with the link or a hardcopy version of the article, [Remembering the Harlem Hellfighters](#) (nmaahc.si.edu) for additional information. Students may also return to the video.

Grade 8 | Lesson 3

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

- Discussion
- Questioning
- 1 to 1 interaction and check-ins
- Student responses

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Wrap up the lesson by having 3 or 4 students share their claims from their CER Responses.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Students will be invited to share responses verbally, in writing, or with an artistic composition.

Extended time will be given to complete the activity.

Use of graphic organizers/thinking maps.

Highlighters for reading and annotating.

Lesson Extension/Homework *(Throughout Lesson)*

Extension: Compose an email to former president Barack Obama thanking him for remembering and recognizing the achievements of the Harlem Hellfighters, during his presidential term.

Greenwood: The Rise and Fall of the Tulsa Greenwood District

Big Idea	Economic success and opportunity brought African Americans from within the state of Oklahoma and throughout the U.S. to Tulsa.
Enduring Understanding	The Greenwood District of Tulsa was one of the most affluent Black communities in the U.S. Racial violence, redlining, and resistance shaped the history of Tulsa, Oklahoma. The Tulsa Race Massacre of 1921 was one of the most violent in the nation, with over 300 documented African American lives lost.
Driving/Essential Question(s)	What is economic development, and how important is it to a community?
Standards Addressed	<p>NYC Social Studies Practice</p> <ul style="list-style-type: none"> A4: Describe and analyze arguments of others considering historical context. <p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL). 8W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> 8.4: World War I and the Roaring Twenties: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace.
Prior Knowledge Required / Addressing Prior Misconceptions	Misconception: The Tulsa Massacre did not occur
Resources/Materials/Technology	<ul style="list-style-type: none"> Rare 1920s Footage of All Black Towns Living the American Dream (National Geographic/YouTube) Chronicle: Grit of Greenwood Before the Tulsa Race Riots (7:49) (Source: KOCO News 5 - www.koco.com) Tulsa Burning: The 1921 Race Massacre (6:40) (History/YouTube) Teacher created Venn Diagram Supplemental Resource - Digital Comic: The Massacre of Black Wall Street (Source: www.theatlantic.com)
Number of days for lesson allocation	1- 2 days (Note: A day is considered a 45-60 minute class period.)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to investigate the economic successes of Black business development in Tulsa, Oklahoma, before the massacre.</p> <p>Students will be able to explore the ways Black communities demonstrated resistance to racial oppression and violence.</p>
Vocabulary	deputized, massacre, redlining, segregation, white rage

Grade 8 | Lesson 4

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Teacher: Inform students that for the next 1-2 days they will learn and discuss the rise and fall of the Tulsa Greenwood District. Also inform students that by the end of the two days they will have investigated the economic successes of Black business development in Green District of Tulsa, Oklahoma before the Tulsa Race Massacre of 1921.

Student Prompt: Describe what a thriving community looks like? What services & business should a thriving community have? Teacher will have students watch the following clip, [Rare 1920s Footage of All Black Towns Living the American Dream](#) (National Geographic/YouTube)

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

View and reflect on the film below (Think aloud)

[Chronicle: Grit of Greenwood Before the Tulsa Race Riots \(7:49\)](#)

Activity: After students view the clip, have them respond to the following questions:

1. After viewing the clip, what new information did you gather?
2. What did you hear? What did you see?
3. Did anything surprise you? If so, what?
4. What else do you want to know?

Have students share their responses (whole class, in groups or in writing)

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Activity: Students will be asked to view: [Tulsa Burning: The 1921 Race Massacre \(6:40\)](#)

Note: Students should be reminded to take notes in a classroom notebook. Remind them of the lesson's essential question: What is economic development, and how important is it to a community?

Activity: Class Discussion – small group & whole class

Instructional Strategy: (Think-Write-Pair-Share) (Turn and Talk)

Note: Following the video presentation, students will respond to the comprehension questions in writing and then discuss the responses aloud in groups of 2-3.

See questions below:

- According to the film, how many Black towns and cities/municipalities existed in Oklahoma?
- Who is considered the “father” of the Greenwood District?
- Explain why Tulsa was considered the “capital of self-determination” for Black Americans (one paragraph response).
- Discuss why Booker T. Washington called Greenwood Black Wall Street. Cite specific evidence from the video to support your answer (2 paragraph response).
- Explain the significance of The Tulsa Star. Think of something similar that we have today that has the same purpose as The Tulsa Star.
- **Extension Question:** What was the Summer of 1919? Summarize its connection to the Tulsa Race Massacre?
- Share out.

Grade 8 | Lesson 4

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

- Review of student work
- Discussion/Share outs
- Running records

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Exit ticket - Students will pick one or be invited to respond to both.

- Identify a current neighborhood, town, city, or state that reminds you of Black Wall Street before the 1921 Tulsa Race Massacre. Explain the characteristics that make it similar?
- What made Greenwood one of the most affluent Black communities in the country?

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Video presentations are included for visual learners.

Students will be given the option to respond to prompts verbally or in writing.

Students will be given extended time.

Graphic organizers Venn Diagram for an extension activity

Lesson Extension/Homework *(Throughout Lesson)*

Extension: On your own, research and investigate: **The Red Summer of Chicago in 1919**. Compare and contrast the events of the Red Summer to the Tulsa Massacre of May 31, 1921.

Forever Henrietta: Long Live Henrietta Lacks

Big Idea	Ethics
Enduring Understanding	HeLa cells have been used in the development of life-saving vaccines, including polio and the most recent development of the COVID-19 vaccines. Henrietta Lacks' HeLa cells were taken without her knowledge or consent.
Driving/Essential Question(s)	In what ways have the HeLa cell lines been significant in bio-medical advancement? What was the dispute regarding the HeLa cell lines?
Standards Addressed	<p>NYC Social Studies Practices</p> <ul style="list-style-type: none"> A3: Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context and audience in presenting arguments or evidence. <p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL). 8W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> 8.9: Domestic Politics and Reform: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems.
Curriculum Connections	<p>Hidden Voices Global African Diaspora</p> <ul style="list-style-type: none"> Vol. 2 Henrietta Lacks <p>Passport to Social Studies</p> <ul style="list-style-type: none"> Unit 6: America After World War II: The Changing Nature of the American People
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Historical Context: Jim Crow</p> <p>Teacher Resource: Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present by Harriet A. Washington</p>
Resources/Materials/ Technology	<ul style="list-style-type: none"> Immortal Rap of Henrietta Lacks (Source: www.kqed.org) Student handout for argument writing The Story Behind the Immortal Life of Henrietta Lacks (Source: journals.lww.com) Henrietta Lacks: science must right a historical wrong (Source: www.nature.com) Henrietta Lacks' Estate Sued Over Stolen Cells Used for Research (Source: www.npr.org) Henrietta Lacks Immortal Cells (Source: www.npr.org) <p>Videos:</p> <ul style="list-style-type: none"> Oprah Speaks - NBC Nightly News (NBC News/YouTube) Henrietta Lacks HBO Trailer (HBO/YouTube) Henrietta Lacks' Family Seeks Justice - Grandchildren Sue Biotech Company (Source: www.abcnews.go.com)
Number of days for lesson allocation	1- 2 days (Note: A day is considered a 45-60 minute class period.)

Grade 8 | Lesson 5

Objective

What do you want students to understand/learn?

What do you want students to be able to do?

Students will be able to explain the medical contributions of Henrietta Lacks' HeLa Cell, past and present, and the controversy surrounding their use by composing a short response.

Vocabulary

HeLa Cell, ethics, biomedical science, polio disease, immortal, donor, philanthropy

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Students will view the [Immortal Rap of Henrietta Lacks](https://www.kqed.org/immortal-rap-of-henrietta-lacks) (Source: www.kqed.org) and response to the following prompt: **List 5 new learnings from the video.**

Note: *The teacher will lead a Think/Write/Share*

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Next, using a chart, the teacher will list 1 to 2 points in support (for) and (against) the argument surrounding donor consent.

For

Against

Activity: Students will complete the chart data independently using additional resources provided.

Grade 8 | Lesson 5

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Develop a logical argument for or against the use of donor consent in medical practice. Cite evidence from Henrietta Lacks' experience using the resources below to support your stance. Students will use a student argument graphic organizer:

[The Story Behind the Immortal Life of Henrietta Lacks](#) (Emergency Medicine News)

[Henrietta Lacks: science must right a historical wrong](#) (Nature Journal)

The teacher will make all resources, articles, and video links available to the students to support their argument.

Claim:

Reason 1:

Reason 2:

Evidence:

Evidence:

Reason 3:

Reason 4:

Evidence:

Evidence:

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Review of student work

Teacher observation

Oral presentations/Share-outs

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Tell a friend what you have learned about Henrietta Lacks and the HeLa cells in 3 sentences or less.

Grade 8 | Lesson 5

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Use of graphic organizer/thinking maps.

Video presentations included for visual learners.

Extended time.

Lesson Extension/Homework (*Throughout Lesson*)

Students will create an artistic composition (song, poem, etc.) about Henrietta Lacks and the HeLa cells.

Power to the People: The Black Panther Party's 10-Point Program

Big Idea	Advocacy
Enduring Understanding	Dominative narratives of the BPP frame the organization as violent and militant, yet the 10-point program demonstrates that the BPP was committed to social justice, equity, and unity.
Driving/Essential Question(s)	Who was the Black Panther Party? What was the 10-Point Program?
Standards Addressed	<p>NYC Social Studies Practices</p> <ul style="list-style-type: none"> • C.2. Identify and compare multiple perspectives on a given historical experience. <p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 8RI: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) • 8W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. • 8SL5: Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 8.9: Domestic Politics and Reform: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Historical Context:</p> <ul style="list-style-type: none"> • Marvin Gaye (What's Going On) (9:05) (brainchild9/YouTube) • Marvin Gaye (Inner City Blues-Make Me Wanna Holler) (5:27) (Marvin Gaye/YouTube) • Many of the members of the Black Panther Party were women.
Resources/Materials/Technology	<p>The Birth of the Black Panther Party (2:05) (Black History in Two Minutes or So/YouTube)</p> <p>(1966) The Black Panther Party 10 Point Program Primary Document (Source: www.blackpast.org) or Bobby Seale: The 10 Point Program of the Black Panther Party (Malcolms Disciples/YouTube)</p> <p>History Brief: The Black Panther Party (5:19) (Reading Through History/YouTube)</p> <p>The Black Panther Party: Crash Course Black American History #39 (Crash Course by Clint Smith/YouTube)</p> <p>Black Panthers (NBC News/YouTube)</p> <p>Black Power! – Google Arts & Culture (Source: artsandculture.google.com)</p> <p>Malcolm X: How did he inspire a movement? (Black History in Two Minutes or so (3:15)/YouTube)</p> <p>How a Visit from the Black Panthers Influenced The Jeffersons (Black TV Sitcom) (1:40) (OWN/YouTube)</p> <p>Supplemental Resources:</p> <p>Music (Sounds and Words for the setting time/place)</p> <ul style="list-style-type: none"> • Marvin Gaye's What's Going On (9:05) (brainchild9/YouTube) • Marvin Gaye's Inner City Blues (Make Me Wanna Holler) (5:27) (Marvin Gaye/YouTube) • Gil Scott-Heron's Revolution Will Not Be Televised (3:07) (Ace Records/YouTube)
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period.)

Grade 8 | Lesson 6

Objective

What do you want students to understand/learn?

What do you want students to be able to do?

Students will be able to clarify misconceptions about the Black Panther Party's mission by analyzing their 10-Point Program.

Students will be able to create their own 10-Point Program for social justice.

Students will be able to connect with the setting (time & place) through the sounds, words, and the talented artist of the Black Panther era.

Vocabulary

Self-defense, free breakfast program, revolutionary, Huey P. Newton, Bobby Seale, Ten Point Program, Black Power

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Activity: Students will view the video below.

[The Birth of the Black Panther Party \(2:05\)](#) (Black History in Two Minutes or So/YouTube)

According to the video, what was the Black Panther Party fighting to achieve for the members of the Black community?

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Have students view the virtual exhibition Black Power! By the Schomburg Center. [Black Power! – Google Arts & Culture](#). Have students individually or in groups select an image that they find interesting. Have them write 3 questions about the images. The teacher will formulate heterogeneous - mixed ability groups.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Activity: Students will read the text: [\(1966\) The Black Panther Party 10 Point Program Primary Document](#)

(Source: www.blackpast.org) or Bobby Seale: The 10 Point Program of the Black Panther Party (Malcolms Disciples/YouTube)

Students will share out responses in groups of 2-3, as they complete the questions. The teacher will formulate heterogeneous - mixed ability groups.

Grade 8 | Lesson 6

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Teacher observations
Oral presentations
Running records
Review of student work
Observations of student work
Discussion
Group/class discussion
Visual artifacts
Exit ticket

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Students will copy the vocabulary words and define them in a classroom notebook for homework.

The teacher will play [Marvin Gaye \(Make Me Wanna Holler\) \(5:27\)](#) softly in the background, for historical context, while the students copy and begin to define their vocabulary words from the list above.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Video presentations included for audio/visual learners.

Students will be given the option to share/respond to prompts verbally or in writing.

Students will be given extended time, where needed

Lesson Extension/Homework *(Throughout Lesson)*

Extension: Pick a Prompt

Prompt 1: [Review Black History in Two Minutes or so \(3:15\)](#)

Explain Malcolm X's connection to the Black Panther Party.

Prompt 2: Review Gil Scott-Heron's song below.

Explain what you believe Gil Scott-Heron means by saying The Revolution Will Not Be Televised after reviewing the song.

[Gil Scott-Heron \(The Revolution Will Not Be Televised\)](#)

Prompt 3: Students will review the video link below.

For historical contextualization and write down any questions or comments they may have from the viewing.

[Marvin Gaye \(What's Going On\) \(9:05\)](#)

Where's the Party? African Americans and Political Party Alignment

Big Idea	Collective Action
Enduring Understanding	The Republican and the Democratic Party are the largest and most powerful political parties in the United States.
Driving/Essential Question(s)	When did most African Americans stop voting Republican? Why did many African Americans find the Democratic party more appealing?
Standards Addressed	<p>NYC Social Studies Practices</p> <ul style="list-style-type: none"> • B.5. Distinguish between long-term and immediate causes and effects of an event from current events or history. <p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL). • 8W1a: Introduce a precise claim, acknowledge and distinguish the claim(s) from a counterclaim, and organize the reasons and evidence logically. • 8W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 8.9: Domestic Politics and Reform: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems.
Curriculum Connection	<p>Hidden Voices Global African Diaspora</p> <ul style="list-style-type: none"> • Vol. 2 Shirley Chisholm <p>Passport to Social Studies</p> <ul style="list-style-type: none"> • Unit 6: Lesson 1: Segregation in America • Unit 6: Lesson 8: Feminist Movement • Unit 6: Performance-Based Assessment Create a Civil Rights Museum for New York City
Prior Knowledge Required / Addressing Prior Misconceptions	The history of the African American vote has not always been aligned with the Democratic Party.
Resources/Materials/Technology	<p>Audio/Visual Resources:</p> <ul style="list-style-type: none"> • Why the majority of Black voters are Democrats (Scripps News/YouTube) or Why Are Blacks Democrats (Princeton University Press) • Where do you fit in the political typology? Pew Research Quiz (Source: www.pewresearch.org) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Black Voters Matter (Source: www.blackvotersmatterfund.org) • Tamika Mallory: Why Not Voting Is Not An Option (OWN/YouTube) • Opinion: More People of Color Are Voting Republican (Source: www.washingtonpost.com) <p>Articles:</p> <ul style="list-style-type: none"> • List of U.S. Political Parties (Source: www.wikipedia.org)
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period.)

Grade 8 | Lesson 7

Objective

What do you want students to understand/learn?

What do you want students to be able to do?

Students will be able to connect the changes in political party values to the changes in the party alignment of Black Americans over time.

Vocabulary

Democratic Party, Republican Party, voter registration, ballot

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Activity: Students will respond to the following prompt:

Explain the importance of voting. How can voting pose a threat to a particular group of people?

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Teacher will read and review the [List of U.S. Political Parties](#) (Source: www.wikipedia.org).

Next, students will complete the Determine Your Political Typology Quiz: [Where do you fit in the political typology?](#) Pew Research Quiz in the top section of the document.

Students will share out the results of the quiz, if desired.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Together, students will review the link below to better understand the political alignments of the African-American voter.

After reviewing the resource [Why the majority of Black voters are Democrats](#) (Scripps News/YouTube) or [Why Are Blacks Democrats](#) (Princeton University Press), students will independently respond to the following question:

In your opinion, will the majority of African American voters continue to vote the same as they have since the Emancipation Proclamation, or do you think things will change?

Explain based on the information provided.

Note: Teacher may decide whether to use the question above as a group discussion, written response, or both.

Grade 8 | Lesson 7

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Teacher observations
Oral presentations
Review of student work
Observations of student work
Discussion
Group/class discussion
Typology Quiz
Exit ticket

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Students will complete an exit ticket responding to the Essential Question:
Explain why many African Americans stop voting republican? What made African Americans find the democratic party more appealing?

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Use of graphic organizers and maps for a visual representation of information.
Video presentations included for audio/visual learners.
Students will be given opportunities to share/respond to prompts verbally or in writing.
Students will be given extended time, where needed.

Lesson Extension/Homework *(Throughout Lesson)*

Create your own vocabulary list for this lesson. Investigate contemporary organizations advocating for Black voters such as [Black Voters Matter](http://www.blackvotersmatterfund.org) (Source: www.blackvotersmatterfund.org), [Opinion: More People of Color Are Voting Republican](http://www.washingtonpost.com) (Source: www.washingtonpost.com), and [Tamika Mallory: Why Not Voting Is Not An Option](https://www.youtube.com/watch?v=0WnYUgYUgYU) (OWN/YouTube). How do historic Black voting rights issues connect to today's political climate?

The Black Enclave Series: Sandy Ground, Staten Island, NY

Big Idea	<p>This lesson is a part of the “Black Enclave Series,” that explores the history and legacy of Black communities in New York City. These middle school lessons examine the triumphs and challenges from before the Reconstruction period to today. Through activities and historical analysis, students will learn about significant neighborhoods like Weeksville, Sandy Ground, Seneca Village, Canarsie Colored Colony, and more uncovering stories of resilience and cultural contributions. The series highlights the importance of memory and monuments, heritage sites, scholars, historians, activists, and historical research in preserving these communities’ rich history.</p>
Enduring Understanding	<ul style="list-style-type: none"> • Black New Yorkers established communities before, after, and during the Reconstruction period through migration, support of other kinfolk, and the creation of social, economic, and political institutions. • Black communities established before, during, and after the Reconstruction period faced significant challenges like racism, unfair laws, and economic hardships. These issues often led to their decline or displacement through actions such as land seizures, violence, and discrimination. • The preservation of Black communities can be achieved through efforts such as maintaining collective memory and monuments, establishing heritage sites, engaging in activism, and conducting historical research to honor and sustain their legacy.
Driving/Essential Question(s)	<ul style="list-style-type: none"> • How did Black New Yorkers build and sustain communities before, during, and after the Reconstruction period, and what challenges did they face? • Why were many Black communities displaced, and how can we preserve their legacy through memory and monuments, heritage sites, activism, and historical research?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Students will cite evidence to understand the history and legacy of Black communities before, during, and after Reconstruction. • RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Students will identify and analyze central ideas related to the establishment, challenges, and preservation of Black communities. • RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). Students will examine connections between different time periods and challenges faced by Black communities. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.

In alignment with key skills relevant to Black Studies:

1. Inquiry
2. Critical Thinking
3. Research
4. Discussion

Next Gen Standards for Literacy in History/Social Studies:

Standards Addressed	<ul style="list-style-type: none"> ● RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources. Students will use evidence from historical texts to understand how Black New Yorkers built communities and faced challenges during the Reconstruction period and beyond. ● RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. Students will summarize key events and ideas related to the establishment, challenges, and preservation of Black communities. ● RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered). Students will identify the key steps and processes involved in the formation and decline of Black communities during different historical periods.
Prior Knowledge Required / Addressing Prior Misconceptions	<ul style="list-style-type: none"> ● Basic understanding of the Reconstruction period (1865-1877), including the 13th, 14th, and 15th Amendments. ● Reconstruction for Black New Yorkers began earlier, considering New York ended enslavement in 1827. ● Black communities across New York City and the enclaves they established have a rich history of triumph and resilience. ● Before delving into the lesson, educators should address any misconceptions students may have about the Black diaspora's role in developing New York City and the reasons for their displacement, which were not solely due to internal conflicts. ● Students should understand the oppression, systemic issues, and other pressures that led to the displacement of these communities. Grasping the factors behind each enclave's rise and fall will provide a foundation for creating monuments, visiting and understanding heritage sites, engaging in activism, and conducting historical research.
Resources/Materials/Technology	<ul style="list-style-type: none"> ● TCLF Artifacts: Race & Space - Sandy Ground, Staten Island (Source: www.tclf.org) ● Article: "A historic, free Black community sits on Staten Island and Janise LaBoard is helping preserve its story for the next generation." (Source: www.audacy.com) ● Blank Comic Panel Sheet (Source: www.printablepaper.net) ● Sandy Ground Jeopardy (Source: www.jeopardylabs.com)
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period.)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will analyze artifacts related to Sandy Ground, identifying key details and explaining their significance in the community's history. They will explore how Black New Yorkers established the community, the challenges Sandy Ground faced, and the efforts to preserve its history through descendants, community historians, and preserved sites</p>
Vocabulary	Descendant, Abolition, Emancipation, Discrimination, Migration, Resilience, Heritage, National Park Service, Freed vs. Free

Grade 8 | Lesson 8

Opening/Warm up/Do Now/ Hook (5 minutes)

How will open the lesson and connect the learning to students' identities and/or funds of knowledge?

Artifact Walk

Teacher will set up different stations around the classroom, each with a printed photo from Sandy Ground Historical Society. Ensure descriptions are present under each photo. Images can be found at [TCLF Artifacts: Race & Space - Sandy Ground, Staten Island](https://www.tclf.org/artifacts/race-space-sandy-ground-staten-island) (Source: www.tclf.org).

- Staten Island Oystermen
- Boardinghouse
- Rossville AME Church

Teacher will provide the following instructions:

- Start at any station and read the description or quote associated with each artifact.
- Answer the scavenger hunt questions on your KWL worksheet based on what you observe.
- Rotate to the next station until you have visited all stations.
- Be prepared to discuss your findings with the class.

Teacher will project or provide the following questions for students to consider:

- Find the artifact that shows how Sandy Ground residents made their living. What was their primary occupation?
- Identify the artifact that shows a place of worship for the community. Based on what you already know about historic Black enclaves, why was this place significant?
- What artifact represents what type of residences were in Sandy Ground? Why would a residence like this be necessary?

Reflection:

As students walk around and explore the stations, they will answer the questions on their worksheets.

After the gallery walk, have a brief class discussion where students share their answers and thoughts.

- Prospective Student Answers:
 1. The residents of Sandy Ground earned their livelihood primarily through oystering and fishing.
 2. The church served as a central hub for worship, meetings, community events, and more, playing a crucial role in the social and cultural life of the community.

Using a [KWL Chart](https://www.readwritethink.org) (Source: www.readwritethink.org), students will jot down what they already know about Sandy Ground based on their prior knowledge and insights gained from the gallery walk. They will also document what they want to learn about Sandy Ground, setting the stage for the next portion of the lesson.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Meet Janise LaBoard

The teacher will inform students that they will have the opportunity to learn about Janise LaBoard, a descendant of one of the first Black landowners in Sandy Ground. Together, the teacher and students will read and annotate the 1010Wins radio article titled "[A historic, free Black community sits on Staten Island and Janise LaBoard is helping preserve its story for the next generation](https://www.audacy.com)" (Source: www.audacy.com).

Grade 8 | Lesson 8

Here are follow-up questions teacher can pose, after the reading:

- What were the significant contributions of Captain John Jackson to the Sandy Ground community?
- How did restrictive laws in Maryland influence the migration of Black ship workers to Staten Island?
- Why is it important to distinguish between “free” Black men and “freed” Black men in the context of Sandy Ground’s history?
- What are some of the challenges that Sandy Ground faces today in preserving its history?
- How has Janise LaBoard contributed to the preservation of Sandy Ground’s legacy through her work?

After asking follow-up questions, allow students time to jot what they’ve learned on their KWL chart worksheet.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Sandy Ground Jeopardy

Teachers will have students engage in [Sandy Ground Jeopardy](http://www.jeopardylabs.com) (Source: www.jeopardylabs.com), using information from the article they just read. This can be done as a group competition or as a whole class.

Each time a category is completed, pause and give students time to jot down anything new that they’ve learned in their KWL chart.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Review the vocabulary words, as you read, and refer to relevant excerpts from the provided articles for context and connections.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Teacher will summarize key points of the lesson.

- Review the establishment and significance of Sandy Ground, contributions by its residents, and the preservation efforts led by figures like Janise LaBoard.
- Discuss the importance of preserving historical communities and how students can contribute. Use the example of Janise’s book as a model for preservation.

Reflection Questions:

- What surprised you most about Sandy Ground?
- Why is it important to preserve historical communities?
- How can you contribute to preserving your community’s history?

Grade 8 | Lesson 8

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Images/enlarged articles for visual learners.

Extended time for annotating text.

Varied question types to support different readiness levels.

Project images for gallery walk on board, as well.

Lesson Extension/Homework (*Throughout Lesson*)

Lesson Extension

Write a short paragraph on how you can help preserve your community's history. Be prepared to share reflections and discuss various ways to get involved in historical preservation.

Homework

Students will create a comic panel to illustrate a fact learned about Sandy Ground from the 1010Wins article [“A historic, free Black community sits on Staten Island and Janise LaBoard is helping preserve its story for the next generation”](#) (Source: [www.audacity.com](#)).

Instructions:

1. Choose a Fact:
 - Select a significant fact or event from the article, using your KWL worksheet, such as Captain John Jackson's land purchase or the community's oystering industry.
2. Plan Your Comic:
 - Sketch the setting, characters, and action or dialogue to convey the chosen fact.
3. Draw Your Comic:
 - Use paper or a digital tool to create your comic panel, including illustrations and captions.

Teacher can draw their own exemplar comic panel or show historic comics to emphasize outcome to students. [The Department of Social Studies and Civics' Civics for All Comics Group](#) (NYC Social Studies and Civics Hub) has great examples!

Lesson Connections (*For Teacher*)

Literacy Connections/NYC Reads/Black Studies Literature:

[Summer Adventures of Landin Henry by Janise LaBoard](#) (RedRiderMusic/YouTube)

[“Sandy Ground recognized for ‘supplying the world with oysters’ in Netflix series on African-American cuisine”](#) (Source: [www.silive.com](#)) features a segment of [“High On The Hog”](#) S1 from Netflix (Source: [www.netflix.com](#))

The Black Enclave Series:

Canarsie Colored Colony, Canarsie, NY

Big Idea	<p>This lesson is a part of the “Black Enclave Series,” that explores the history and legacy of Black communities in New York City. These middle school lessons examine the triumphs and challenges from before the Reconstruction period to today. Through activities and historical analysis, students will learn about significant neighborhoods like Weeksville, Sandy Ground, Seneca Village, Canarsie Colored Colony, and more uncovering stories of resilience and cultural contributions. The series highlights the importance of memory and monuments, heritage sites, scholars, historians, activists, and historical research in preserving these communities’ rich history.</p>
Enduring Understanding	<ul style="list-style-type: none"> • Black New Yorkers established communities before, after, and during the Reconstruction period through migration, support of other kinfolk, and the creation of social, economic, and political institutions. • Black communities established before, during, and after the Reconstruction period faced significant challenges like racism, unfair laws, and economic hardships. These issues often led to their decline or displacement through actions such as land seizures, violence, and discrimination. • The preservation of Black communities can be achieved through efforts such as maintaining collective memory and monuments, establishing heritage sites, engaging in activism, and conducting historical research to honor and sustain their legacy.
Driving/Essential Question(s)	<ul style="list-style-type: none"> • How did Black New Yorkers build and sustain communities before, during, and after the Reconstruction period, and what challenges did they face? • Why were many Black communities displaced, and how can we preserve their legacy through memory and monuments, heritage sites, activism, and historical research?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Students will cite evidence to understand the history and legacy of Black communities before, during, and after Reconstruction. • RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Students will identify and analyze central ideas related to the establishment, challenges, and preservation of Black communities. • RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). Students will examine connections between different time periods and challenges faced by Black communities. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.

Next Gen Standards for Literacy in History/Social Studies:

Standards Addressed	<ul style="list-style-type: none"> ● RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources. Students will use evidence from historical texts to understand how Black New Yorkers built communities and faced challenges during the Reconstruction period and beyond. ● RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. Students will summarize key events and ideas related to the establishment, challenges, and preservation of Black communities. ● RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered). Students will identify the key steps and processes involved in the formation and decline of Black communities during different historical periods.
Prior Knowledge Required / Addressing Prior Misconceptions	<ul style="list-style-type: none"> ● Basic understanding of the Reconstruction period (1865-1877), including the 13th, 14th, and 15th Amendments. ● Reconstruction for Black New Yorkers began earlier, considering New York ended enslavement in 1827. ● Black communities across New York City and the enclaves they established have a rich history of triumph and resilience. ● Before delving into the lesson, educators should address any misconceptions students may have about the Black diaspora's role in developing New York City and the reasons for their displacement, which were not solely due to internal conflicts. ● Students should understand the oppression, systemic issues, and other pressures that led to the displacement of these communities. Grasping the factors behind each enclave's rise and fall will provide a foundation for creating monuments, visiting and understanding heritage sites, engaging in activism, and conducting historical research.
Resources/Materials/ Technology	<ul style="list-style-type: none"> ● Building Brooklyn: We've Been Here Before Podcast/Text Excerpt for Do-Now (Source: www.bklynlibrary.org) ● Map of Canarsie, New York Times (Source: archive.nytimes.com) ● Blank Piece of Paper ● Article: "Black Canarsie: A History" (Source: www.bklynlibrary.org) ● "NINE FAMILIES EJECTED: Court Finds Negroes Illegal Occupants of B.M.T. Property." June 5, 1927, The New York Times (Source: www.nytimes.com)
Number of days for lesson allocation	2 days (Note: A day is considered a 45-60 minute class period.)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will analyze artifacts related to Sandy Ground, identifying key details and explaining their significance in the community's history. They will explore how Black New Yorkers established the community, the challenges Sandy Ground faced, and the efforts to preserve its history through descendants, community historians, and preserved sites
Vocabulary	Reconstruction, Black Diaspora, Enclaves, Systemic Racism, Displacement, Heritage Sites, Activism, Migration, Segregation, Eminent Domain, Land Seizure, Community Building, Legacy, Preservation, Cultural Heritage, Monuments

Grade 8 | Lesson 9

Opening/Warm up/Do Now/ Hook (5 minutes)

How will open the lesson and connect the learning to students' identities and/or funds of knowledge?

Day 1 - We Been Here

Teacher will open the lesson with an excerpt from the following podcast: [Building Brooklyn: Canarsie: We've Been Here Before](#) (Episode & transcript.)

Start episode at 9:15.

Follow-Up Questions & Prospective Student Answers:

(Questions/answers below are summarized based on podcast excerpts.)

- What was the Lenape's connection to the land?
 - *The Lenape viewed land as a resource and part of nature that sustains life, they did not see land as something to own. They lived on the land harmoniously and had a connection with it.*
- How did the Canarsie community change between the 1970s and 2000?
 - *Canarsie shifted from being 98 percent white in the 1970s to having 60 percent Black residents by 2000. This demographic change dramatically diversified the neighborhood.*
- What challenges did Olga Rose Jones face when she moved to Canarsie? How did she overcome them?
 - *Olga struggled to find affordable housing and was determined to buy a house instead of renting. She saved money while working multiple jobs and was finally able to achieve her goal.*
- What incidents highlighted racial tensions in Canarsie during the 1990s?
 - *Firebombing of real estate agencies that showed homes to African Americans.*
 - *Threats against real estate agents.*
 - *Anti-integration protests and boycotts.*
- How did historical patterns of African-American ownership and belonging manifest in Canarsie?
 - *Historical patterns of ownership and belonging in Canarsie were marked by demographic shifts and the issues each wave faced. Beginning with the Canarsie Colored Colony established in the mid-1800s, the neighborhood saw an influx of Black people seeking refuge from racial tension in other parts of New York City. Despite anti-integration protests in the 1970s and 1990s, more modern periods of Black homeownership and community building took place in Canarsie. Their experiences reflect ongoing struggles over who belongs and who has the right to occupy the space.*
- What continuity and changes were observed in Canarsie despite its demographic shift?
 - *Despite the demographic shift from a predominantly white to a predominantly Black neighborhood, researchers found that Canarsie's politics, neighborhood values, and economic conditions remained largely unchanged. Many of the new Black residents held similar jobs, shared similar views on family and homeownership, and shopped at the same types of stores as the previous white residents, showing continuity in community life and business patterns.*

Day 2

Students should reread an excerpt from the article "[Black Canarsie: A History](#)" (specifically the portion highlighting "Brooklyn's Last Village: Canarsie on Jamaica Bay") by the Brooklyn Public Library, which details the geographical aspects of the "Canarsie Colored Colony." Using a modern-day map of Canarsie, have students envision where this Black enclave might have been located.

Grade 8 | Lesson 9

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Day 1 - DBQ

Teacher will provide context about the forthcoming DBQ activity:

In June 1927, nine Black families, including an elderly Civil War veteran, were evicted from their homes in Canarsie, Brooklyn. Despite having tax receipts and deeds, the court ruled against them, favoring the Brooklyn Manhattan Transit Company that bought the land. The eviction was peaceful, and the community helped the displaced families. This article highlights issues of property rights and racial discrimination during that period.

Article: [“NINE FAMILIES EJECTED: Court Finds Negroes Illegal Occupants of B.M.T. Property.” June 5, 1927, The New York Times.](#)
(Source: www.nytimes.com)

Teacher should model annotation and check-for-understanding, while reading the article and guiding students through key questions:

- What kind of document is it (letter, ad, newspaper, etc.)? How do you know?
- What unusual words or phrases are present?
- What does the document convey directly and imply indirectly?

Answers from students may include:

- It's a newspaper article. It says it's from the NY Times.
- Negro, Supreme Court Justice, Tax Receipts, Deeds, Transit Company, Civil War Veteran
- June 5, 1927
- Document leaves out many specifics of the case.

The teacher can pose a few of the following questions, to further analyze:

- Who was evicted?
- What reasons were given for the eviction?
- How did the affected families and the community respond?
- How does the article highlight the legal challenges faced by Black property owners during this period?
- How did the court justify its decision against the families, despite their claims of ownership?
- What does the article say about some societal attitudes and policies towards Black communities in the early 20th century?
- Reflect on how similar issues might present themselves today and what has changed or remained the same. Remind students to consider information learned in the podcast [“Building Brooklyn: We’ve Been Here Before”](#).

Day 2 - An Afrofuturistic Canarsie

Provide students with a map of Canarsie and a blank piece of drawing paper. Allow students to envision Canarsie's future, on a new map, had eminent domain not been enacted for Canarsie Colored Colony. Students' maps must include but not be limited to the original churches and homes. Tell them they must write 1-paragraph explaining their map.

[Map of Canarsie, New York Times](#) (Source: archive.nytimes.com)

Grade 8 | Lesson 9

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Day 1 - Reading and Research

The teacher will have students read modified passages from the [Black Canarsie: A History](#) (Brooklyn Public Library). The teacher will pause to check-for-understanding during key vocabulary and main idea moments.

Students should receive modified versions of the following sections:

- Canarsie's First African Americans: From Slavery to Abolition (c.1636-1827)

- Gradual Abolition

- Plymouth Congregational Church: "The Spiritual Home of Black Canarsiens" for over a Century

Allow students to read the second half of the text on their own.

Modify/shorten the following sections:

- Vanishing Signs of What Was

- Urbanization and Integration (c.1951-present)

- Canarsie High School: Integration and Social Activism

Remind them to pause and underline/highlight words they don't know or the main idea of each paragraph.

Teacher can choose one of the following questions below, for a short response:

Prompts:

- What other Black community often visited with the Black residents of Canarsie? How did they get there?

- What major incident, in 1863, brought many Black New Yorkers to Canarsie? Why do you feel this colony stayed in Canarsie?

- How did the Black people of Canarsie contribute to American wars?

The teacher should create follow-up questions for the closing and reflection session for the whole class to answer together.

Day 2 - Peer Review

Allow students to break into pairs and provide feedback on each other's maps and reflections. Encourage them to incorporate their peers' suggestions into their revisions.

Teacher can print or project these questions for peer review:

- How accurately does the map reflect the geographical details mentioned in the excerpt?

- How well does the map illustrate the historical context of the Canarsie Colored Colony?

- Are there any important historical landmarks or features missing on the map?

- Are all key areas and features labeled properly?

- How creatively did your partner envision the reimagined Black enclave?

- Are there any additional features or details that could enhance the map?

- Does the reflection provide a clear explanation of the map, its historical significance, and imagined future?

- What is the strongest aspect of the map and reflection?

- Is there any part of the map or reflection that could be improved with additional information or adjustments?

Grade 8 | Lesson 9

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Review the vocabulary words, as you read, and refer to relevant excerpts from the provided articles for context and connections.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Day 1

Teacher will recap the importance of understanding the historical context of Black communities and their displacement. Students share their findings from the document analysis, using follow-up questions.

Day 2

A few students share their maps or reflections with the class.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Images/enlarged articles for visual learners.

Extended time for annotating text.

Varied question types to support different readiness levels.

Podcast transcripts should be made available to students as they listen.

Lesson Extension/Homework *(Throughout Lesson)*

Monument Creation:

Create a monument that honors the history and legacy of the Canarsie Colored Colony, using your Afrofuturistic map of Canarsie for inspiration.

- Instructions: For this assignment, begin by reviewing the Afrofuturistic map of Canarsie you created in class. Reflect on the key locations, landmarks, and historical details you included. Research different types of monuments, such as statues, plaques, murals, and parks, and consider what elements make them meaningful and impactful. Using this research, sketch a design for a monument that would honor the Canarsie Colored Colony. Think about how your design can reflect the community's history and contributions. Include details about the monument's size, materials, and any inscriptions or symbols you would incorporate.
- Write a paragraph description of your monument. In this description, explain why you chose this design, what it represents, and how it connects to the history of the Canarsie Colored Colony. Be prepared to possibly share your monument design and description with the class, explaining your creative process and how your monument honors the legacy of the Canarsie Colored Colony.

Grade 8 | Lesson 9

Lesson Connections *(For Teacher)*

Literacy Connections/NYC Reads/Black Studies Literature:

[Historic Black Brooklyn: 400 Years of Struggle and Hope by Brian Merlis and Clarence Taylor](#) (Source: discover.bklynlibrary.org)

The Black Enclave Series: San Juan Hill, Upper West Side, NY

Big Idea	<p>This lesson is a part of the “Black Enclave Series,” that explores the history and legacy of Black communities in New York City. These middle school lessons examine the triumphs and challenges from before the Reconstruction period to today. Through activities and historical analysis, students will learn about significant neighborhoods like Weeksville, Sandy Ground, Seneca Village, Canarsie Colored Colony, and more uncovering stories of resilience and cultural contributions. The series highlights the importance of memory and monuments, heritage sites, scholars, historians, activists, and historical research in preserving these communities’ rich history.</p>
Enduring Understanding	<ul style="list-style-type: none"> • Black New Yorkers established communities before, after, and during the Reconstruction period through migration, support of other kinfolk, and the creation of social, economic, and political institutions. • Black communities established before, during, and after the Reconstruction period faced significant challenges like racism, unfair laws, and economic hardships. These issues often led to their decline or displacement through actions such as land seizures, violence, and discrimination. • The preservation of Black communities can be achieved through efforts such as maintaining collective memory and monuments, establishing heritage sites, engaging in activism, and conducting historical research to honor and sustain their legacy
Driving/Essential Question(s)	<ul style="list-style-type: none"> • How did Black New Yorkers build and sustain communities before, during, and after the Reconstruction period, and what challenges did they face? • Why were many Black communities displaced, and how can we preserve their legacy through memory and monuments, heritage sites, activism, and historical research?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Students will cite evidence to understand the history and legacy of Black communities before, during, and after Reconstruction. • SL.7.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans. <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> • RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources. Students will use evidence from historical texts to understand how Black New Yorkers built communities and faced challenges during the Reconstruction period and beyond. • RH.6-8.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Grade 8 | Lesson 10

Prior Knowledge Required / Addressing Prior Misconceptions	<ul style="list-style-type: none"> • Basic understanding of the Reconstruction period (1865-1877), including the 13th, 14th, and 15th Amendments. • Reconstruction for Black New Yorkers began earlier, considering New York ended enslavement in 1827. • Black communities across New York City and the enclaves they established have a rich history of triumph and resilience. • Before delving into the lesson, educators should address any misconceptions students may have about the Black diaspora's role in developing New York City and the reasons for their displacement, which were not solely due to internal conflicts. • Students should understand the oppression, systemic issues, and other pressures that led to the displacement of these communities. Grasping the factors behind each enclave's rise and fall will provide a foundation for creating monuments, visiting and understanding heritage sites, engaging in activism, and conducting historical research.
Resources/Materials/Technology	<ul style="list-style-type: none"> • Opening Scene of West Side Story (2021) (4 min 47 sec) (FatiuOne/YouTube) • Why Black Families Are Leaving New York, and What It Means for the City (Source: New York Times - www.nytimes.com) • Buffalo Sonnet: A digital comic book inspired by San Juan Hill Written and illustrated by Kamau Ware (Source: Lincoln Center - www.lincolncenter.org) • Interviews - Life In The Neighborhood (Lincoln Center/Legacies of San Juan Hill) (Source: www.lincolncenter.org) • Black and White War in a crowded district; Original NY Times Article, Mentioned in Buffalo Sonnet (Source: www.nytimes.com)
Number of days for lesson allocation	2 days (Note: A day is considered a 45-60 minute class period.)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will learn about the demolished enclave of San Juan Hill and modern-day neighborhoods facing a similar fate. They will have the opportunity to read primary and secondary sources about San Juan Hill and create a digital comic book about urban areas facing possible displacement, today.
Vocabulary	Slum Clearance, Sankofa, Urban, Displacement, Buffalo Soldiers, Migration, Calvary

Grade 8 | Lesson 10

Opening/Warm up/Do Now/ Hook (5 minutes)

How will open the lesson and connect the learning to students' identities and/or funds of knowledge?

Day 1

The teacher will inform students that they will be learning about San Juan Hill, a historic enclave that once existed in the Upper West Side where modern-day Lincoln Center is located. Teacher can choose to emphasize the following points with slides/images:

Overview of San Juan Hill

- San Juan Hill was a vibrant, multicultural neighborhood in Manhattan, primarily inhabited by Black and Puerto Rican residents. It was established in the late 19th century.
- It was known for its tight-knit community and cultural richness, with a significant impact on the development of jazz and Latin music in New York City.
- The neighborhood was demolished in the 1950s as part of urban renewal projects, leading to the displacement of thousands of residents and the loss of a historic community.

Teacher will let students know that at the end of the lesson students will be starting a digital comic book. The comic book will reflect on San Juan Hill and how the legacy of its triumphs and displacements are connected to Black families in New York City, today.

Overview of Buffalo Sonnet: A Digital Comic Book

Buffalo Sonnet is a digital comic book that draws inspiration from the history of San Juan Hill, offering a contemplative exploration of the Black experience in this historic Manhattan neighborhood. The title cleverly references the "Buffalo Soldiers," African American infantrymen who settled in the area after the Spanish-American War. Through its narrative, the comic book portrays a vibrant community that, despite being dispersed, has left a lasting impact on the city's history. It symbolizes the broader narrative of the African diaspora in New York City, highlighting the resilience of Black communities that have faced displacement since the 17th century. Buffalo Sonnet encourages reflection on the healing journey of a people forced to migrate. Teacher will play a behind-the-scenes of Buffalo Sonnet (lincolncenter.org) by Kamau Ware.

Follow-Up Questions:

- What does Kamau Ware suggest about the erasure of Black neighborhoods in Manhattan, and how does Buffalo Sonnet address this issue?
- How does Buffalo Sonnet contribute to the discussion on the importance of preserving the history and stories of displaced communities?
- In what ways does Buffalo Sonnet challenge common perceptions and stereotypes about displaced communities and their significance?
- How does the use of photography contribute to the storytelling in Buffalo Sonnet?
- How does the use of photography contribute to the storytelling in Buffalo Sonnet?

Grade 8 | Lesson 10

Day 2

The teacher will inform students that they will be watching the opening scene of Steven Spielberg's film "West Side Story," which features the destruction of San Juan Hill.

"West Side Story" (2021) is a modern retelling of the classic musical about two young lovers from rival gangs in 1950s New York City. As they navigate love and prejudice, their story unfolds against the backdrop of vibrant musical numbers and dramatic conflicts.

Teacher will play West Side Story - Opening Scene (2021) for students (timestamp only up to 1:05), pausing at critical points for students to jot notes:

- 0:18 NYC Housing Authority - Slum Clearance Sign
- 0:29 Lincoln Center Sign
- 0:41 Demolished Homes

Stop video at 1:05 and ask students:

1. How do you think the destruction of San Juan Hill impacted the residents who lived there?
 2. What do you think the filmmakers were trying to convey by including this scene in "West Side Story"?
 3. "Think about your neighborhood or community in New York City. Have you noticed any changes or challenges related to housing, resources, or the community? How have these changes affected you or people you know?"
- Teacher will give students 5-10 minutes to reflect on the prompt and write down their thoughts. Encourage them to be specific and provide examples from their own experiences.
 - Sharing (Optional): Depending on the comfort level of the students and the classroom dynamics, you can invite students to share their reflections with a partner or with the whole class. This will prompt discussion and allow students to hear different perspectives.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Day 1

Digital Comic

Teacher will read "Buffalo Sonnet" with students. Pause and check-for-understanding using the following questions:

1. What does Sage represent? Who is she watching over?
 - Sage watches over the people of San Juan Hill, specifically the Black descendants of NYC. She was once enslaved and then freed.
2. What primary source is highlighted?
 - The Amsterdam News.
3. What happened in Tulsa?
 - Tulsa massacre.
4. Why are Barbara and her three children leaving North Carolina? Is there a possibility that they will face the same discrimination in NYC? Why or why not?
5. What warnings does Louise give Barbara upon her arrival to NYC?
6. What other NYC Black history did you learn?

Teacher will inform students that it's crucial to keep Buffalo Sonnet in mind, as they will be tasked with creating a similar project later in the lesson. In the upcoming section, we will gather essential information to incorporate into our own digital comic.

Day 2

Article

The teacher will inform students that families today are still experiencing displacement similar to what occurred in 1950s New York City. While they were forced out in the name of “urban renewal” back then, they are now being priced out of New York City. The teacher will have students read an excerpt from [“Why Black Families Are Leaving New York, and What It Means for the City”](#) (Source; New York Times).

Ensure that the chosen article excerpt addresses:

- Family case studies (ex: Rodney Family)
- % and #s connected to Black resident exodus
- Rising rents, lack of resources, accessible schools

Follow-up Questions:

1. What is the main reason cited for the exodus of Black residents from New York City?
 - The main reason cited for the exodus of Black residents from New York City is the ever-increasing cost of raising a family in the city.
2. How has the decline in the Black population affected neighborhoods like Harlem and Bedford-Stuyvesant?
 - The decline in the Black population has led to major changes in neighborhoods like Harlem and Bedford-Stuyvesant, with significant decreases in the number of Black residents and increases in the number of white residents.
3. How does Athenia Rodney’s experience reflect the challenges faced by Black families in New York City?
 - Athenia Rodney’s experience reflects the challenges faced by Black families in New York City, including the struggle to find affordable housing and access to resources like green spaces and swim classes for children.
4. What are some factors contributing to the decline in the Black population of New York City, according to the article?
 - Some factors contributing to the decline in the Black population of New York City include concerns about school quality, a desire to be closer to relatives, and tight living accommodations.
5. How has the departure of Black residents impacted the education system in New York City?
 - The departure of Black residents has impacted the education system in New York City by leading to a decline in enrollment in public schools, resulting in schools shrinking and teachers being moved around to account for drops in enrollment.

Teacher will inform students that it’s crucial to keep this article in mind, as they will be tasked to use information from it to close out their digital comic.

Grade 8 | Lesson 10

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Day 1

Research (15 minutes)

The teacher will inform students that they will have the opportunity to create their own digital comic book comparing the destruction of San Juan Hill and urban displacement, today. Before doing this, students will have to gather information about San Juan Hill.

Students can use a table similar to this one, to collect notes:

Notes on San Juan Hill

Themes	Notes
Community/Culture What cultural/ethnic background did most residents of San Juan Hill share? How did living in a close-knit community impact the residents' daily lives?	
Architecture/Housing/Geography Describe the types of buildings found in San Juan Hill. How might the variety of housing options influence the neighborhood's development?	
Neighborhood Life/Business What kinds of businesses were present? How did these businesses contribute to the neighborhood's vibrancy?	
Music & Performance Who were some of the key musicians or performers from San Juan Hill, and what contributions did they make to their respective art forms? How did music and performance serve as a unifying force within the neighborhood?	
Historical Significance Why was the neighborhood originally called San Juan Hill, and how is this connected to the Spanish-American War? What is the historical importance of the first building constructed exclusively for African-Americans by Henry Phipps in San Juan Hill? How did the events and movements in San Juan Hill influence the migration of Black communities to Harlem? What kind of discrimination and violence did Black residents of San Juan Hill face?	

Grade 8 | Lesson 10

The teacher may choose to divide students into small groups with laptops to watch the following multimedia. Assign each group a different video:

[Group 1: Interviews - Life In The Neighborhood](#) (Lincoln Center/Legacies of San Juan Hill)

- Video 1: Intro
- Video 2: Cultural/Historical Significance

[Group 2: Interviews - Life In The Neighborhood](#) (Lincoln Center/Legacies of San Juan Hill)

- Video 3: Churches & Community
- Video 4: Musical Legacy

[Group 3: Interviews - Life In The Neighborhood](#) (Lincoln Center/Legacies of San Juan Hill)

- Video 5: Segregation and Violence
- Video 6: Broadway Legacy

After taking notes, each group should have the opportunity to present to the class. All groups should add additional notes to their chart, as they watch presentations.

Day 2

The teacher will provide students with an opportunity to add a “Future” aspect to their digital comic, using evidence from The NY Times article. This section of their digital comic should address the questions: “What does the future look like for Black New Yorkers? How can we change it for the better?”

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Check in with students about primary and secondary sources, during each lesson section.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Teacher will allow select students to share their digital comic and explain how it bridges the past and present of Black New Yorkers in NYC.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Images/enlarged articles for visual learners.

Extended time for annotating text.

Varied question types to support different readiness levels.

Use audio narration/subtitles for videos.

Use accessibility menu on the side of Buffalo Sonnet digital comic, to prompt screen reader, contrast, etc.

Lesson Extension/Homework *(Throughout Lesson)*

Students can watch/visit ongoing exhibits: [Lincoln Center Legacies of San Juan Hill](#)

The Black Enclave Series: Weeksville, Brooklyn, NY

Big Idea	<p>This lesson is a part of the “Black Enclave Series,” that explores the history and legacy of Black communities in New York City. These middle school lessons examine the triumphs and challenges from before the Reconstruction period to today. Through activities and historical analysis, students will learn about significant neighborhoods like Weeksville, Sandy Ground, Seneca Village, Canarsie Colored Colony, and more uncovering stories of resilience and cultural contributions. The series highlights the importance of memory and monuments, heritage sites, scholars, historians, activists, and historical research in preserving these communities’ rich history.</p>
Enduring Understanding	<ul style="list-style-type: none"> • Black New Yorkers established communities before, after, and during the Reconstruction period through migration, support of other kinfolk, and the creation of social, economic, and political institutions. • Black communities established before, during, and after the Reconstruction period faced significant challenges like racism, unfair laws, and economic hardships. These issues often led to their decline or displacement through actions such as land seizures, violence, and discrimination. • The preservation of Black communities can be achieved through efforts such as maintaining collective memory and monuments, establishing heritage sites, engaging in activism, and conducting historical research to honor and sustain their legacy
Driving/Essential Question(s)	<ul style="list-style-type: none"> • How did Black New Yorkers build and sustain communities before, during, and after the Reconstruction period, and what challenges did they face? • Why were many Black communities displaced, and how can we preserve their legacy through memory and monuments, heritage sites, activism, and historical research?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Students will cite evidence to understand the history and legacy of Black communities before, during, and after Reconstruction. • RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Students will identify and analyze central ideas related to the establishment, challenges, and preservation of Black communities. • RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). Students will examine connections between different time periods and challenges faced by Black communities. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.

Next Gen Standards for Literacy in History/Social Studies:

Standards Addressed	<ul style="list-style-type: none"> ● RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources. Students will use evidence from historical texts to understand how Black New Yorkers built communities and faced challenges during the Reconstruction period and beyond. ● RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. Students will summarize key events and ideas related to the establishment, challenges, and preservation of Black communities. ● RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered). Students will identify the key steps and processes involved in the formation and decline of Black communities during different historical periods.
Prior Knowledge Required / Addressing Prior Misconceptions	<ul style="list-style-type: none"> ● Basic understanding of the Reconstruction period (1865-1877), including the 13th, 14th, and 15th Amendments. ● Reconstruction for Black New Yorkers began earlier, considering New York ended enslavement in 1827. ● Black communities across New York City and the enclaves they established have a rich history of triumph and resilience. ● Before delving into the lesson, educators should address any misconceptions students may have about the Black diaspora's role in developing New York City and the reasons for their displacement, which were not solely due to internal conflicts. ● Students should understand the oppression, systemic issues, and other pressures that led to the displacement of these communities. Grasping the factors behind each enclave's rise and fall will provide a foundation for creating monuments, visiting and understanding heritage sites, engaging in activism, and conducting historical research.
Resources/Materials/ Technology	<p>Image for Do-Now: "The Inspiring Story of Weeksville, One of America's First Free Black Communities." (Source: www.brownstoner.com)</p> <p>Weeksville Text (In Lesson)</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period.)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will understand the historical significance of Weeksville, a free Black community in Brooklyn, during its growth, decline, and ongoing restoration efforts, using targeted vocabulary to discuss and write about its history. Students will analyze historical texts and images, connecting Weeksville's past to broader themes in American history.</p>
Vocabulary	Abolitionists, Abolished, Banned, Community, Comprise, Inferior, Longshoreman, Menial, Dignity, Equality

Grade 8 | Lesson 11

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Photo Analysis

The facilitator will have students examine a picture of students participating in an archaeological dig at Weeksville and answer the following questions. The picture can be found in the Brownstoner article titled, "[The Inspiring Story of Weeksville, One of America's First Free Black Communities](#)" (Source: [www.brownstoner.com](#)). Ensure you include a photo description.

After giving students time to analyze the photo, ask the questions below to the class and take hands.

First Impressions

- What are your first impressions? Take a closer look . . . make sure to examine the whole photograph.
- Make a list of any people in the photograph.
- Make a list of any activities you see going on in the photograph.

Looking More Closely

- What kind of clothing is being worn? Can we guess what year it is based on clothing?
- Is there any lettering on signs or buildings? What kind of buildings or structures can be seen in the background?
- What time of year is pictured? Time of day? Can you guess? Cite your evidence. Where was the photograph taken? Cite your evidence.

Prospective Student Answers

- Community members seem to be in a yard or lot immersed in activity.
- Black children and adults can be seen in this photo.
- It looks as though they are digging, examining, riding a bike, etc.
- They seem to be wearing outfits appropriate for some sort of yard work.
- There is no lettering on the buildings, but homes can be seen in the background.
- It seems like this photo was taken during the day, in the middle of a community of Black people.

After reviewing answers with the students reveal the photo's origin:

A troop of elementary school students, Boy Scouts, and local citizens investigate a lot that used to be a part of "Weeksville," a freed Black community established in the 1800s now known as Crown Heights, Brooklyn. The homes behind them are known as The Hunterfly Houses—the last remaining structures from the original Weeksville.

Let students know that we're going to learn about Weeksville's growth, decline, and ongoing restoration, in today's lesson.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Welcome to Weeksville

Teacher will have students read the following passage. Teacher will pause during sections to check-for-understanding and allow students to annotate the text. Feel free to turn the text into a worksheet using images from the article [Weeksville, Brooklyn: The Remarkable Story of One of America's First Free Black Communities](#) (Source: [www.brownstoner.com](#)).

Article Section - The Founding of Weeksville

Grade 8 | Lesson 11

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Allow students to read the second half of the text on their own. Remind them to pause and underline/highlight words they don't know or the main idea of each paragraph. Feel free to turn the text into a worksheet using images from the article [Weeksville, Brooklyn: The Remarkable Story of One of America's First Free Black Communities](#) (Source: www.brownstoner.com).

Article Section - The Growth and Decline of Weeksville

Have students answer the following questions:

1. The height of Weeksville, as a town, was between 1838 and the 1930s. Number the events below, in the order they happened, based on your reading of the text.
____ New York State's first Black female doctor lived in Weeksville.
____ Brooklyn's street grid evolved and destroyed many homes and farms.
____ Henry C. Thompson owned 32 lots of land.
____ James Weeks founded Weeksville, in 1838.
____ Joan Maynard and the community helped to preserve Weeksville.
2. Based on the text, what are some of the names and professions of people that lived in Weeksville? What is the significance of their roles during this time period?
3. Finish this sentence, using text evidence: The founding of Weeksville had a major impact on Black people because...

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Review the vocabulary words, as you read, and refer to relevant excerpts from the provided articles for context and connections.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Have students read the excerpt below and answer the following question:

Excerpt the two paragraphs from the article that refer to Public School 243. Have students read the excerpt and answer the following question: How did the students of P.S. 243 and the Brooklyn Boy Scout Troop help to save Weeksville's history?

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Images/enlarged articles for visual learners.

Extended time for annotating text.

Varied question types to support different readiness levels.

Project image for do-now on board, as well.

Grade 8 | Lesson 11

Lesson Extension/Homework *(Throughout Lesson)*

Students can visit [The Weeksville Heritage Center](http://www.weeksvillesociety.org) (Source: www.weeksvillesociety.org). Before attending, students should have a chance to experience artifacts/pre-lessons using the following resources:

- [The Freedmen's Torchlight](http://www.archive.org) (Source: www.archive.org)
- [The Free Black Community of Weeksville New York: Brooklyn's Promised Land by Judith Wellman](http://www.nyupress.org) (Source: www.nyupress.org)
- [Dr. Susan McKinney](http://www.bklynlibrary.org) (Source: www.bklynlibrary.org)
- [Junius C. Morel](http://www.coloredconventions.org) (Source: www.coloredconventions.org)

Lesson Connections *(For Teacher)*

Literacy Connections/NYC Reads/Black Studies Literature:

- [Weeksville Heritage Center Visit](http://www.weeksvillesociety.org) Student tours available! (Source: www.weeksvillesociety.org)
- [Libertie by Kaitlyn Greenidge](http://www.kaitlyngreenidge.com) (Source: www.kaitlyngreenidge.com)
- [Weeksville Archaeology Report](http://s-media.nyc.gov) (Source: s-media.nyc.gov)
- [Finding the Clues - Weeksville Heritage Center Pre-Lesson \(Before Visiting\)](http://www.weeksvillesociety.org) (Source: www.weeksvillesociety.org)

The Black Enclave Series: Carrsville, Brooklyn, NY

Big Idea	<p>This lesson is a part of the “Black Enclave Series,” that explores the history and legacy of Black communities in New York City. These middle school lessons examine the triumphs and challenges from before the Reconstruction period to today. Through activities and historical analysis, students will learn about significant neighborhoods like Weeksville, Sandy Ground, Seneca Village, Canarsie Colored Colony, and more uncovering stories of resilience and cultural contributions. The series highlights the importance of memory and monuments, heritage sites, scholars, historians, activists, and historical research in preserving these communities’ rich history.</p>
Enduring Understanding	<ul style="list-style-type: none"> • Black New Yorkers established communities before, after, and during the Reconstruction period through migration, support of other kinfolk, and the creation of social, economic, and political institutions. • Black communities established before, during, and after the Reconstruction period faced significant challenges like racism, unfair laws, and economic hardships. These issues often led to their decline or displacement through actions such as land seizures, violence, and discrimination. • The preservation of Black communities can be achieved through efforts such as maintaining collective memory and monuments, establishing heritage sites, engaging in activism, and conducting historical research to honor and sustain their legacy
Driving/Essential Question(s)	<ul style="list-style-type: none"> • How did Black New Yorkers build and sustain communities before, during, and after the Reconstruction period, and what challenges did they face? • Why were many Black communities displaced, and how can we preserve their legacy through memory and monuments, heritage sites, activism, and historical research?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly and inferences are drawn from the text. Students will cite evidence to understand the history and legacy of Black communities before, during, and after Reconstruction. • W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 8.1b Freed African Americans created new lives for themselves without slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans. <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> • RH.6-8.1: Cite specific textual evidence to support the analysis of primary and secondary sources. Students will use evidence from historical texts to understand how Black New Yorkers built communities and faced challenges during the Reconstruction period and beyond. • RH.6-8.5 - Describe how a text presents information (e.g., sequentially, comparatively, causally).

Grade 8 | Lesson 12

Prior Knowledge Required / Addressing Prior Misconceptions

- Basic understanding of the Reconstruction period (1865-1877), including the 13th, 14th, and 15th Amendments.
- Reconstruction for Black New Yorkers began earlier, considering New York ended enslavement in 1827.
- Black communities across New York City and their established enclaves have a rich history of triumph and resilience.
- Before delving into the lesson, educators should address any misconceptions students may have about the Black diaspora's role in developing New York City and the reasons for their displacement, which were not solely due to internal conflicts.
- Students should understand the oppression, systemic issues, and other pressures that led to the displacement of these communities. Grasping the factors behind each enclave's rise and fall will provide a foundation for creating monuments, visiting and understanding heritage sites, engaging in activism, and conducting historical research.

Resources/Materials/ Technology

Copies of "[Right to Suffrage In the 9th Ward](http://www.newspapers.com)" from the *Brooklyn Daily Eagle*, April 9, 1846 (Source: www.newspapers.com)

Number of days for lesson allocation

1 day (Note: A day is considered a 45-60 minute class period.)

Objective

What do you want students to understand/learn?
What do you want students to be able to do?

Students will analyze a historical newspaper article to understand the significance of Carrsville in the fight for African American suffrage and create a scene or monologue to interpret this historical event.

Vocabulary

Suffrage, Scene, Historical Interpretation

Grade 8 | Lesson 12

Opening/Warm up/Do Now/ Hook (5 minutes)

How will open the lesson and connect the learning to students' identities and/or funds of knowledge?

Teacher will highlight the Black enclave centered in today's discussion through the summary and questions to below:

Summary of Carrsville

Carrsville was a Black enclave in Brooklyn, New York, established around the 1830s, that the Brooklyn Daily Eagle once referred to as "the wild district" beyond Weeksville. This enclave featured notable sites such as Berean Baptist Church, also known as "The Little Church on the Hill." The community established an African Union Society, which helped to create a small schoolhouse in 1840, marking the second school for Black children in Brooklyn.

Carrsville was also a site of significant political activism. In 1846, a **suffrage** meeting took place where prominent figures, including James Weeks (one of the founders of Weeksville), early landholders like Robert Tillman and Jephtha Reed, and Reverend James N. Gloucester (a renowned Presbyterian minister), gathered to advocate for the right of Black men to vote without the restrictions of owning land or being a certain race.

Here are follow-up questions that you can answer as a whole class or utilize on a worksheet:

Follow-Up Questions

- When was Carrsville established, and where was it located?
 - *Carrsville was established around the 1830s in Brooklyn, New York.*
- What nickname did the Brooklyn Daily Eagle give to Carrsville?
 - *The Wild District Beyond Weeksville*
 - The Little Church on the Hill
 - The Enclave of Activists
 - The Schoolhouse District
- What was the Berean Baptist Church also known as?
 - *The Little Church on the Hill*
 - The African Union Society
 - The Schoolhouse on the Hill
 - The Weeksville Church
- What significant society was formed in Carrsville, and what was its achievement in 1840?
 - *The African Union Society was formed in Carrsville, and it helped to establish a small schoolhouse in 1840, which became the second school for Black children in Brooklyn.*
- Why was Carrsville an important site for political activism in 1846?
 - It was the location of the first Black church in Brooklyn.
 - *It hosted a meeting where leaders advocated for the right of Black men to vote without restrictions.*
 - It was the site of the first school for Black children in Brooklyn.
 - It was where the African Union Society was founded.

Rewrite the definition of suffrage: the right to vote in political elections.

Grade 8 | Lesson 12

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Teacher will read and annotate the article [“Right to Suffrage In the 9th Ward” from the Brooklyn Daily Eagle, April 9, 1846](#) (newspapers.com) about the suffrage meeting in Carrsville, with students. Check-for-understanding, as you read.

Here is a summary of the article:

Brooklyn Daily Eagle, April 9, 1846

RIGHT OF SUFFRAGE in the 9th ward of Brooklyn.

A large meeting of African American voters in the 9th ward was held in Carrsville on March 31, 1846. They met to discuss their right to vote.

- **Leaders:** Mr. James Weeks of Weeksville led the meeting. Mr. Robert Tillman, Mr. Joptha Reed, and Mr. James N. Gloucester were key figures.
- **Committee:** Five people were chosen to create resolutions: Mr. J. Wilson, Mr. Isaac Reed, Mr. William Brown, Mr. Francis P. Graham, and Mr. Constance Headra.

Key Resolutions:

The government is incomplete without recognizing all citizens.

Disenfranchising some citizens is unfair and harms democracy.

African Americans contribute to the state and deserve voting rights.

We won't support any leader who restricts voting based on property or skin color.

Follow-Up/Check-for-Understanding Questions

- What was the main topic discussed at the meeting in Carrsville on March 31, 1846?
 - Building new schools
 - *The right to vote*
 - Opening new businesses
 - Organizing a community fair
- Who was chosen as the Chair of the meeting?
 - *James Weeks*
- Why did the meeting attendees feel the government was incomplete?
 - *Because it did not recognize all its citizens as such and left a void in the democratic system.*
- What promise did the attendees make about supporting delegates to the convention?
 - *They would not support any delegate who did not pledge to vote for the elective franchise, free from property or complexion qualifications.*

Grade 8 | Lesson 12

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Teacher will divide students into small groups and explain that each group will create a short scene based on the historical meeting in Carrsville. Emphasize this alongside the definition of “historical interpretation.”

Historical interpretation means looking at things that happened in the past and figuring out what they meant to the people involved. This includes understanding different viewpoints and reasons behind events, ideas, and actions by studying sources from that time.

Tell students that creating a scene based on what happened in this important meeting is a form of historical interpretation. They will give their audience a chance to understand history from diverse perspectives and creatively engage with the material.

Requirements

- Each scene is 1-minute long.
- Each scene should use two direct quotes/evidence points, from the article.

Group Guiding Questions

- Who were the main figures at the meeting, and what were their roles?
- What were the key issues discussed at the meeting?
- How did the participants feel about the resolutions they passed?
- What arguments did they make for African American suffrage?

Teacher will give time to students to brainstorm and write their scenes reminding them that they should be under 1-minute and they will be asked to share.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

- Teacher should rotate through groups, giving students ideas for their scenes.
- Teacher might need to emphasize elements of a scene.
 - Clear Setting: Establish the time and place of the scene.
 - Engaging Characters: Create characters with distinct personalities and motivations.
 - Conflict: Introduce a conflict or problem that the characters must face.
 - The conflict is a lack of voting rights.
 - Dialogue: Include meaningful dialogue that advances the plot or reveals character traits.
 - Action: Incorporate physical actions or movements that enhance the scene.
 - Resolution: Provide a resolution to the conflict, even if it's open-ended.
 - Impact: Ensure the scene leaves a lasting impression on the audience, despite its brevity.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Teacher will allow select students to share their scene.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

- Images/enlarged articles for visual learners.
- Extended time for annotating text.
- Varied question types to support different readiness levels.
- Use audio narration/subtitles for videos. .

Lesson Extension/Homework (*Throughout Lesson*)

- Students will research another historical event related to African American suffrage and write a short summary of its significance.

BLACK STUDIES

AS THE STUDY OF THE WORLD

Grades

9-12

Lesson Plans



GRADE

9

Aligned with NYCPS 9th Grade Social Studies Scope & Sequence:
Global History and Geography I: 10,000 BCE First Civilizations to 1750

Table of Contents

Grade 9

LESSON NO.	TITLE	PAGE
	Integrated Learning Plan	394
	Lesson Plan Overview	396
Grade 9 BSC Lesson Plan 1	Warrior Queens, Stateswomen, and Queen Mothers: Female Leadership in Africa	399
Grade 9 BSC Lesson Plan 2	African Architectural, Technological, and Communicative Ciphering	403
Grade 9 BSC Lesson Plan 3	African Civilizations: Aksum—The Ancient Land of Coins and Scents	409
Grade 9 BSC Lesson Plan 4	New World Declarations of Independence: Haiti and the U.S.	413
Grade 9 BSC Lesson Plan 5	Strengthening Africa: Exploring Pan-African Unity and its Advantages	417

Grade 9 Integrated Learning Plan

BLACK STUDIES OVERVIEW

The Grade 9 Black Studies Curriculum offers a captivating journey for students to delve into the multifaceted landscape of Africa, positioning it as the cradle of human civilization. Through an innovative approach that interweaves elements of hip hop and popular culture, students are introduced to the richness of early African kingdoms.

The curriculum framework for ninth grade initiates an immersive experience by unraveling the geographical tapestry of Africa, inviting students to explore its dimensions and climatic diversity while embarking on the creation of personalized maps. Students will later delve into the origins of humanity and the Rift Valley, prompting students to craft timelines that illuminate pivotal moments in human evolution.

Lessons presented here expand the narrative to encompass the vibrant tapestry of African matriarchal societies and the architectural prowess of the continent. The learning continues with an examination of the historical significance of renowned kingdoms like Aksum and the pre-colonial West African States, building upon foundational concepts such as mitochondrial Eve and the theory of migration from Africa.

The final lesson delves into themes of Pan-Africanism and African Liberation, igniting students' curiosity about the profound impact of early African kingdoms on the global African Diaspora. Engaging activities, including artistic endeavors such as song composition, the creation of public service announcements, and the drafting of original Declarations of Independence, foster dynamic student participation in the exploration of African liberation narratives.

FRAMING QUESTIONS

- How did Africa's geography and climate influence the continent's history?
- How did matriarchal societies benefit the continent of Africa?
- In what ways have African leadership and innovations influenced global history?
- How have movements in history, such as Pan-Africanism and African Liberation, influenced and shaped acts of resilience throughout the African Diaspora?

LEARNING OBJECTIVES. STUDENTS WILL BE ABLE TO:

- Understand the geographic features and diversity of Africa.
- Analyze the cultural, social, and economic aspects of African civilizations.
- Understand gender roles and gender formations in Africa.
- Analyze the enduring influence and impact of early African kingdoms and innovations on the Pan-African and African Liberation movements throughout the history of the African Diaspora.

ACTIVITIES AND PROJECTS

Students will engage in activities such as quick writes, mapmaking, collaborative learning groups, discussion, close readings, designing/ building a monument, songwriting, creating a public service announcement (PSA), essays, primary source analysis, creating a Declaration of Independence for Teens, and Informal presentations.

TEACHER NOTES

Notwithstanding contemporary identities, individuals belonging to the African Diaspora are frequently denoted as African individuals. Irrespective of the contemporary designations employed by individuals of African descent, the pervasive encounters with discrimination, racism, and subordination are universally experienced by Black populations across the globe, owing to the historical influence of European imperialism and colonialism.

BRIDGE TO LITERACY

In support of The NYCReads Initiative, we offer this list of book recommendations connected to the themes in each grade level.

- ***Parable of the Sower*** by Octavia Butler
- ***Children of Blood and Bone*** by Tomi Adeyemi
- ***Akata Witch*** by Nnedi Okorafor
- ***Akata Warrior*** by Nnedi Okorafor
- ***The Gilded Ones*** by Namina Forna
- ***Daughters of Nri*** by Reni K Amayo
- ***Pride*** by Ibi Zoboi
- ***Segu*** by Maryse Conde
- ***Copper Sun*** by Sharon Draper
- ***Homegoing*** by Yaa Gyasi
- ***Americannah*** by Chimamanda Ngozi Adichie
- ***Seven Amazing African Queens and Dynasties*** by Pusch Komiete Commey
- ***Avengers of the New World: The Story of the Haitian Revolution*** by Laurent DuBois
- ***Pan Africanism by Hakim Adi, Pan Africanism in the African Diaspora*** by Ronald Walters
- ***Things Fall Apart*** by Chinua Achebe
- ***Mansa Musa: The Lion of Mali*** by Khephra Burns

Grade 9 | Plan Overview

LESSON 1: WARRIOR QUEENS, STATESWOMEN AND QUEEN MOTHERS: FEMALE LEADERSHIP IN AFRICA

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How have matriarchal societies historically benefited the continent of Africa?</p> <p>Objective(s):</p> <p>Students will be able to identify various types of African female leadership from the continent of Africa and the societies they ruled.</p> <p>Students will be able to make inferences about ways that female leadership may be different from male leadership.</p> <p>Students will be able to think critically about and discuss obstacles African Queens may have faced while negotiating with European male leadership.</p> <p>*Students should consider factors such as religion and politics in elevating women in leadership roles.</p>	<p>9.3: The Ottoman and the Ming Dynasties (pre-1600 C.E.) - What sustains an empire?</p>	<p>Using the chart of African Queens and the songwriting template that has been provided, write an anthem for one African Queen.</p> <p>Students share their anthems with the class.</p> <p>If students are unable to write a song, they can draw a picture or create a collage that celebrates women, write a poem, or write a letter to a woman in their life who they see as a Queen.</p>

Grade 9 | Plan Overview

LESSON 2: AFRICAN ARCHITECTURAL, TECHNOLOGICAL, AND COMMUNICATIVE CIPHERING

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did African nations become a cipher of architectural design and ways of communication?</p> <p>Objective(s):</p> <p>Students will be able to identify technical architectural designs and other techniques used by Black Africans in Nilotic Sudan, Zimbabwe, Ghana, Niger, Nubia, and Senegal.</p> <p>Students will be able to describe the importance of using natural resources such as the land and the waterways for crop development and exploration.</p> <p>Students will be able to identify ways that Black Africans may have shared their techniques without phones, email, text, or social media.</p> <p>Students will be able to explain how ciphering has been used as a liberatory tool.</p> <p>Students will be able to discuss why there is a distinction being made for “Black Africa.”</p>	<p>9.8 Africa and the Americas Pre-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.</p>	<p>Close reading of a text.</p> <p>Highlight keywords and ideas.</p> <p>Discuss implications.</p> <p>Map analysis.</p> <p>Practice collaborative writing via the cipher.</p>

LESSON 3: AFRICAN CIVILIZATIONS: AKSUM—THE ANCIENT LAND OF COINS AND SCENTS

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did Aksum honor its dead leaders?</p> <p>Objective(s):</p> <p>Students will be able to identify Aksum’s location on a map and identify the region of Africa in which it was established.</p> <p>Students will be able to describe systems that Aksumites valued, cultivated, and preserved through architecture.</p> <p>Students will be able to identify other groups or countries, past or present, that may have influenced Aksum’s cultural development and architectural designs.</p> <p>Students will be able to explain the role geography played in Aksum’s development and interaction with other civilizations.</p>	<p>9.8 Africa and the Americas Pre-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.</p>	<p>Collaborative learning groups.</p> <p>Designing and building a monument.</p>

Grade 9 | Plan Overview

LESSON 4: NEW WORLD DECLARATIONS OF INDEPENDENCE: HAITI AND THE U.S.

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How have declarations of independence encouraged sovereignty for nations and their people?</p> <p>Objective(s):</p> <p>Students will evaluate and analyze the tactics used by nations (Haiti and the US) to declare themselves independent/sovereign.</p> <p>Students will be able to determine why sovereignty is important to the people of Haiti by comparing and contrasting similar and dissimilar ideas that were presented by the “citizens” in the U.S. and Haiti’s Declarations of Independence.</p>	<p>9.10: Interactions and Disruptions During the First Global Age (1400-1750) - How did the Encounter transform the Atlantic World?</p>	<p>Primary source analysis.</p> <p>Collaborative reading.</p> <p>Collaborative learning groups.</p> <p>Creating a Declaration of Independence for Teens.</p> <p>Informal presentation.</p>

LESSON 5: STRENGTHENING AFRICA: EXPLORING PAN-AFRICAN UNITY AND ITS ADVANTAGES

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How does the philosophy of Pan-Africanism benefit the African Diaspora?</p> <p>Objective(s):</p> <p>Students will be able to articulate the philosophy of Pan-Africanism and its benefit to Africa and the Caribbean.</p> <p>Students will be able to identify how anti-Blackness impacts people of the African Diaspora in social, political, and cultural ways.</p>	<p>9.8 Africa and the Americas Pre-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.</p>	<p>Student choice projects:</p> <p>Creating a public service announcement (PSA)</p> <p>Creating a one-minute song</p> <p>Writing a brief essay</p>

Warrior Queens, Stateswomen, and Queen Mothers: Female Leadership in Africa

Big Idea	Female leadership and the African continent
Enduring Understanding	Women have a long history of leading people and ruling nations in Africa.
Driving/Essential Question(s)	How have matriarchal societies historically benefited the continent of Africa? What is distinctive about matriarchal societies on the continent of Africa? How is female leadership in Africa portrayed, celebrated, and remembered?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 9R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text. • 9R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies. • 9W1d: Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 9.3: The Ottoman and the Ming Dynasties (pre-1600 C.E.) - What sustains an empire? <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> • 9-10 WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. • 9-10 WHST7: Draw evidence from informational texts to support analysis, reflection, and research.
Prior Knowledge Required / Addressing Prior Misconceptions	Many women today often refer to themselves as Queens, particularly in music, for example, Queen Latifah, Lil Kim—Queen B, and Beyoncé—Queen Bey. Beyond popular culture, it is important to reconnect the idea of Queendom to Black women's national leadership as a customary part of the African past and contemporary politics.
Resources/Materials/ Technology	<p>Maps of Africa: African Civilizations and African Continent (Source: Wikimedia Commons)</p> <p>Pre-Colonial Black Africa by Cheikh Anta Diop (1987) Digital or hard copy, Chapter 4: Political Organization in Black Africa - Matrilinear Succession in Ghana and Mali (p. 48).</p> <p>Women and Leadership: Pre-colonial Africa and Matriarchal Rule</p> <p>Africa's Fierce Queens: Kingdom Chart (handout)</p> <p>Ladies First Lyrics by Queen Latifah (Source: www.lyrics.com)</p> <p>An African Queen's Anthem (handout)</p>
Number of days for lesson allocation	2 days (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to identify various types of African female leadership from the continent of Africa and the societies they ruled.</p> <p>Students will be able to make inferences about ways that female leadership may be different from male leadership.</p> <p>Students will be able to think critically about and discuss obstacles African Queens may have faced while negotiating with European male leadership.</p> <p>*Students should consider factors such as religion and politics in elevating women in leadership roles.</p>
Vocabulary	matrilineal, patrilineal, matriarchy, patriarchy, anthem, colonization, dowry, bride price

Grade 9 | Lesson 1

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Day 1

Define the word queen. Supplement this definition with a few cross-cultural images of Queens and explore the different cultural names, languages, dress, and adornments of these women (include portraits of female rulers/leaders/queens from Africa, Europe, Asia, and the Americas).

Note: Different cultures have different names for female leaders. In Ghana, the Ashanti people call their female leaders "Asantehemaa," which is translated into English as HM Queen Mother (notice the HM signifying the British Colonial use of the title "Her Majesty").

What are the attributes and characteristics of a queen? Create a chart of characteristics.

Identify women in your family, community, or society at large, that you consider queens and explain why you chose them.

Day 2

Review the "Characteristics of a Queen" chart created by the class on day 1. Play and discuss examples of "musical anthems" to familiarize students with anthems to use as models for their work.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Day 1: Vocabulary

Transition into the mini-lesson by saying, "Today, we will learn that not all societies were ruled by men. Black women have held elevated statuses in the world since the beginning of time. Many African societies were matrilineal and matriarchal. For example, the Ashanti of Ghana and the people of Madagascar had women rulers. Both societies had strong matrilineal elements."

Note to Teacher: Students may need to be introduced to family and societal structures of gender-based leadership and inheritance prior to the day one lesson. Have students consider how families are constructed and the different types of families that exist.

After explaining the focus of the lesson, ask students the following questions:

- What does matrilineal mean?
- What is the difference between matrilineal and matriarchal?
- Is your household, church, or community matriarchal? Explain.
- Why might societies follow matrilineal laws rather than patrilineal laws?
- What may be some of the benefits of matriarchy?

Day 2: Musical Expressions of Female Leadership and Queendom

Transition to discussing songs by women for women by stating, "There are many songs we listen to today that have positive and empowering messages for women in the lyrics." Women like Queen Latifah and Beyoncé have written anthems or uplifting songs to celebrate women and their causes. Invite 2-3 students to share songs created for women that have uplifting messages in the lyrics.

Songs have specific parts: verse, chorus, and bridge.

- Verse: Tells the story of the song.
- Chorus: This is the climax and the repeated part of the song. Usually, the chorus is the title of the song, too.
- Bridge: The bridge offers a change in the song—usually the tempo and the mood to keep the audience connected until it takes them back to the climax, which is the chorus.

Grade 9 | Lesson 1

Say: “Let’s examine Queen Latifah and Monie Love’s song ‘[Ladies First](#).’”

Note To Teacher: Students may not be familiar with Queen Latifah or Monie Love. To acquaint students with their accomplishments, provide students with a mini-biography (projected on the Smartboard) of both artists. Give students historical context for the motivations for the song and visuals (clothing choices, accessories, dance style, etc.) used in the music video.

As a class, use a whiteboard/Smartboard with colored markers to denote which parts of the song (verse, chorus, or bridge) illustrate characteristics of a queen and elements of the different queens’ societies. The teacher can play the song so that students can understand the song structure while listening to the song.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Day 1: Reading and Research

Tell students they will complete the reading, “Women and Leadership: Pre-colonial Africa and Matriarchal Rule.” Teacher can assign the full section or excerpt of Pre-Colonial Black Africa by Cheikh Anta Diop (1987) Digital or hard copy, Chapter 4: Political Organization in Black Africa - Matrilineal Succession in Ghana and Mali (p. 48).

Discussion Question: How did matriarchal societies benefit the continent of Africa?

Review the African Queens Chart and assign each student a queen to read and review. Encourage future research in class or as homework.

Day 2: Research and Writing Pre-Colonial African Societies with Female Leadership, and Matrilineal Societies.

Explain to students that they will use the chart of African Queens and the songwriting template to write an anthem for one African Queen. Their song should include information from each category, including elements of that queen’s society. The anthem should also have aspects of the attributes and characteristics of a queen from the Do Now. In the final minutes of work time, ask a few students to share their anthems with the class, even if they are works in progress.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Day 1

Review vocabulary words by asking students to use words in a sentence (verbally or via exit slip fill in the blanks).

Day 2

The teacher will review students’ research notes to determine if they are collecting relevant “characteristics of a queen” for their assigned leader. The teacher will also review student songwriting templates to identify any challenges as students work independently. The teacher will gauge if more time is needed to complete anthems as extended learning or homework.

Grade 9 | Lesson 1

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Day 1

Transition into the closing of the lesson and tell students they will complete an exit slip using vocabulary words.

Day 2

Have students share their anthems with the class, even if only a bar or a verse is ready, they are works in progress. Ask students to reflect on the process of songwriting in tribute to female leaders. What have they learned from this activity about the value of female leadership?

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Offer a choice board of assessments for students to select from. Suggested options are: create a 6-panel comic on an African queen, make a collage (virtual or tangible) that celebrates women, or write a poem or letter to a woman they view as a Queen.

Lesson Extension/Homework

How will you maintain high expectations for all students?

Not every queen wore a crown that looked like the typical crown that comes to mind when we think of a queen. Sometimes, a Queen's royalty was connected to the way she wore her hair.

- What are some styling indicators or adornments that signal a person is a queen?
- Create a visual collage using Google Slides (or another similar tool) that illustrates some of the various styles of dress and adornments that were and currently are used by African Queens and explain the significance of each style.

African Architectural, Technological, and Communicative Ciphering

Big Idea	African Ways of Memory Building
Enduring Understanding	African descendants have distinguished themselves through technological, design, and style innovations rooted in African culture.
Driving/Essential Question(s)	<p>How did African nations become a cipher of architectural design and ways of communication?</p> <p>How have different African nations' science and technology distinguished them from their neighboring nations?</p> <p>How has ciphering been used as a method of resistance against oppressive systems throughout the African Diaspora?</p>
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> ● 9R1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc. ● 9R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> ● 9.8 Africa and the Americas Pre-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600. <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> ● 9-10 WHST2d: Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience. ● 9-10 WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. ● 9-10 WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
Prior Knowledge Required / Addressing Prior Misconceptions	<ul style="list-style-type: none"> ● A cipher (aka a cypher) is a secret way of writing code. To cipher (v.) is to encode. ● All over the continent of Africa, there are artifacts and ancient remains of civilizations that speak to the architectural styles of Black Africa. The cypher is to Hip Hop as the pyramid is to Egypt or Nubia. ● Ciphering has been used in various forms, such as art, dance, music, spirituality, and accessories.

Grade 9 | Lesson 2

Resources/Materials/ Technology

- Maps of Africa [African Civilizations](#) and [African Continent](#) (Source: Wikimedia Commons)
- [BET Awards Cypher Clip](#) Polo G, Rapsody, Jack Harlow & More Spit Bars In This Political Cypher! | Hip Hop Awards 20 (Source: BET Networks/YouTube)
- Pre-Colonial Black Africa by Cheikh Anta Diop (1987) Digital or hard copy, Chapter 9: Technical Level.
- Further Examples of Cyphers (Source: Extemporaneous expressions)
- [African American Mysteries: Order of the Men of Oppression](#) On this day in 1886: Black abolitionist shares Underground Railroad strategy (Source: www.michaganexpress.com)
- [World of Africa: Zimbabwe Secret Society](#) (Source: WION/YouTube)
- Quilt Codes African American Symbols Underground Railroad Quilt Codes (Source: folklife.si.edu)
- African American Underground Railroad Safe Houses (Source: marissaweidnerharriettubman.weebly.com)
- Igbo Alphabet System / [Nsibidi Alphabet System](#) (Source: www.nsibiri.org)
- [Map of Ancient African Kingdoms](#) Ancient & Medieval Sub-Saharan African States (Source: www.worldhistory.org)
- Note Catcher Chart (handout)

Note to Teacher: Add outside examples of cyphers that will resonate with your students.

Number of days for lesson allocation

2 days (Note: A day is considered a 45-60 minute class period)

Objective

What do you want students to understand/learn?
What do you want students to be able to do?

Students will be able to identify technical architectural designs and other techniques used by Black Africans in Nilotic Sudan, Zimbabwe, Ghana, Niger, Nubia, and Senegal.

Students will be able to describe the importance of using natural resources such as the land and the waterways for crop development and exploration.

Students will be able to identify ways that Black Africans may have shared their techniques without phones, email, text, or social media.

Students will be able to explain how ciphering has been used as a liberatory tool.

Students will be able to discuss why there is a distinction being made for “Black Africa.”

Vocabulary

metallurgy, pre-colonial, Black Africa, cipher aka cypher, Nilotic, oppression, accessory, adornments, liberation

Grade 9 | Lesson 2

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Day 1: Introduction to African Kingdoms Across The Continent

Project the "How Big Is Africa Map?" and ask students to answer the following questions:

- [Map of Africa](#) (Image: How Big Is Africa?) or <https://www.visualcapitalist.com/map-true-size-of-africa/>
- [Additional Map](#) (Source: www.mapafrica.afdb.org)

Say: Let's examine how vast Africa is by looking at this map.

Ask: At first glance, what comes to mind when you see this map of Africa?

Why does it matter that we know the size of Africa?

Have students complete the following sentence: I used to think the size of Africa...but now I think the size of Africa...

Project the map of Ancient African Kingdoms and ask students to examine the map of African kingdoms and answer the following questions:

- What do you see on the map?
- What ideas do you have about the information displayed on the map?
- What question might you have about the information presented on the map?

Note to Teacher: *You may ask students if they were aware that there were multiple kingdoms that existed in Africa at various time-periods in history. Does this challenge how we learn about Africa in history classes?*

Tell students there are over 3,000 ethnic groups in Africa. This includes Asians, Europeans, and Arabs who have permanently settled there—for centuries in some cases.

2,100 Languages are spoken in Africa (40 of which have more than one million speakers)

Over 40% of Africans practice a wide variety of traditional religions. There are also many forms of Christianity and Islam, as well as some Hinduism, practiced in Africa.

Explain to students that this is a two-day lesson that will examine architectural methods utilized by ancient African societies. Each African civilization had its own architectural style that was influenced by culture and geography.

Day 2: Modern Forms of Ciphering

Option #1: [Adinkra symbols](#) (Source: www.earthmetropolis.com)

Teachers will display the different Adinkra symbols on the smartboard and give students a handout with a chart of the different symbols and their meanings. Ask students to choose three different symbols from the chart and explain why they made their selection. If time permits, have some students share their responses with the class.

Option #2: [Nsibidi Alphabet System](#) - Igbo Peoples (Source: <https://blog.nsibiri.org/>)

Challenge students to create one sentence in the written language of the people. Give students a handout with the alphabet and tell them to create a sentence using the alphabet of the people.

Grade 9 | Lesson 2

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Day 1: Geography Being the Cypher of Architecture

Review: What is a cypher?

Webster's Dictionary:

1. a secret or disguised way of writing; a code

Explain to students that geography influenced the architecture developed by pre-colonial African societies and served as a cipher to African architecture. Project to students three different types of buildings from Ancient African Kingdoms that are still intact today and have them make general observations about each structure.

Distribute the first page of the "Respect the Technique" reading together through a popcorn read-a-loud. Make sure students highlight keywords and phrases that stand out. After reading the first page, work together to answer the following questions:

1. What role did the pyramids serve in the civilizations of Nubia, Aksum (quick review from previous lessons), and Egypt?
2. What was the building material of choice? Why do you think it was so abundant?

Day 2: The Cyphers of Black Culture and Resistance (10-20 minutes)

Ask students if they have ever watched the BET Awards Cypher with Erykah Badu and a host of artists singing or rhyming over the same beat. Play the [clip](#) (Source: www.youtube.com) of Erykah Badu explaining what a cypher is.

Have students talk in groups or pair-share around these questions based on the video

[Video of pair-share protocol](#) (Source: www.education.org):

- What is the objective of a cypher?
- How does it demonstrate similarities and unique differences of those speaking and rhyming?
- What were some of the messages you heard?
- How were the rappers in the video able to express a message using a specific code?
- Is there significance in having a "code?"
- Time permitting, students can share some of the more compelling responses with the larger group.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Day 1: Respect The Technique-Architecture Reading

Teacher can access a digital or hard copy of Cheikh Anta Diop's book, Pre-Colonial Black Africa (1987) and provide excerpts from Chapter 9, Technical Level (pages 196-211) for the students to read independently. Tell students to read pages 2 and 3 independently, and while reading, annotate then highlight the main ideas from the text that explain the techniques used by builders to develop structures during the pre-colonial era. Have students jot down three major takeaways they had from the chapter and share them with their peers.

Provide students a worksheet with the following questions and ask them to respond to each question using evidence:

1. Looking at these kingdoms of Africa, why do you believe so many kingdoms formed along the coastline of the continent?
2. How do you believe information about architectural and other innovations traveled across the continent and between so many kingdoms?
3. How did metallurgy contribute to the prosperity of pre-colonial kingdoms?
4. What were some of the uses for glass?

Grade 9 | Lesson 2

Note to Teacher: You can show a video about Early African Architecture to students as a supplement. Early African Architecture: West Central and Southern (Source: <https://www.youtube.com/watch?v=ZpMsoEQgCic>)

Day 2: Jigsaw Activity Liberation Cyphers

Explain to students they will engage in a jigsaw activity to learn about the different cyphers utilized by Black people throughout the African Diaspora as a form of resistance or cultural identity.

1. Divide the class into 'expert' groups of four learners. Assign each group one of the four documents in the list below.
2. Each group should spend some time reading, discussing, and helping each other to understand the text or information.
3. Learners, who are now 'experts' of their assigned documents, will go to different students with opposite documents and share their findings with each other. Tell students they must exchange information with three different students who were assigned a different text from their own.
4. As students share with one another, provide them with the [Note Catcher Chart](#) to capture three major ideas from the texts of their peers.

Note to Teacher: Word banks and dictionaries (bilingual or English) may be useful if necessary.

- Document A: [African Drums](#) (smithsonianmag.org)
- Document B: Accessories and Adornments
[Head Wraps and Symbolism](#) (greenviewresidential.com)
[Akan Waist Beads](#) (thebeadchest.com)
- Document C: [Underground Railroad Quilt](#) (nationalgeographic.com)
- Document D: [Hair Braiding as Messages of Freedom](#) (washingtonpost.com)

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will check for understanding by having groups of students share their answers and thoughts with the class. Teachers will rotate around the room to ensure all students are on task. Teachers will ask students to explain task directions during individual check-ins.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Day 1:

Students will complete an exit slip by jotting down three major takeaways they had from the "Respect The Technique" documents.

Day 2:

Students will complete an exit slip to share three major ideas from the texts. Or, they will share 1 of their ideas from the note catcher with the whole class as a review of findings.

Grade 9 | Lesson 2

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

- Teachers should develop an abridged 1-page version of the reading, which includes the most salient points of the original reading.
- Students will receive abridged questions that correspond with the reading.
- Students of all levels will have visual prompts on the board to support them throughout the activity.
- Students will be paired to share their ideas.
- Maps of places are provided to help shape understanding of locations.

Lesson Extension/Homework

How will you maintain high expectations for all students?

Housing in the United States, for the most part, is standard across all 50 states, but there are unique styles that can define some cities more than others. For example, in New York City, New York, brownstones, a kind of rowhouse, are popular. However, in Baltimore, Maryland, row houses that are not made from brownstone are popular. In the New England community of Martha's Vineyard, cottages are popular. The regions of the United States of America have their unique styles, but collectively, American neighborhoods are similar. Have students research local architectural styles to discover a range of building techniques with cultural and environmental connections.

African Civilizations: Aksum–The Ancient Land of Coins and Scents

Big Idea	East African Ways of Memory and Knowing.
Enduring Understanding	The science, technology, and architecture of a civilization are informed by that society's spirituality and religious practices.
Driving/Essential Question(s)	How do Aksumites negotiate the concept of death and the afterlife throughout their society?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 9R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text. • 9R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 9.8 Africa and the Americas Pre-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600. <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> • 9-10 WHST2b: Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic. • 9-10 WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. • 9-10 WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>All civilizations honor their dead but do so differently.</p> <p>Egyptians and Aksumites used carefully designed and inscribed tombs.</p> <p>In the United States, we use graveyards and mausoleums with inscribed headstones and biographical information.</p>
Resources/Materials/ Technology	<ul style="list-style-type: none"> • The Monumental Stelae of Aksum (3rd–4th Century) (Source: www.metmuseum.org) Students can read it the night before this lesson and do a quick review of it in the mini-lesson • Equal Justice Initiative: Confederate Iconography Image (Source: www.eji.org) <p>Supplemental Documents:</p> <ul style="list-style-type: none"> • Aksumite Trade and the Port of Adulis (Source: www.kwasikonadu.info) • History and Religious Change through Askumite Coinage (Source: www.kwasikonadu.info)
Number of days for lesson allocation	2 days (Note: A day is considered a 45-60 minute class period)

Grade 9 | Lesson 3

What do you want students to understand/learn?
What do you want students to be able to do?

Students will be able to explain the role geography played in Aksum's development and interaction with other civilizations.

cultural diffusion, civilization (components of), stelae, tariffs, frankincense, development, burial rites, rituals

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Provide students with a handout of the monument featured by the Equal Justice Institute. Tell students monuments convey ideas about people, places, and things. Instruct them to look at the monument from the Equal Justice Institute. Ask students to answer the following questions: Who is honored with these monuments? The people appear connected in a circle. Why do you think that shape was used to help tell a story in this monument?

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Use the reading from the night before on Aksum to complement this conversation.

The architect's role is to plan, design, and oversee the construction of a building or structure. The architect must consider the materials, landscape, environment, height, weight, base, and precise measurements of the structure.

Grade 9 | Lesson 3

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Day 1

America's Great Architecture Team: Building Us into History

In teams, each of you will be responsible for designing a tower to honor an idea, person, place, or thing.

- Collectively, you all will discuss and sketch your design. (5 -7 mins)
- You will have 15-20 mins to build your design.
- It must be free-standing, look like your sketch, and clearly convey an idea, person, place, or thing.

Day 2

Group Presentations: 20 minutes

In teams, students will present their designs to the class and answer the same questions they answered in their written responses.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will do periodic checks of the students' monuments to see how they are coming together. Are they free-standing? Is there a sketch? Does the design convey an idea, person, place, or thing?

In a short paragraph, students will explain how their design conveys an idea, person, place, or thing, and the process/rationale their groups used to select whom their monument would honor.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Day 1

Exit Slip # 1: Like Aksum, the United States uses monuments to demonstrate values. Identify one monument erected in the United States of America. Explain who it honors and one thing it teaches about America's values.

Day 2:

Exit Slip #2: Written Response (10 minutes)

Students will have the opportunity to write a brief response to the following questions:

1. What is your design?
2. Why did your group choose it?
3. What will your design convey to future archaeologists and historians?
4. Did you build "us" into history?

Grade 9 | Lesson 3

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Students can compare ancient architectural structures from African nations such as Aksum, Egypt, and Nubia to contemporary structural designs in Washington, DC.

They can consider the following question: Why do certain shapes survive better across time and geography in architectural design?

For further inquiry, students may even want to explore the role of mathematics, such as geometry, and sciences, like chemistry and physics, in the design structure and materials of monuments.

Lesson Extension/Homework

How will you maintain high expectations for all students?

Further investigate King Ezana and his impact on Ethiopia's Christianity today. Explore other Ethiopian architecture. Are there elements of Christian symbolism included? Explain.

New World Declarations of Independence – Haiti and the U.S.

Big Idea	New World African Political Thought
Enduring Understanding	Africans in the new world bring their own understanding of freedom and equality.
Driving/Essential Question(s)	How have declarations of independence encouraged sovereignty for nations and their people?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> ● 9R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text. ● 9R3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● 9R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies. ● 9W1d: Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> ● 9.10: Interactions and Disruptions During the First Global Age (1400-1750) - How did the Encounter transform the Atlantic World? <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> ● 9-10 WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. ● 9-10 WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● 9-10 WHST7: Draw evidence from informational texts to support analysis, reflection, and research.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Questions of identity Sovereignty Haitian Independence Concept of democracy/is sovereignty rooted in democracy?</p>
Resources/Materials/ Technology	<ul style="list-style-type: none"> ● Bob Marley & The Wailers 'Redemption Song' (Source: Bob Marley/YouTube) ● Bob Marley & The Wailers 'Redemption Song' lyrics (Source: www.azlyrics.com) ● Analyze a Sound Recording (Source: www.archives.gov) ● Rediscovering Haiti's Declaration of Independence (Source: today.duke.edu) and Primary Sources E-S-P analysis worksheet (Source: library.mtsu.edu) ● The United States Declaration of Independence: A Transcription (Source: www.archives.gov) ● HAPPY document analysis worksheet (Source: library.mtsu.edu) ● Declaration of Independence for Teens Template (handout) ● How the U.S. and France Made Haiti Poor (AJ+/YouTube) ● Teacher Resource/Background Knowledge: I Am the Subject of the King of Congo": African Political Ideology and the Haitian Revolution* (University of Hawai'i Press) This resource should be reviewed by the instructor in preparation for this lesson.

Grade 9 | Lesson 4

Number of Days	2 days (Note: A day is considered a 45-60 minute class period.)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to evaluate and analyze the tactics used by nations (Haiti and the U.S.) to declare themselves independent/sovereign.</p> <p>Students will be able to determine why sovereignty is important to the people of Haiti by comparing and contrasting similar and dissimilar ideas presented by the “citizens” in the U.S. and Haiti’s Declarations of Independence.</p> <p>Students will be able to discuss the impacts of colonialism and oppressive systems on human subjects.</p>
Vocabulary	sovereignty, tyranny, abolition, despotism, citizens, redemption, colonialism, oppression, independence, democracy

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students’ identities and/or funds of knowledge?

Students will listen to Morgan Freeman’s introduction and explanation of the U.S. Declaration of Independence [Declaration of Independence](#) Play from (4.39). Then respond to the following prompt:

What are your immediate reactions to his opening?

Share your thoughts in a Think-Pair Share.

Class Discussion: What other groups or nations may have been inspired by the U.S. Declaration of Independence? Explain aloud.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The teacher will facilitate how to analyze* ideas presented in historical texts by highlighting and connecting vocabulary to the mini-lesson by examining other selected historical texts.

The teacher will join the essential question to the objective.

How have declarations of independence encouraged sovereignty for nations and their people?

The teacher will demonstrate how to read and analyze the U.S. Declaration of Independence.

Identify the parts of a Declaration of Independence: Preamble (or introduction), Declaration of Rights (asserting humanity), List of Grievances (complaints and enumerated violations), and Resolution (final word/position on independence).

*Analyze means to examine, in detail, the structure of a document and its information to explain and interpret it; to break something apart.

Grade 9 | Lesson 4

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Day 1:

Group work: Divide students into equal part groups.

Directions: Read and annotate the [Haitian Declaration of Independence](#) text.

The students will be responsible for reading and highlighting different chunks/portions of the Haitian Declaration of Independence in groups.

[Fill in the E-S-P Document Analysis handout](#).

Share their findings with group members and the class. You can end the lesson at the conclusion of the discussion or provide an exit ticket.

What did you learn about the Haitian Declaration of Independence? What are the similarities and differences between the Haitian and United States Declaration of Independence?

Note for Teacher: Teachers can use this [link](#) to familiarize themselves with the Haitian Declaration of Independence background.

Day 2:

Students will create a [Declaration of Independence for Teens](#) in their groups using the structure presented in earlier declarations.

Students will share their Declaration of Independence for Teens within their group.

Students in groups will summarize key takeaways from the assignment.

The educator will end this lesson with Exit Slip # 2.

Alternative Assignment Option for Day 2:

Students can compare and contrast the ideas in the Haitian and American Declarations of Independence. Have students identify which nation maintained the ideas in its declaration and which did not.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Students will share their statements aloud in groups with their peers.

The teacher will circulate to ensure that students understand key terms and vocabulary.

Complete the Declaration of Independence (DOI) analysis sheets.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Day 1: Exit Slip

Have students complete the following sentence: I used to think...but now I think...

Grade 9 | Lesson 4

Day 2: Exit Slip

Each student will complete an exit slip explaining why sovereignty and independence were so crucial to Haitians in 1804 (1-2 sentences).

Listen to Bob Marley's "[Redemption Song](#)." Using the [Analyze a Sound Recording](#) primary source worksheet, interpret the meaning of the following line: "Emancipate yourselves from mental slavery. None but ourselves can free our minds."

1. How might these words apply to a group of people seeking freedom and liberation from unjust laws/conditions?

2. In what ways might a group of people seek to "emancipate themselves from mental slavery" or any other form of slavery?

Provide at least two ways.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Students who have difficulty reading text alone can be provided with audio readings of both documents so they can listen and read along ([Declaration of Independence](#), 4:39-13:33).

Lesson Extension/Homework

How will you maintain high expectations for all students?

Black people worldwide deal with unjust laws and conditions they wish to be free of, like police brutality. Provide examples of how Black people in different countries deal with police brutality or another social issue.

Imagine what a Declaration of Independence from police brutality might read like. Draft this document for this or another social issue.

Strengthening Africa: Exploring Pan-African Unity and its Advantages

Big Idea	African Unification
Enduring Understanding	The purpose of Pan-Africanism is to unite the global African entities in the quest to eliminate European imperialism and colonial oppression across the African Diaspora.
Driving/Essential Question(s)	How can the philosophy of Pan-Africanism benefit the African Diaspora? What obstacles can the vastness of the diaspora present to unity in the African Diaspora?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <p>9R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.</p> <p>9R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.</p> <p>NYC Social Studies Scope & Sequence:</p> <p>9.8: Africa and the Americas Pre-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.</p> <p>Next Gen Standards for Literacy in History/Social Studies:</p> <p>9-10 WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p> <p>9-10 WHST7: Draw evidence from informational texts to support analysis, reflection, and research.</p>
Curriculum Connections	<i>Hidden Voices Global African Diaspora</i> Vol. 2 Amy Ashwood Garvey
Prior Knowledge Required / Addressing Prior Misconceptions	<p>What does it mean to be a Black African?</p> <p>What is a Diaspora?</p> <p>The African Diaspora is complex, with diverse ethnic groups and nationalities. The Atlantic slave trade contributed to the racial diversity of the African Diaspora. Despite modern identities, people of the African Diaspora can be and are often referred to as African people. No matter the modern identities Black people use. The experiences of discrimination, racism, and subjugation are felt by Black people worldwide.</p>
Resources/Materials/ Technology	<p>The 1st Pan African Conference (Source: www.friendsoftheafricanunion.org)</p> <p>Kwame Nkrumah Independence Speech (Source: 2nacheki/YouTube)</p> <p>Teacher Resource: The African, Caribbean, and African American Connection (Source: www.theteachersinstitute.org)</p> <p>The Pan-African Movement (Source: www.historians.org)</p> <p>“To the Nations of the World” speech by W.E.B. DuBois (Source: www.blackpast.org)</p> <p>President Kwame Nkrumah Biography (Source: www.blackpast.org)</p> <p>BBC London News - George Padmore Plaque unveiling (BBC London/YouTube) - alternate resolution George Padmore</p> <p>6th Pan-African Conference 1974 (Source: www.snccdigital.org)</p> <p>Think.Pair.Share Video (Source: Teach for Life/YouTube)</p> <p>PSA-Public Service Announcements (Source: www.storyboardthat.org)</p>

Grade 9 | Lesson 5

Number of Days	2 days (Note: A day is considered a 45-60 minute class period.)
Objective What do you want students to understand/learn? What do you want students to be able to do?	Students will be able to articulate the philosophy of Pan-Africanism and its benefit to Africa and the Caribbean. Students will be able to identify how anti-Blackness impacts people of the African Diaspora in social, political, and cultural ways.
Vocabulary	culture, Pan-Africanism, philosophy, anti-Blackness, diaspora, race, racism, colonialism, ethnicity, nationality

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Day 1:

Invite a student to read the following quote by Kwame Nkrumah, former President of Ghana and listen to his independence speech [Kwame Nkrumah Independence Speech](#).

"I am not African because I was born in Africa but because Africa was born in me."

In groups of two or three, have students engage in a think/pair/share discussion protocol.

Note to Teacher: Review this [Video](#) for an explanation of the think/pair/share protocol.

- What do you believe is the message in Kwame Nkrumah's quote?
- What do you think it means to embrace a common identity? Do you believe it is difficult for African people/people of African descent to embrace a common identity?
- Must a person be born in the place they identify with?
- Who is an "African?" How can people with a common origin still be connected despite living in different parts of the world?

Day 2:

Invite a student to read the following quote by historian Dr. John Henrik Clarke:

"History is not everything, but it is a starting point. History is a clock that people use to tell their political and cultural time of day. It is a compass they use to find themselves on the map of human geography. It tells them where they are, but more importantly, what they must be."

In groups of two or three, have students decipher the meaning of Dr. Clarke's quote and then answer the following two questions collectively:

- How can the vastness of the African diaspora create obstacles to global unification?
- How can a shared historical experience lead to unity in a diaspora?

Grade 9 | Lesson 5

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Day 1:

Transition into the mini-lesson by stating, “ We will focus on a philosophy called Pan-Africanism, which was used to make the world more aware of the negative impacts of colonialism and its effect on the common experiences of African people. It is also used to connect African people around the world through a common identity. Although it appears that colonialism is a part of the world’s past, the lasting effects are not. Let’s get the word out to show folks how!”

Day 2:

Introduce to students the public service announcement activity (PSA). Explain to students that they may create a one-minute song, essay, poem, or poster that introduces the ideas of Pan-Africanism to an audience. Tell students the components of the PSA must include the definition of Pan-Africanism, the goal of Pan-Africanism, and a “call to action” to convince people to unify.

Note to Teacher: Provide students with a generic template for each of the options in the list above.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Day 1:

Explain to students they will investigate the different examples of shared economic, social, political, and cultural problems between people from different areas. Using the historical context of the [Pan-African Movement](#) underline examples. Then, create a five-sentence summary with evidence explaining how Pan-Africanism (connection of African peoples and their concerns) can benefit Africa and the Diaspora.

Day 2:

Tell students they will teach others about the philosophy of Pan-Africanism and its goals, and propose a solution that can help members of the African Diaspora to unify. Explain there are different options for students to choose from and provide them with the list:

- Option 1: Write a public service announcement (PSA) that encourages national governments to adopt a Pan-African philosophy by national governments (students can digitize these using the graphic designing tool Canva).
- Option 2: Write a one-minute song with a verse/hook that explains Pan-Africanism and why it is necessary to eradicate the harmful effects of colonialism (show the students how to access examples from Spotify/Instagram).
- Option 3: Write an in-class essay comparing the economic, social, political, and cultural experiences of Black people worldwide and how Pan-Africanism is helping to eradicate those negative experiences. You can draw on the historical document of W.E.B Dubois [“To the Nations of the World”](#)
- Option 4: Using the example provided on the profile of [George Padmore](#), engage in a roundtable discussion with student-generated questions with peers answering that can help answer the lesson’s essential question: How does the philosophy of Pan-Africanism benefit the African Diaspora?
- Option 5: Using the documents of [The 1st Pan African Conference](#) and [6th Pan-African Conference 1974](#) organize a modern-day Pan-Africanism conference where students discuss the common grievances happening in the African world.

Grade 9 | Lesson 5

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will do periodic checks of students' work to ensure they understand their assignments.

Vocabulary words will be listed and explained to students to promote a full understanding of the lesson.

Students will be provided multiple media outlets, i.e., presentations and videos, to receive and understand the lesson and how they may learn best.

Students will learn by receiving information in multiple ways in small groups and whole groups with a diverse level of capabilities and within each group, students will be provided support from teachers to promote learning.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Day 1

Complete an exit slip:

Through a "say something" protocol, students write any word, phrase, or sentence that stood out to them **most** from the reading. As this practice continues throughout the year, students will also respond to the "sayings" of their peers.

"Say Something" Procedure

1. Identify the text and the stopping points, or have partners look over a piece of text and decide together how far they will read silently before stopping to say something.
2. Describe the nature of the interactions, explaining that something might be a question, a brief summary, a key point, an interesting idea, or a new connection. (To focus the paired interactions, or to stimulate a specific type of thinking, the teacher may want to provide a stem for completion. For example, "a question that comes to mind when I read this is..." Use the same stem, or provide variation for each stopping point.)
3. Model. Provide one or two examples of appropriate sayings. These should be succinct, thoughtful, and related to the text.
4. Have participants begin reading the text.
5. Once each partner has reached the chosen stopping point, both partners exchange comments or **say something**.
6. Partners continue the process until the selection is completed.
7. After a designated amount of time, engage the whole group in a discussion of the text.

Day 2:

Students will complete an exit ticket by completing the following sentence: "I used to think Pan-Africanism...but now I think Pan-Africanism..."

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Students can verbally present, or record, using Flipgrid or iMovie, their PSAs once they write them out. They can also [storyboard](#) their PSAs if it is easier to design visual images.

Provide students with a choice board with multiple assessments that appease diverse modalities. Allow students to choose how they want to present their PSA to the public and require evidence from the text assigned on day one.

Grade 9 | Lesson 5

Lesson Extension/Homework

How will you maintain high expectations for all students?

Further investigate delegates who attended the Pan-African Congress. How did they contribute to their communities after attending Congress?

Students will investigate how modern-day Pan-African entities have sparked opportunities for Africans of the diaspora to “return home.” For example, in 2019, Ghana’s Year of Return, Afrochella, Panafest, All Saints Day, and carnival celebrations in the Caribbean, U.S., Europe, and Canada. Have students create solutions that can help Pan-Africanism manifest.

GRADE

10

Aligned with NYCPS 10th Grade Social Studies Scope & Sequence:
Global History and Geography II: 1750-Present

Table of Contents

Grade 10

LESSON NO.	TITLE	PAGE
	Integrated Learning Plan	424
	Lesson Plan Overview	426
Grade 10 BSC Lesson Plan 1	Age of Black Liberation: Unveiling the Dynamic Forces of Geography and Civilization	430
Grade 10 BSC Lesson Plan 2	Age of Black Liberation: Unraveling the Legacy of the Scramble for Africa	435
Grade 10 BSC Lesson Plan 3	Age of Black Liberation: Examining Global Struggles for Liberation	439
Grade10 BSC Lesson Plan 4	Age of Black Liberation: Exploring Interconnected Narratives	443
Grade 10 BSC Lesson Plan 5	Age of Black Liberation: Envisioning African Futures	447
Grade 10 BSC Lesson Plan 6	Carnival, Mardi Gras, and Traditions of Remembrance Across the African Diaspora	450
Grade 10 BSC Lesson Plan 7	The Haitian Revolution: Cultural Legacy and Commemoration	456

Grade 10 Integrated Learning Plan

BLACK STUDIES OVERVIEW

The Black Studies Curriculum for Grade 10 offers a substantial exploration of the geography of the African continent and Diaspora through a physical and human geographic lens. Throughout the Grade 10 curriculum, students will be exposed to the innovation and resources of various African kingdoms and nations, as well as their impact on global society. Lesson 1 of the Grade 10 Black Studies Curriculum immerses students in a rich exploration of Africa's geography, illuminating its physical and human facets. From the early political, economic, and social systems that shaped African societies to the global influence of its kingdoms, students embark on a journey of discovery. As they delve into the impact of East, West, and Central African regions, they uncover the dynamic historical actors that shaped global societies.

The first three lessons delve into the pivotal “Scramble for Africa” and its aftermath, catalyzed by the Berlin Conference. Here, students trace the consequences of colonization on diverse African nations, alongside the resilient spirit of African resistance. Lesson 4 delves deeper into this resistance, spotlighting the transformative era of decolonization. Through comparative analysis of Apartheid in South Africa and Jim Crow in America, students explore the shared struggles of Black communities worldwide. Lessons four and five also examine the dawn of independence for 17 African nations in 1960, marking a pivotal chapter in the continent's history. Lesson 5 offers a forward-looking perspective, inviting students to envision Africa's future. Exploring the continent's vast resources, they are empowered to imagine and design their own African utopias, inspired by their newfound knowledge and insights. Through collaborative projects, students synthesize their understanding, contributing to the ongoing narrative of Black Self-Determination.

Lesson 6 expands and magnifies the interconnectedness of Black liberation movements across the Diaspora through the momentum of memory in Carnival celebrations. This includes a two-day lesson plan that explores the cultural connections between Mardi Gras in New Orleans and African traditions, highlighting these celebrations as expressions of resistance. Students will investigate the African origins and influences of Carnival festivals across the African Diaspora and recognize their cultural significance and historical context. The lesson includes activities such as analyzing images and videos, matching symbols to their descriptions, and participating in group discussions and jigsaw activities. Students will use various resources, including visual and textual materials, to compare Mardi Gras and African festivals, and understand their evolution and impact. By the end of the lesson, students will appreciate the deep cultural roots and resistance embodied in these celebrations, enhancing their understanding of cultural memory and identity within the African Diaspora.

Lastly, we conclude with a four-day lesson plan focusing on the Haitian Revolution's cultural legacy and commemoration, emphasizing Haiti's impact on the New World. Students will explore the significance of the Haitian Revolution in shaping the Americas' history and its influence on subsequent liberation movements and independence struggles in the United States and South America. The lesson is structured around key activities, including analyzing historical figures through interactive games, creating timelines, comparing revolutions, and debating human rights issues during the revolution. Students will engage with various primary and secondary sources, participate in role-playing and creative projects, and reflect on the revolution's broader themes of resistance and leadership. Through these activities, students will gain a comprehensive understanding of the Haitian Revolution's enduring impact and its role in shaping identities and narratives within the African Diaspora.

🔍 FRAMING QUESTIONS

- How have the geographic features/barriers impacted the development of African countries and its people?
- How did African kingdoms influence the global society?
- How did the “Scramble for Africa” and European colonization influence African nations and their people?
- How did the movements for independence and decolonization of various countries in Africa come about and develop?
- What was the significance and impact of Africa's “Age of Black Liberation”?

🎯 LEARNING OBJECTIVES. STUDENTS WILL BE ABLE TO:

Identify, examine, and analyze the physical geographic features and resources of African countries, as well as human geography such as the influence of early African kingdoms, colonization, Apartheid, liberation movements, and the future of the African continent.

ACTIVITIES AND PROJECTS

Some of the activities students will engage in include: Identifying the geographic features/barriers of African countries; Creating a diagram of Africa's geographic features; Creating a double bubble map; Researching East, West & Central African kingdoms; Think-pair-share; Gallery Walks; Creating a multi-flow chart; Synthesizing a civic literary essay; Peer Review; Researching Jim Crow & Apartheid; Creating an informative presentation; primary source analysis; Black Liberation Project; Create a Utopian African country; Enduring Issues Essay; and Group Presentation.

TEACHER NOTES

Many of the misconceptions students may hold prior to the learning experiences included in this integrated learning plan may be rooted in stereotypes about the continent of Africa and its people. Therefore, it is important that teachers are prepared to address any harmful stereotypes which may come up during lessons. Considering the violence of European colonialism, Apartheid, and Jim Crow, these lessons aim to center the experiences of African people as subjects rather than objects. Therefore it is important for teachers to focus on the rich culture prior to colonization and avoid phrases that denote that African people and kingdoms were uncivilized prior to European colonization.

*It is imperative that educators use language and/or terminology that is globally appropriate and promotes a sense of positive identity (i.e, the terms "slave" and "master" should no longer be utilized in the 21st century. "Enslaved" and "captor" are more accurate terms).

BRIDGE TO LITERACY

In support of The NYCReads Initiative, we offer this list of book recommendations connected to the themes in each grade level.

- ***The Bluest Eye*** by Toni Morrison
- ***Their Eyes Were Watching God*** by Zora Neale Hurston
- ***The Color Purple*** by Alice Walker
- ***Children of Blood and Bone*** by Tomi Adeyemi
- ***Okoye to the People*** by Ibi Zoboi
- ***The Hate You Give*** by Angie Thomas
- ***A Long Way Gone: Memoirs of Boy Soldier*** by Ishmael Beah
- ***I Know Why the Caged Birds Sings*** by Maya Angelou
- ***Black Power: The Politics of Liberation*** by Kwame Ture
- ***Rethinking the Black Freedom Movement*** by Yohuru Williams
- ***Set the World on Fire*** by Keisha Blain
- ***Waiting Til the Midnight Hour*** by Peniel Joseph
- ***From #Black Lives Matter to Black Liberation*** by Keeanga-Yamahtta Taylor
- ***Caliban and Yankee*** by Harvey Neptune
- ***We Are an African People*** by Russell Rickford
- ***Bloody Lowndes Civil Rights and Black Power in Alabama Black Belt*** by Hasan Jeffries
- ***Assata; An Autobiography, Taste of Power*** by Elaine Browne
- ***The Rebellious Life of Rosa Parks*** by Jeanne Theoharis
- ***African INdependence: How Africa Shapes the World*** by Tukufo Zuberi
- ***Krik? Krak!*** by Edwidge Danticat
- ***Black Jacobins*** by CLR James
- ***Avengers of the New World*** by Laurent Dubois
- ***Africa Is Not A Country*** by Dipo Faloyin
- ***Rituals of Power and Rebellion: The Carnival Tradition in Trinidad and Tobago*** by Hollis Liverpool
- ***From the Kingdom of Kongo to Congo Square : Kongo dances and the origins of the Mardi Gras Indians*** by Jereon DeWulf
- ***Radicalism At the Crossroads*** by Dayo Gore
- ***A Long Walk to Freedom*** by Nelson Mandela
- ***Where Do We Go From Here, Chaos or Community*** by Dr. Martin Luther King, Jr.
- ***Wretched of the Earth*** by Frantz Fanon.

Grade 10 | Plan Overview

LESSON 1: AGE OF BLACK LIBERATION: UNVEILING THE DYNAMIC FORCES OF GEOGRAPHY AND CIVILIZATION

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What were key factors and events that led to the decolonization of the African continent?</p> <p>What was the significance of liberation movements throughout Africa in the 1900's?</p> <p>Why should 1945-1994 be coined Africa's "Age of Black Liberation"?</p> <p>Objective(s):</p> <p>Identify and analyze key events that led to the decolonization of the African continent.</p> <p>Investigate the significance of liberation movements that took place between 1945-1994 and their connection to African Independence across the continent.</p> <p>Connect African liberation movements to Pro-Black independence movements around the world</p>	<p>10.4: Decolonization and Nationalism - Was the collapse of European imperialism inevitable?</p>	<p>Black Liberation Project</p> <p>Researching key events</p> <p>Presentation preparation</p> <p>Enduring Issues Essay on the "Age of Black Liberation"</p> <p>Collaborative Learning Groups</p>

LESSON 2: AGE OF BLACK LIBERATION: UNRAVELING THE LEGACY OF THE SCRAMBLE FOR AFRICA

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What were key factors & events that led to the decolonization of the African continent?</p> <p>What was the significance of liberation movements throughout Africa in the 1900's?</p> <p>Why should 1945-1994 be coined Africa's "Age of Black Liberation"?</p> <p>Objective(s):</p> <p>Identify and analyze key events that led to the decolonization of the African continent.</p> <p>Investigate the significance of liberation movements that took place between 1945-1994 and their connection to African Independence across the continent.</p> <p>Connect African liberation movements to Pro-Black independence movements around the world.</p>	<p>10.4: Decolonization and Nationalism - Was the collapse of European imperialism inevitable?</p>	<p>Black Liberation Project</p> <p>Researching key events</p> <p>Presentation preparation</p> <p>Enduring Issues Essay on the "Age of Black Liberation"</p> <p>Collaborative Learning Groups</p>

Grade 10 | Plan Overview

LESSON 3: AGE OF BLACK LIBERATION: EXAMINING GLOBAL STRUGGLES FOR LIBERATION

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What were key factors and events that led to the decolonization of the African continent?</p> <p>What was the significance of liberation movements throughout Africa in the 1900's?</p> <p>Why should 1945-1994 be coined Africa's "Age of Black Liberation"?</p> <p>Objective(s):</p> <p>Identify and analyze key events that led to the decolonization of the African continent.</p> <p>Investigate the significance of liberation movements that took place between 1945-1994 and their connection to African Independence across the continent.</p> <p>Connect African liberation movements to Pro-Black independence movements around the world.</p>	<p>10.4: Decolonization and Nationalism - Was the collapse of European imperialism inevitable?</p>	<p>Black Liberation Project</p> <p>Researching key events</p> <p>Presentation preparation</p> <p>Enduring Issues Essay on the "Age of Black Liberation"</p> <p>Collaborative Learning Groups</p>

LESSON 4: AGE OF BLACK LIBERATION: EXPLORING INTERCONNECTED NARRATIVES

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What were key factors and events that led to the decolonization of the African continent?</p> <p>What was the significance of liberation movements throughout Africa in the 1900's?</p> <p>Why should 1945-1994 be coined Africa's "Age of Black Liberation"?</p> <p>Objective(s):</p> <p>Identify and analyze key events that led to the decolonization of the African continent.</p> <p>Investigate the significance of liberation movements that took place between 1945-1994 and their connection to African Independence across the continent.</p> <p>Connect African liberation movements to Pro-Black independence movements around the world.</p>	<p>10.4: Decolonization and Nationalism - Was the collapse of European imperialism inevitable?</p>	<p>Black Liberation Project</p> <p>Group Presentations</p>

Grade 10 | Plan Overview

LESSON 5: AGE OF BLACK LIBERATION: ENVISIONING TOMORROW: ENVISIONING AFRICAN FUTURES

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What were key factors and events that led to the decolonization of the African continent?</p> <p>What was the significance of liberation movements throughout Africa in the 1900's?</p> <p>Why should 1945-1994 be coined Africa's "Age of Black Liberation"?</p> <p>Objective(s):</p> <p>Identify and analyze key events that led to the decolonization of the African continent.</p> <p>Investigate the significance of liberation movements that took place between 1945-1994 and their connection to African Independence across the continent.</p> <p>Connect African liberation movements to Pro-Black independence movements around the world.</p>	<p>10.4: Decolonization and Nationalism - Was the collapse of European imperialism inevitable?</p>	<p>Black Liberation Project</p> <p>Group Projects</p>

LESSON 6: CARNIVAL, MARDI GRAS, AND TRADITIONS OF REMEMBRANCE ACROSS THE AFRICAN DIASPORA

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How does the New Orleans Mardi Gras connect to African traditions, and what are its influences?</p> <p>What are some visual similarities and differences between Mardi Gras in New Orleans and African cultural festivals?</p> <p>Why is it important to explore the cultural connections between Mardi Gras and African traditions?</p> <p>Objective(s):</p> <p>Students will explore the African origins of the Carnival Celebrations like Mardi Gras, throughout the african diaspora.</p>	<p>10.1 The World in 1750 The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interaction of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks. (Standards 2, 3, 5)</p> <p>11.1 COLONIAL FOUNDATIONS (1607–1763): European colonization in North America prompted cultural contact and exchange among diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America. (Standards 1, 2, 3, 4, 5)</p>	<p>African Diasporian Joy, Memory, Resistance.</p> <p>Researching key events</p> <p>Presentation preparation</p> <p>Collaborative Learning Groups</p>

LESSON 7: THE HAITIAN REVOLUTION: CULTURAL LEGACY AND COMMEMORATION

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How far-reaching was the impact of the Haitian Revolution on the Americas and the world?</p> <p>In what ways did the Haitian Revolution influence subsequent liberation movements and independence struggles in the United States and South America?</p> <p>How do the contributions of key figures in the Haitian Revolution reflect broader themes of resistance and leadership?</p> <p>What is the cultural and historical significance of the Haitian Revolution in shaping identities and narratives within the African Diaspora?</p> <p>Objective(s):</p> <p>Students will understand the significant impact that the Haitian Revolution had on the slave-dependent States in North and South America.</p> <p>Students will explore the contributions of the key figures of the Haitian Revolution and their roles in the broader context of world history.</p> <p>Students will examine how the Haitian Revolution inspired other liberation movements and continues to be a symbol of resistance and freedom.</p>	<p>10.1: The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interactions of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks. This era also witnessed significant slave revolts across the Americas, including the Haitian Revolution, which played a crucial role in challenging colonial powers and the global systems of slavery. These uprisings not only altered the political landscape but also had profound economic and social impacts, further shaping the emerging global trade networks.</p>	<p>The Age of Revolt during European oppression.</p> <p>Researching key events</p> <p>Presentation preparation</p> <p>Enduring Issues project on the Haitian Revolution influence</p> <p>Collaborative Learning Groups</p>

Age of Black Liberation: Unveiling the Dynamic Forces of Geography and Civilization

Big Idea	Situating Africa and its Diaspora through space and time of world civilization.
Driving/Essential Question(s)	What factors and events led to the decolonization of the African continent? What was the significance of liberation movements throughout Africa and the African Diaspora in the 1960s? Why should 1945-1994 be coined Africa's "Age of Black Liberation"?
Standards Addressed	<p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> ● 9-10 RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc. ● 9-10 RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● 9-10 WHST1: Write arguments focused on discipline-specific content. ● 9-10 WHST5: Conduct short, as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Curriculum Connections	<p>Hidden Voices Global African Diaspora</p> <ul style="list-style-type: none"> ● Vol. 2 General Antonio Maceo y Grajales ● Vol. 2 Steve Biko ● Vol. 2 Fela Aníkúlápó Kuti ● Vol. 2 Amy Ashwood Garvey <p>Passport to Social Studies</p> <ul style="list-style-type: none"> ● Unit 2: Day 21: Citizenship and Nationalism in Latin America ● Unit 3: Day 22: Non-alignment and the Cold War ● Unit 4: Day 31: Socialism and Latin American Resistance ● Unit 5: Day 3: Modernization and Latin America ● Unit 4: Day 5: The Role of Ideology in Decolonization Movements ● Unit 4: Day 20: Influence of African Decolonization ● Unit 4: Day 22: Apartheid in South Africa ● Unit 4: Day 23: The End of Apartheid
Prior Knowledge Required / Addressing Prior Misconceptions	A liberation movement is a social movement that seeks territorial independence and enhanced political and cultural autonomy (or rights of various types) within an existing nation-state for a particular national, ethnic, or racial group.

Grade 10 | Lesson 1

Several forces that gave rise to liberation movements in Africa:

- Education: Through cultural tradition/spirituality and education, formal and nonformal, some Africans received/were exposed to political ideologies from their communities and from foreign influences that emphasized natural rights.
- African National Congress: The creation of the African National Congress served to defend the interest of South Africans.
- World War II: Many Africans participated as soldiers in WWII and returned to Africa with new radical ideas that favored liberation.

Prior Knowledge Required / Addressing Prior Misconceptions

*Teachers should discuss the meaning of “radical” with students, and why liberation would be considered radical. Support this conversation with how liberation is described in David Walker’s Appeal and the United Nations Universal Declaration of Human Rights. Discontent with Imperial Rule: Demands for labor, conscription, and food exports, together with Allied ideals of liberation and freedom, convinced many Africans of the need for radical change.

*Teachers should include images of the flyers used during the March on Washington in 1963 to demonstrate that the demands for jobs by African Americans during the Civil Rights Movement were crucial to Black Liberation in the United States.

Demonstrate for students that African Americans like Muhammad Ali and Dr. Martin Luther King, Jr. also made demands around conscription in the 60s around the Vietnam War. Link to Vietnam is included in the resources. An image of the Cleveland Summit is included to show the support Muhammad Ali received from other Black athletes.

Resources/Materials/ Technology

Source Articles:

[The Fifth Pan-African Conference - 1945](#) (Source: www.historyworkshop.org.uk)
[Bandung Conference - 1955](#) (Source: www.blackpast.org)
[How Ghana’s independence day inspired Martin Luther King Jr](#) (Source: www.qz.com)
[King and Kwame-Birth of A New Nation](#) (phillytrib.com)
[Ghana’s Independence - 1957](#) (sahistory.org.za)
[Malcolm X Message to the Grassroots 1963- \(1963\) Malcolm X, “Message to the Grassroots”](#) • (Source: www.blackpast.org)
[Black Consciousness Movement - 1960s & 1970s](#) (Source: www.sahistory.org.za)
[South African Open Elections - 1994](#) (Source: www.teachdemocracy.org)
[David Walker’s Appeal](#) (Source: www.nationalhumanitiescenter.org)
[Universal Declaration of Human Rights](#) | United Nations (Source: un.org)
[MLK: Beyond Vietnam - A Time to Break Silence](#) (Source: The MLK Jr. Center for Nonviolence/www.youtube.com)
[The Cleveland Summit and Muhammad Ali: The true story](#) (Source: www.andscape.com)

Number of days for lesson allocation

1 day (Note: A day is considered a 45-60 minute class period)

Objective

What do you want students to understand/learn?

What do you want students to be able to do?

Students will be able to identify and analyze key events that led to the decolonization of the African continent and liberation struggles in the African Diaspora.

Students will be able to investigate the significance of liberation movements between 1945-1994 and their connection to African Independence across the continent.

Students will be able to connect African liberation movements to Pro-Black independence movements around the world.

Vocabulary

imperialism, decolonization, liberation, nationalism, cultural diffusion, globalization, relevant, credible

Grade 10 | Lesson 1

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Teacher will inform the class that they will start their Black Liberation Movements Project. The project's essential questions are:

- What factors and events led to the decolonization of the African continent?
- Why should 1945-1994 be coined Africa's "Age of Black Liberation"?
- How did key events of the time impact or influence Black liberation movements globally?

Student Task: Students will be assigned a vital event of the time and research their event with a specific focus on the following areas:

- Causes/factors leading to their assigned event taking place.
- The role of liberation Leaders and their impact on the assigned event and African liberation movements in general.
- The role of Black music and media: Its impact on the assigned event specifically and African liberation movements in general.
- The short- and long-term significance of their assigned event.

Teacher will inform students that they will have two days to research and will present on day three. They can choose to present in the following ways:

- Oral Presentation
- PowerPoint Visual Presentation
- Written Executive Summary
- A combination of the three

Their final task will be to submit an Enduring Issues Essay on the "Age of Black Liberation."

Teacher will divide the class up into cooperative groups based on each article:

- Group 1: David Walker's Appeal - 1821
- Group 2: Fifth Pan-African Conference - 1945
- Group 3: Universal Declaration of Human Rights - 1948
- Group 4: Bandung Conference - 1955
- Group 5: Dr. King and Ghana's Independence - 1957
- Group 6: Ghana's Independence - 1957
- Group 7: All-African Peoples Conference - 1958
- Group 8: Black Consciousness Movement - 1960s
- Group 9: Malcolm X Message to the Grassroots 1963
- Group 10: South African Open Elections - 1994

Say: As researchers, we must conduct research using search engines.

Consider your research question:

- What factors and events led to the decolonization of the African continent?
- Why should 1945-1994 be coined Africa's "Age of Black Liberation"?
- How did key events of the time impact or influence Black liberation movements globally?
- What keywords can you pull from your question and your topic?

Teachers will elicit responses from the students and have them brainstorm alternative keywords.

Say: When using a search engine, we insert the keywords, NOT the question. If searching for a specific phrase, use quotations, for example, "decolonization of Africa." Also, we can tell a lot about the credibility and reliability of a website by the ending:

- .com – company
- .org – organization
- .edu – educational
- .gov – government

Ask: Which of these website endings do you think are most relevant and trustworthy for your research project?

Grade 10 | Lesson 1

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Students research their assigned movement being sure to answer the following questions.

- What led to this movement taking place?
- Who are the liberation leaders of this movement? What was their significance in the movement? Did their leadership have an impact on other liberation movements (African or otherwise)? If so, what was the impact?
- What was the role of black music and media on the movement?
- Why is this movement significant? What is the short and long term impact of this movement on other liberation movements taking place on the continent (past or present)?
- Extension Question: How did this movement influence Black liberation movements globally?

Teacher Note: Teacher can provide a guided worksheet for students who need it to organize their thoughts.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Teachers will circulate the room, check in with groups, and provide additional support as deemed necessary.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Teacher will ask students to think-pair-share the following prompt:

What role do you believe your event had in the decolonization of the African Continent?

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Teachers will want to consider strategic groupings specifically for the work time. Teachers can also assign modalities for the presentation portion.

Grade 10 | Lesson 1

Lesson Extension/Homework

How will you maintain high expectations for all students?

Source Articles: Teachers can choose to provide students with source articles to support in their research.

Source Articles

- [The Fifth Pan-African Conference - 1945](#) (Source: www.historyworkshop.org.uk)
- [Bandung Conference - 1955](#) (Source: www.blackpast.org)
- [How Ghana's independence day inspired Martin Luther King Jr](#) (Source: www.qz.com)
- [King and Kwame-Birth of A New Nation](#) (phillytrib.com)
- [Ghana's Independence - 1957](#) (Source: www.sahistory.org.za)
- [Malcolm X Message to the Grassroots 1963- \(1963\) Malcolm X, "Message to the Grassroots"](#) • (Source: www.blackpast.org)
- [Black Consciousness Movement](#) - 1960s & 1970s (Source: www.sahistory.org.za)
- [South African Open Elections - 1994](#) (Source: www.teachdemocracy.org)
- [David Walker's Appeal](#) (Source: www.nationalhumanitiescenter.org)
- [Universal Declaration of Human Rights](#) | United Nations (Source: un.org)
- [MLK: Beyond Vietnam - A Time to Break Silence](#) (Source: The MLK Jr. Center for Nonviolence/www.youtube.com)
- [The Cleveland Summit and Muhammad Ali: The true story](#) (Source: www.andscape.com)

Age of Black Liberation: Unraveling the Legacy of the Scramble for Africa

Big Idea	Africa's move towards political independence from Europe
Driving/Essential Question(s)	What factors and events led to the decolonization of the African continent? What was the significance of liberation movements throughout Africa in the 1900s? Why should 1945-1994 be coined Africa's "Age of Black Liberation"?
Standards Addressed	<p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> ● 9-10 RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc. ● 9-10 RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text. ● 9-10 RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● 9-10 RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies. ● 9-10 WHST1: Write arguments focused on discipline-specific content. ● 9-10 WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>A liberation movement is a social movement that seeks territorial independence or enhanced political or cultural autonomy (or rights of various types) within an existing nation-state for a particular national, ethnic, or racial group.</p> <p>Several forces that gave rise to liberation movements in Africa:</p> <ul style="list-style-type: none"> ● Education: Through cultural tradition/spirituality and education, formal and nonformal, some Africans received/were exposed to political ideologies from their communities and from foreign influences that emphasized natural rights. ● African National Congress: The creation of the African National Congress served to defend the interests of Africans. ● World War II: Many Africans participated as soldiers in WWII and returned to Africa with new radical ideas that favored liberation. ● Discontent with Imperial Rule: Demands for labor, conscription, and food exports, together with Allied ideals of liberation and freedom, convinced many Africans of the need for radical change.

Grade 10 | Lesson 2

Resources/Materials/ Technology	Computers or iPads for Research Source Credibility Checklist (Source: k12.thoughtfullearning.com) Source Articles from Lesson 1: <ul style="list-style-type: none"> Group 1: David Walker's Appeal - 1821 Group 2: Fifth Pan-African Conference - 1945 Group 3: Universal Declaration of Human Rights - 1948 Group 4: Bandung Conference - 1955 Group 5: Dr. King and Ghana's Independence - 1957 Group 6: Ghana's Independence - 1957 Group 7: All-African Peoples Conference - 1958 Group 8: Black Consciousness Movement - 1960s Group 9: Malcolm X Message to the Grassroots 1963 Group 10: South African Open Elections - 1994
Number of days for lesson allocation	2 days (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to identify and analyze key events that led to the decolonization of the African continent.</p> <p>Students will be able to investigate the significance of liberation movements that took place between 1945-1994 and their connection to African Independence across the continent.</p> <p>Students will be able to connect African liberation movements to Pro-Black independence movements around the world.</p>
Vocabulary	imperialism, decolonization, liberation, nationalism, cultural diffusion, globalization, credible, credentials, bias, objective

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Teacher will welcome students to day two of their research project. Teacher will remind students that the research topic is Black Liberation Movements on the African continent and that the project essential questions are:

- What factors and events led to the decolonization of the African continent?
- Why should 1945-1994 be coined Africa's "Age of Black Liberation"?
- How did key events of the time impact or influence Black liberation movements globally?

Student Task: Students research their assigned movement with a specific focus on:

- Causes/Factors leading to their assigned event taking place.
- The role of liberation leaders and their impact on the assigned event and African liberation movements in general.
- The role of music and media: Its impact on the assigned event specifically and African liberation movements in general.
- The short- and long-term significance of their assigned event.

Grade 10 | Lesson 2

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Say: It is important that research is credible. A credible source is free from bias or preference for one side and backed up with evidence. It is written by a trustworthy author or organization. There are a lot of sources out there, and it can be hard to assess credibility at first glance. Evaluating source credibility is an important skill. Let's use the following checklist to practice evaluating the credibility of sources together.

[Source Credibility Checklist](#) (Source: k12.thoughtfullearning.com)

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Students will get into their assigned groups and continue research.

Student Groups:

Teacher will divide the class up into cooperative groups based on each article:

- Group 1: David Walker's Appeal - 1821
- Group 2: Fifth Pan-African Conference - 1945
- Group 3: Universal Declaration of Human Rights - 1948
- Group 4: Bandung Conference - 1955
- Group 5: Dr. King and Ghana's Independence - 1957
- Group 6: Ghana's Independence - 1957
- Group 7: All-African Peoples Conference - 1958
- Group 8: Black Consciousness Movement - 1960s
- Group 9: Malcolm X Message to the Grassroots 1963
- Group 10: South African Open Elections - 1994

Research Questions:

- What led to this movement taking place?
- Who are the liberation leaders of this movement? What was their significance in the movement? Did their leadership impact other liberation movements (African or otherwise)? If so, what was the impact?
- What was the role of music & media on the movement?
- Why is this movement significant? What are the short- and long-term impacts of this movement on other liberation movements taking place on the continent (past or present)?
- Extension Question: How did this movement influence black liberation movements globally?

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Teachers will circulate the room, check-in with groups, and provide additional support as deemed necessary.

Grade 10 | Lesson 2

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Teachers will provide the following writing prompt:

Do you believe that without your assigned event, Africa's decolonization could have occurred? Justify your answer with direct references from your research today.

Alternative question: Was African decolonization inevitable? Do you believe there is a need for a second wave of African decolonization today, and from whom?

Teacher will collect written prompts.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Accommodations must be specific to the population.

Teachers will want to consider strategic groupings specifically for the work time.

Teachers can also assign modalities for the presentation portion.

Teachers can provide a guided worksheet for students who need it to organize their thoughts.

Lesson Extension/Homework

How will you maintain high expectations for all students?

Source Articles: Teachers can choose to provide students with source articles to support in their research.

Source Articles

- [The Fifth Pan-African Conference - 1945](http://www.historyworkshop.org.uk) (Source: www.historyworkshop.org.uk)
- [Bandung Conference - 1955](http://www.blackpast.org) (Source: www.blackpast.org)
- [How Ghana's independence day inspired Martin Luther King jr](http://www.qz.com) (Source: www.qz.com)
- [King and Kwame-Birth of A New Nation](http://www.phillytrib.com) (Source: www.phillytrib.com)
- [Ghana's Independence - 1957](http://www.sahistory.org.za) (Source: www.sahistory.org.za)
- [Malcolm X Message to the Grassroots 1963- \(1963\) Malcolm X, "Message to the Grassroots"](http://www.blackpast.org) • (Source: www.blackpast.org)
- [Black Consciousness Movement - 1960s & 1970s](http://www.sahistory.org.za) (Source: www.sahistory.org.za)
- [South African Open Elections - 1994](http://www.teachdemocracy.org) (Source: www.teachdemocracy.org)
- [David Walker's Appeal](http://www.nationalhumanitiescenter.org) (Source: www.nationalhumanitiescenter.org)
- [Universal Declaration of Human Rights](http://un.org) | United Nations (Source: un.org)
- [MLK: Beyond Vietnam - A Time to Break Silence](http://www.youtube.com) (Source: The MLK Jr. Center for Nonviolence/www.youtube.com)
- [The Cleveland Summit and Muhammad Ali: The true story](http://www.andscape.com) (Source: www.andscape.com)

Age of Black Liberation: Examining Global Struggles for Liberation

Big Idea	Africa and the African Diaspora various approaches to achieving liberation
Driving/Essential Question(s)	What factors and events led to the decolonization of the African continent? What was the significance of liberation movements throughout Africa in the 1900s? Why should 1945-1994 be coined Africa's "Age of Black Liberation"?
Standards Addressed	<p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> ● 9-10 RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc. ● 9-10 RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text. ● 9-10 RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● 9-10 RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies. ● 9-10 WHST1: Write arguments focused on discipline-specific content. ● 9-10 WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Key Movements and Leaders:</p> <ul style="list-style-type: none"> ● Notable liberation movements (e.g., ANC in South Africa, FLN in Algeria, MPLA in Angola, FRELIMO in Mozambique). ● Prominent leaders (e.g., Nelson Mandela, Patrice Lumumba, Kwame Nkrumah, Jomo Kenyatta, Amílcar Cabral). <p>Political Ideologies:</p> <ul style="list-style-type: none"> ● Pan-Africanism, nationalism, socialism, and their influence on liberation movements. ● The role of the Cold War in shaping external support and opposition. <p>Significant Events:</p> <ul style="list-style-type: none"> ● Major uprisings and revolutions (e.g., Mau Mau Uprising, Algerian War of Independence, Angolan Civil War). ● Key milestones (e.g., Ghana's independence in 1957, the Sharpeville Massacre, the Soweto Uprising).

Grade 10 | Lesson 3

Resources/Materials/Technology	Computers or iPads for Research Source Credibility Checklist (Source: k12.thoughtfullearning.com) Source Articles <ul style="list-style-type: none"> Group 1: David Walker's Appeal - 1821 Group 2: Fifth Pan-African Conference - 1945 Group 3: Universal Declaration of Human Rights - 1948 Group 4: Bandung Conference - 1955 Group 5: Dr. King and Ghana's Independence - 1957 Group 6: Ghana's Independence - 1957 Group 7: All-African Peoples Conference - 1958 Group 8: Black Consciousness Movement - 1960s Group 9: Malcolm X Message to the Grassroots 1963 Group 10: South African Open Elections - 1994
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period.)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to create presentations discussing the significance of liberation movements that took place between 1945-1994 and their connection to African Independence across the continent.</p> <p>Student (s) will be able to connect African liberation movements to pro-Black independence movements around the world.</p>
Vocabulary	imperialism, decolonization, liberation, nationalism, cultural diffusion, globalization

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Teacher will welcome students to day three of their research project. Teacher will remind students that the research topic is Black Liberation Movements on the African continent, and that the project essential questions are:

- What factors and events led to the decolonization of the African continent?
- Why should 1945-1994 be coined Africa's "Age of Black Liberation"?
- How did key events of the time impact or influence Black liberation movements globally?

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Say: For your research project, you will need to go through a couple of steps. You will start with selecting a method of presentation. What method of presentation will you choose?

- Oral Presentation
- PowerPoint Visual Presentation
- Written Executive Summary
- A combination of the three

Inform students that they will create their presentation using their research and the guiding questions to help them summarize key ideas from their research. Students will continue to have time to research and develop their projects.

- Is your summary very similar to the original source?

Grade 10 | Lesson 3

Ask: How do we summarize key ideas?

Explain to students that they can try the following steps for writing summaries:

- Select a short passage from your research (about one to four sentences) that supports an idea in your paper.
- Read the passage carefully to understand it fully.
- Take notes about the main idea and supporting points you think you should include in your summary. Include keywords and terms used by the author and think about how the source ideas are relevant to the argument(s) that you are presenting in your paper.
- Using only your notes, explain the original author's main ideas to someone else. Then explain how those ideas support or conflict with your argument.
- Reread the original source. Is there important information that you have forgotten or misremembered? Is your summary very similar to the original source?

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Teachers will have students spend ten minutes finishing their research from yesterday before transitioning them to starting their presentations.

Students will get into their assigned groups and continue research.

Student Groups:

Teacher will divide the class up into cooperative groups based on each article:

- Group 1: David Walker's Appeal - 1821
- Group 2: Fifth Pan-African Conference - 1945
- Group 3: Universal Declaration of Human Rights - 1948
- Group 4: Bandung Conference - 1955
- Group 5: Dr. King and Ghana's Independence - 1957
- Group 6: Ghana's Independence - 1957
- Group 7: All-African Peoples Conference - 1958
- Group 8: Black Consciousness Movement - 1960s
- Group 9: Malcolm X Message to the Grassroots 1963
- Group 10: South African Open Elections - 1994

Research Questions:

- What factors, actions and inactions, led to this movement taking place?
- Who are the liberation leaders of this movement? What was their significance in the movement? Did their leadership impact other liberation movements (African or otherwise)? If so, what was the impact?
- What was the role of Black music and media on the movement?
- Why is this movement significant? What is the short- and long-term impact of this movement on other liberation movements taking place on the continent (past or present)?
- Extension Question: How did this movement influence Black liberation movements globally? How was this movement influenced by Black liberation movements globally?

Teacher Note: Teacher must create and present an exemplar presentation for students to see and critique. Teachers will ask groups to identify which presentation option they will be utilizing for the share-out. They can choose to present in the following ways:

- Oral Presentation
- PowerPoint Visual Presentation
- Written Executive Summary
- A combination of the three

Grade 10 | Lesson 3

Student Task: Prepare five-minute presentations based on their research that focus on the following prompts:

- Causes/Factors leading to their assigned event taking place.
- The role of Liberation Leaders and their impact on the assigned event and African liberation movements in general.
- The role of music and media: Its impact on the assigned event and African liberation movements in general.
- The short- and long-term significance of their assigned event.
- Has African liberation been sustainable? Explain.

Checks for Understanding (*Throughout Lesson*)

What opportunities will you provide throughout the lesson to check for student understanding?

Teachers will circulate the room, check-in with groups, and provide additional support as deemed necessary.

Closing & Student Reflection (*5 minutes*)

How will you recap and assess student learning for this lesson?

Teacher will review expectations for presentations and answer final questions from the class.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Accommodations must be specific to the population. Teachers should provide the essay prompt prior to ensure special populations are clear on the ask for the in-class writing assignment.

Lesson Extension/Homework

How will you maintain high expectations for all students?

Teacher will remind students that all presentations will take place tomorrow. Their homework is to complete their presentations if they haven't already.

Age of Black Liberation: Exploring Interconnected Narratives

Big Idea	Finding shared stories of liberation and building global solidarity
Driving/Essential Question(s)	What factors and events led to the decolonization of the African continent? What was the significance of liberation movements throughout Africa in the 1900s? Why should 1945-1994 be coined Africa's "Age of Black Liberation"?
Standards Addressed	<p>Next-Gen ELA Standards:</p> <ul style="list-style-type: none"> • 10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL) • 10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) • 10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. • In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI). • 10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • 10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence. • 10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>A liberation movement is a social movement that seeks territorial independence and enhanced political and cultural autonomy (or rights of various types) within an existing nation-state for a particular national, ethnic, or racial group.</p> <p>Several forces that gave rise to liberation movements in Africa:</p> <ul style="list-style-type: none"> • Education: Through cultural tradition/spirituality and education, formal and nonformal, some Africans received/were exposed to political ideologies from their communities and from foreign influences that emphasized natural rights. • African National Congress: The creation of the African National Congress served to defend the interest of Africans. • World War II: Many Africans participated as soldiers in WWII and returned to Africa with new radical ideas that favored liberation. • Discontent with Imperial Rule: Demands for labor, conscription, and food exports together with Allied ideals of liberation and freedom, convinced many Africans of the need for radical change.
Resources/Materials/ Technology	<p>Presentation Note-Catcher (teacher made resource)</p> <p>Presentation Rubric 1 (teacher made resource)</p>
Number of days for lesson allocation	1 day (Note: A day is considered a 45-60 minute class period.)

Grade 10 | Lesson 4

Objective

What do you want students to understand/learn?

What do you want students to be able to do?

Students will be able to explain the significance of liberation movements that took place between 1945-1994 and their connection to African Independence across the continent through utilizing effective presentation skills.

Students will be able to connect African liberation movements to Pro-Black independence movements around the world.

Vocabulary

imperialism, decolonization, liberation, nationalism, cultural diffusion, globalization

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Teachers will welcome students to day four, presentation day. Teachers will inform students of the presenting order prior to presentation day, and inform students that while presentations are taking place, all students not presenting will be taking notes, ensuring that they get the responses to the following prompts:

- Causes/factors leading to their assigned event taking place.
- The role of liberation leaders and their impact on the assigned event and African liberation movements in general.
- The role of music and media: Its impact on the assigned event and African liberation movements in general.
- The short- and long-term significance of their assigned event.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Say: For your research project, you will need to go through a couple of steps. You will start with selecting a method of presentation. What method of presentation will you choose?

- Oral Presentation
- PowerPoint Visual Presentation
- Written Executive Summary
- A combination of the three

Inform students that they will create their presentation using their research and the guiding questions to help them summarize key ideas from their research. Students will continue to have time to research and develop their projects.

Ask: How do we summarize key ideas?

- Explain to students that they can try the following steps for writing summaries:
- Select a short passage from your research (about one to four sentences) that supports an idea in your paper.
- Read the passage carefully to understand it fully.
- Take notes about the main idea and supporting points you think you should include in your summary. Include keywords and terms used by the author and think about how the source ideas are relevant to the argument(s) that you are presenting in your paper.
- Using only your notes, explain the original author's main ideas to someone else. Then explain how those ideas support or conflict with your argument.
- Reread the original source. Is there important information that you have forgotten or misremembered? Is your summary very similar to the original source?

Grade 10 | Lesson 4

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Teacher will have each group present. Each presentation will have a time limit of 5 minutes.

Student Groups:

Teacher will divide the class up into cooperative groups based on each article:

- Group 1: David Walker's Appeal - 1821
- Group 2: Fifth Pan-African Conference - 1945
- Group 3: Universal Declaration of Human Rights - 1948
- Group 4: Bandung Conference - 1955
- Group 5: Dr. King and Ghana's Independence - 1957
- Group 6: Ghana's Independence - 1957
- Group 7: All-African Peoples Conference - 1958
- Group 8: Black Consciousness Movement - 1960s
- Group 9: Malcolm X Message to the Grassroots 1963
- Group 10: South African Open Elections - 1994

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

After each presentation, the teacher will review the research questions to ensure that students were able to pull the required information from the student presentations.

Check For Understanding Questions

1. Causes/factors leading to their assigned event taking place.
2. The role of liberation leaders and their impact on the assigned event and African liberation movements in general.
3. The role of music and media: Its impact on the assigned event and African liberation movements in general.
4. The short- and long-term significance of their assigned event.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Teachers will inform students that they will be writing an enduring issues essay.

Teachers can choose to allow students to utilize their notes or have students study their notes for homework.

Teachers will use an exit ticket response or Kahoot! response before exiting to assess student learning.

Grade 10 | Lesson 4

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Time Modification: For the essay, the teacher will want to provide time and a half or double time for students to complete the essay, depending on IEP requirements.

Lesson Extension/Homework

How will you maintain high expectations for all students?

Students will prepare to write their enduring issues essays.

Age of Black Liberation: Envisioning African Futures

Big Idea	Future making and Freedom Dreaming of a liberated Africa and the Diaspora.
Driving/Essential Question(s)	What factors and events led to the decolonization of the African continent? What was the significance of liberation movements throughout Africa in the 1900s? Why should 1945-1994 be coined Africa's "Age of Black Liberation"?
Standards Addressed	<p>Next-Gen ELA Standards:</p> <ul style="list-style-type: none"> • 10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL) • 10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) • 10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. • In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI). • 10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • 10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence. • 10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>A liberation movement is a social movement that seeks territorial independence and enhanced political and cultural autonomy (or rights of various types) within an existing nation-state for a particular national, ethnic, or racial group.</p> <p>Several forces that gave rise to liberation movements in Africa:</p> <ul style="list-style-type: none"> • Education: Through cultural tradition/spirituality and education, formal and nonformal, some Africans received/were exposed to political ideologies from their communities and from foreign influences that emphasized natural rights. • African National Congress: The creation of the African National Congress served to defend the interests of Africans. • World War II: Many Africans participated as soldiers in WWII and returned to Africa with new radical ideas that favored liberation. • Discontent with Imperial Rule: Demands for labor, conscription, and food exports together with Allied ideals of liberation and freedom, convinced many Africans of the need for radical change.
Resources/Materials/Technology	<p>Enduring Issues Essay (teacher made resource)</p> <p>Source Articles</p> <ul style="list-style-type: none"> • The Fifth Pan-African Conference - 1945 (Source: www.historyworkshop.org.uk) • Bandung Conference - 1955 (Source: www.blackpast.org) • Ghana's Independence - 1957 (Source: www.sahistory.org.za) • All-African Peoples Conference - 1958 (Source: www.sahistory.org.za) • Black Consciousness Movement - 1960s & 1970s (Source: www.sahistory.org.za) • South African Open Elections - 1994 (Source: www.teachdemocracy.org)

Grade 10 | Lesson 5

Number of days for lesson allocation

1 day (Note: A day is considered a 45-60 minute class period)

Objective

What do you want students to understand/learn?

What do you want students to be able to do?

Students will be able to argue why the Black Liberation Movements in Africa are significant and how they have endured across time.

Students should be able to assess each of the Black Liberation Movements in terms of strategy, organization, leadership, execution, and global engagement.

Students should be able to identify some Implications for future research:

- If employed today, which of the movements do students believe has the best chance of offering liberation to Black people globally?
- Could the Black liberation movements in Africa have been possible without the knowledge of what was happening in the United States by African Americans and Black liberation/nationalists groups/organizations there?
- Teacher and students should consider:
- Is there space for students to consider submitting their essays as proposals to present at conferences?
- How can their projects live outside of the classroom to encourage engagement and further study of these movements?

Vocabulary

imperialism, decolonization, liberation, nationalism, cultural diffusion, globalization

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Teacher will inform the class that today their culminating task will be to write and submit an enduring issues essay on the "The Global Movement for Black Liberation."

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Say: For your research project, you will need to go through a couple of steps. You will start with selecting a method of presentation. What method of presentation will you choose?

- Oral Presentation
- PowerPoint Visual Presentation
- Written Executive Summary
- A combination of the three

Inform students that they will create their presentation using their research and the guiding questions to help them summarize key ideas from their research. Students will continue to have time to research and develop their projects.

Ask: How do we summarize key ideas?

Grade 10 | Lesson 5

Explain to students that they can try the following steps for writing summaries:

- Select a short passage from your research (about one to four sentences) that supports an idea in your paper.
- Read the passage carefully to understand it fully.
- Take notes about the main idea and supporting points you think you should include in your summary. Include keywords and terms used by the author and think about how the source ideas are relevant to the argument(s) that you are presenting in your paper.
- Using only your notes, explain the original author's main ideas to someone else. Then explain how those ideas support or conflict with your argument.
- Reread the original source. Is there important information that you have forgotten or misremembered? Is your summary very similar to the original source?

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

- Students will write a modified enduring issues essay.
- Teacher will provide students with the [Enduring Issues Essay](#).
- Inform students they are to use the information they have researched plus the information and understandings collected from the group presentations to complete the essay.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Teacher will circulate the room, and provide support as needed. It is important to note that this task should be independent.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Teachers will ask students to think-pair-share the following questions (from Day 1):

- What was the significance of liberation movements throughout Africa in the 1900s?
- Why should 1945-1994 be coined Africa's "Age of Black Liberation"?

Teachers will prompt students to share their partners' responses with the class.

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Accommodations must be specific to the population.

Carnival, Mardi Gras, and Traditions of Remembrance Across the African Diaspora

Big Idea	Students will be able to recognize African cultural traditions, rituals, and ceremonies like Mardi Gras and Carnival celebrations as expressions of Resistance through celebrations
Driving/Essential Question(s)	<p>How does the New Orleans Mardi Gras connect to African Traditions, and what are its influences? What are some visual similarities and differences between Mardi Gras in New Orleans and African cultural festivals?</p> <p>Why is it important to explore the cultural connections between Mardi Gras and African traditions?</p>
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> ● 9R1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc. ● 9R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text. ● 9R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies. ● 9W1d: Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> ● 10.1 The World in 1750: The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interaction of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks. (Standards 2, 3, 5) ● 11.1 Colonial Foundations (1607– 1763): European colonization in North America prompted cultural contact and exchange among diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America. (Standards 1, 2, 3, 4, 5) <p><i>Note: This lesson will also work well in Mardi Gras season (February) as part of a culturally relevant and sustaining education practice of connecting classrooms with cultural events throughout the calendar year.</i></p> <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> ● 9-10 WHST 4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. ● 9-10 WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● 9-10 WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ● 9-10 WHST7: Draw evidence from informational texts to support analysis, reflection, and research.

Prior Knowledge Required / Addressing Prior Misconceptions	Historical Origins
	<ul style="list-style-type: none"> • Roots of Carnival and Mardi Gras in Europe (e.g., Roman Catholic traditions). • Transatlantic slave trade and the spread of African cultures to the Americas.
	Cultural Significance
	<ul style="list-style-type: none"> • Syncretism between African, Indigenous, and European traditions in Carnival and Mardi Gras. • Role of these festivals in preserving African cultural heritage and fostering community identity.
	Regional Variations
Resources/Materials/ Technology	<ul style="list-style-type: none"> • Key differences and similarities in celebrations across regions (e.g., Trinidad and Tobago Carnival, Brazilian Carnival, New Orleans Mardi Gras, Jamaican Jonkonnu). • Unique customs, music, dance, and attire associated with each celebration.
	Social and Political Dimensions
Number of days for lesson allocation	<ul style="list-style-type: none"> • Use of Carnival and Mardi Gras as acts of resistance and expressions of freedom for enslaved and oppressed peoples. • Influence of colonialism, slavery, and post-colonialism on these traditions.
	Modern Developments
Traditions of Remembrance	<ul style="list-style-type: none"> • Evolution of Carnival and Mardi Gras in contemporary times. • Commercialization, globalization, and the preservation of authenticity. • Various ways the African diaspora commemorates history and ancestors (e.g., Juneteenth, Emancipation Day, Ancestral remembrance rituals). • Significance of oral traditions, music, dance, and other cultural practices in remembering the past.
Addressing Misconceptions	<ol style="list-style-type: none"> 1. What comes to mind when you think of Mardi Gras or Carnival celebrations? 2. Have you heard about the historical origins of Mardi Gras and Carnival in these places? 3. Do you think Mardi Gras and Carnival are purely European traditions? 4. What are some elements of Mardi Gras and Carnival that you think might have African influences?
Assorted Images of Mardi Gras celebrations in New Orleans and Africa	<p>How traditional carnival was born out of resistance (Source: CBC Arts/YouTube)</p> <p>Inside Black New Orleans Most Sacred Ritual (Source: PBS Voices/YouTube)</p> <p>Kizz Daniel ft. Tekno - Buga Video (Source: Kizz Daniel/YouTube)</p> <p>African Resistance in Trinidad and Tobago Carnival (Source: www.face2faceafrica.com)</p> <p>Afro Influence in Brazilian Culture (Source: www.rio-carnival.net)</p> <p>From the Kingdom of Kongo to Kongo Square (Source: www.archive.org)</p> <p>Performance Traditions and the “Mardi Gras Indians” in New Orleans (Source: www.aaihs.org)</p> <p>Mardi Gras, The Canboulaye and the Persistence of Africa (Source: www.artistscoalition.wordpress.com)</p>

Grade 10 | Lesson 6

Objective

What do you want students to understand/learn?

What do you want students to be able to do?

Students will explore the African origins of the Carnival Celebrations like Mardi Gras, throughout the African Diaspora.

Students will understand the historical context and cultural significance of Carnival festivals in the African Diaspora.

Students will recognize the desire of African communities to have their own independent rituals and ceremonies.

Vocabulary

Mardi Gras, Rituals, Carnival, Masquerade, Resistance, Cultural Memory, Canboulay, Festival

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Day 1 - Introduction: Warm Up (10 minutes): (Student will be walking into music playing Kizz Daniel ft Tekno's song Buga)

Silent Watch Video: [Buga by Kizz Daniel ft. Tekno](#)

1. They would be asked based on what images Students Will use the **See Think Wonder Protocol**
2. What do they see in the image?
3. What are they thinking about while watching the video?
4. What are they wondering while watching the video?
5. Begin the lesson by asking students what they know about Carnival. Write their responses on the board.
6. Share the learning objectives for the lesson and explain that they will explore Carnival from an African creative lens.

Provide Historical Context about Festivals in Light of Oppressions.

- [How traditional carnival was born out of resistance](#) (Source: CBC Arts/YouTube)
- [Inside Black New Orleans Most Sacred Ritual](#) (Source: PBS Voices/YouTube)
- [Mardi Gras, The Canboulaye and the Persistence of Africa](#) (Source: www.artistscoalition.wordpress.com)

Day 2: Warm-Up Activity:

1. **Introduction** - Begin by welcoming the students and briefly reviewing the key points from the previous day. Explain that today's focus will be on understanding the deeper cultural significance of Carnival symbols and how they serve as forms of resistance.

2. **Carnival Matching Game** (10 minutes) Divide the class into small groups (3-4 students per group). Each group will have access to four (4) images of carnival celebrations in various parts of the diaspora. Provide each group with a set of index cards that have descriptions matching these carnivals. Instruct each group to discuss and match the symbols with their correct descriptions.

Allow them 5 minutes for this activity.

The teacher will pull images from these sources or use the videos in small groups:

- [Brazil Costume](#) (Source: Amar Adiya/YouTube)
- [Beautiful Queen of Carnival Costumes](#) (Trinidad) (Source: Living Big on a Tiny Island/YouTube)
- [The Best New Mardi Gras Floats](#) (New Orleans) (Source: NOLA.com/YouTube)
- [Africa's Biggest Carnival in Nigeria](#) (Source: Stephen Ndukwu/YouTube)

3. **Class Discussion** (5 minutes): Ask each group to share one symbol and its description with the class. As groups present, tape or magnet the images to the whiteboard and write the corresponding descriptions beside them.

4. **Connecting to Resistance Discussion** (5 minutes): Facilitate a brief discussion on how these symbols reflect African cultural traditions and act as forms of resistance. Use guiding questions such as:

What do these symbols tell us about the culture and history of the people who celebrate these festivals?

How might creating and preserving these symbols be an act of resistance?

Grade 10 | Lesson 6

Note: *It is important that students as well as instructors recognize that the momentum of memory is expressed in festivities, rituals, and expressions of art that are retained and transformed via the transatlantic slave trade. Though the European naming of these festivals has been generalized and homogenized as “carnival”, how Africans name and organize these rituals and festivals amongst themselves matters more. For example, in Trinidad and Tobago, the festivals amongst the Africans were known as “canboulay” (uncommoncaribbean.com)*

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Day 1: Picture Elicitation (30 minutes):

1. Divide the class into small groups (3-4 students per group).
2. Provide each group with a set of pictures showcasing Mardi Gras in New Orleans and various African festivals, masquerades, and traditions.
3. Instruct students to discuss and compare the pictures within their groups. Encourage them to identify common elements, such as costumes, masks, and celebrations, and differences between the New Orleans Mardi Gras and African festivals. **Students will not know the origins of the images they will be provided short descriptions of an array of festivals in throughout the diaspora to match the images with festival description.**
4. Have each group select a spokesperson to share their observations and findings with the class.

Day 2. Activity 2: Jigsaw (30 minutes):

Essential Questions:

In both historical and contemporary contexts, how do Africans demonstrate/activate memory of their cultural past?

What specific art, dance and/or spoken word, otherwise characterized as “texts and practices,” do Africans create during Mardi Gras?

Activity:

5. Re-organize the students into new groups so that each group now contains members who have studied both New Orleans Mardi Gras and African festivals.
6. Provide handouts with essential questions related to the origins and cultural significance of Mardi Gras. These questions will be used as the basis for their discussions and research.
7. Assign different essential questions to each group and ask them to research and discuss their assigned question within their group.
8. After a set amount of time, regroup the students so that each new group has at least one representative from each of the previous groups.
9. Each member of the new group should take turns sharing the information they have gathered about their assigned essential question.
10. Encourage students to compare the cultural aspects and historical origins of Mardi Gras in New Orleans and African festivals, and to discuss the African influences they identify in Mardi Gras traditions.

Support students with additional content to further support the assigned rituals, such as short video reels from credible YouTube, Instagram, TikTok and other social media sites.

Grade 10 | Lesson 6

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Discussion (15 minutes):

1. Facilitate a whole-class discussion where students can share their findings and insights regarding the African origins of Mardi Gras.
2. Discuss the essential questions as a class, drawing attention to the African influence on Mardi Gras and how it represents a desire for cultural independence.
 - [Mardi Gras for All Yall](#) (Source: www.NOLA.com/YouTube)
 - [Freddie Williams EVans: Congo Square, African Culture in New Orleans](#) (HKW 100 Years of Now/YouTube) (Play clip from 5.00-12.38)
 - [Salvador da Bahia is Brazil's Most African City - Rituals and Festivals](#) (Source: CGTN America/YouTube)
 - [The fascinating history of African Resistance in Trinidad](#) (See the African Influence in Trinidad and Tobago Carnival) (Source: www.face2faceafrica.com)

Day 1 - Review vocabulary words by asking students to use words in a sentence (verbally or via exit slip fill in the blanks) as the frame. What specific music, art, dance and/or literature/orature did Africans create during this period?

Day 2 - Collect and review the short paragraphs students write at the end of the lesson about what they found most interesting and how their understanding of cultural resistance has evolved. This helps capture students' personal insights and assess their overall comprehension.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Day 1 - Transition into the closing of the lesson and tell students they will complete an exit slip using vocabulary words.

Day 2 - Have students share: their connections of where these festivals are from, and festivals in the US that may have similarities in their cultural values and artistic expressions.

Discuss the connections between the African diaspora and Mardi Gras traditions.

How do these connections help us understand the cultural significance of these celebrations?

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

For ELLs: Sentence Starters to support group and whole class discussion:

- I notice that...
- I see that...
- I wonder what/why...

Vocabulary Wordbank with images and definitions

For SWD: Graphic organizers for photo elicitation activities

Small Group Instruction Opportunities:

Grade 10 | Lesson 6

During photo elicitation activity, teachers can work with small groups to initiate and support discussion by posing these questions:

- What do you notice?
- What can you tell?
- What similarities do you notice?
- What differences do you notice?
- What can you infer based on these similarities and differences?

Extension Activities for fast finishers: What cultural traditions are celebrated in your culture? What is the significance of these traditions? How is this similar or different from the traditions you learned in this lesson?

Lesson Extension/Homework

How will you maintain high expectations for all students?

- Have you ever heard about the African cultural contributions to music and dance in these celebrations?
- Are you aware of the role of enslaved Africans in shaping these traditions?
- How do you think the African diaspora influenced the development of Mardi Gras and Carnival?
- What do you know about the significance of African drumming and rhythm in these celebrations?
- Can you name some specific African cultural elements that have been integrated into Mardi Gras or Carnival?
- Do you think there might be misconceptions or gaps in our understanding of the African heritage within these traditions?

The Haitian Revolution: Cultural Legacy and Commemoration

Big Idea	Haiti's Impact on the New World
Enduring Understanding	Students will analyze the Haitian Revolution and its significance in shaping the history of the Americas. They will explore the contributions of the other architects of the Haitian Revolution and consider how this often overlooked revolution impacted the United States and South America.
Driving/Essential Question(s)	<p>How far-reaching was the impact of the Haitian Revolution on the Americas and the world?</p> <p>In what ways did the Haitian Revolution influence subsequent liberation movements and independence struggles in the United States and South America?</p> <p>How do the contributions of key figures in the Haitian Revolution reflect broader themes of resistance and leadership?</p> <p>What is the cultural and historical significance of the Haitian Revolution in shaping identities and narratives within the African Diaspora?</p>
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> ● 9R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text. ● 9R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies. ● 9W1d: Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> ● 10.1: The World in 1750 The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interactions of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks. This era also witnessed significant slave revolts across the Americas, including the Haitian Revolution, which played a crucial role in challenging colonial powers and the global systems of slavery. These uprisings not only altered the political landscape but also had profound economic and social impacts, further shaping the emerging global trade networks. <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> ● 9-10 WHST 4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. ● 9-10 WHST7: Draw evidence from informational texts to support analysis, reflection, and research.
Prior Knowledge Required / Addressing Prior Misconceptions	The history of the Haitian Revolution, the role of slavery, the slave trade in the Atlantic World and how the Haitian Revolution impacted the slave trade and institution of slavery in the neighboring islands and countries.

Grade 10 | Lesson 7

Resources/Materials/ Technology	<p>Slavery and the Haitian Revolution (Source: revolutions.chnm.org)</p> <p>Haiti and South America (Source: www.afroresistance.org)</p> <p>Additional primary and secondary sources (Source: www.telesurenglish.net)</p> <p>Historical Context:</p> <p>Background information on the French colony of Saint-Domingue (now Haiti).</p> <ul style="list-style-type: none"> • Jefferson on the French and Haitian Revolution (Source: www.gilderlehrman.org) • King of Haiti's Dream (Source: www.aeon.co) • Lukasa: History of Africa and the African Diaspora #2: The Revolution That Gave Birth To Haiti (Source: www.WeTeach.org)
Number of days for lesson allocation	4 days (Note: A day is considered a 45-60 minute class period.)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will understand the significant impact that the Haitian Revolution had on the slave-dependent States in North and South America.</p> <p>Students will explore the contributions of the key figures of the Haitian Revolution and their roles in the broader context of world history.</p> <p>Students will examine how the Haitian Revolution inspired other liberation movements and continues to be a symbol of resistance and freedom.</p>
Vocabulary	Liberation, independence, class warfare, racism , Creoles, monarchy, international relations, diplomacy

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Day 1 - Introduction and Historical Context

Hook Activity :

Show an image of [Alexandre Petion](#) (Source: [www.digitalcollections.nypl.org](#)) and ask students what they know about him. Discuss why the Haitian Revolution is often overlooked in history classes.

Day 2 - Alexandre Petion and Leadership

Biography of [Alexandre Petion](#) :

Read and discuss a brief biography of Alexandre Petion (Source: [digitalcollections.nypl.org](#)) Highlight his leadership during the revolution.

Grade 10 | Lesson 7

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Day 1 - Historical Figures Guess Who? Activity

1. **Objective:** Introduce students to key figures in the Haitian Revolution while engaging them in a fun guessing game.
2. **Procedure:** Prepare a set of index cards with the names and brief descriptions of historical figures related to the Haitian Revolution (e.g., Toussaint Louverture, Jean-Jacques Dessalines, Henri Christophe, Alexandre Petion, Suzanne Bélair, Marie-Louise Coidavid, Catherine Flon, Cécile Fatiman, Marie Sainte Dédée Bazile, Marie-Jeanne Lamartinière). Each student draws a card without looking and places it on their forehead. Students take turns asking yes/no questions to guess their assigned historical figure. After guessing, provide a brief overview of each figure to set the stage for the lesson.

Day 2 - Timeline Challenge Activity:

1. **Objective:** Familiarize students with key events leading up to and during the Haitian Revolution.
2. **Procedure:** Divide students into small groups and give each group a set of event cards related to the Haitian Revolution (e.g., French colonization, Code Noir, beginning of the revolution, Louverture's rise to power, Declaration of Independence). Ask groups to arrange the events in chronological order as quickly as possible. Review the correct timeline as a class, discussing the significance of each event.

Day 3 - Revolution Comparisons Activity:

1. **Objective:** Connect students' prior knowledge of other revolutions to the Haitian Revolution.
2. **Procedure:**
 - Create a Venn diagram on the board with Four circles labeled "American Revolution," "French Revolution," "Haitian Revolution," "South American Revolution"
 - Give students sticky notes and ask them to write down key elements or outcomes of the US, French and South American Revolutions
 - As a class, place the sticky notes in the appropriate sections of the Venn diagram.
 - Facilitate a discussion on how revolutions share similarities and unique aspects, leading into the Haitian Revolution's specific context

Day 4 - Human Rights Debate

1. **Objective:** Engage students in a debate to explore different perspectives on human rights issues during the Haitian Revolution.
2. **Procedure:**
 - Divide students into small groups and assign each group a specific human right (e.g., freedom, equality, property rights, freedom from enslavement).
 - Have each group research their assigned human right, focusing on its importance and how it was contested during the Haitian Revolution.
 - Organize a structured debate where each group presents arguments supporting the significance of their assigned human right.
 - Encourage students to discuss and challenge each other's points, fostering a deeper understanding of the complexities surrounding human rights during the revolution.
 - Conclude with a class discussion on how the Haitian Revolution addressed or failed to address these human rights issues

Grade 10 | Lesson 7

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Day 1 - Introduction and Historical Context

Background Information (5 minutes):

- Provide historical context: European colonization of Hispaniola, the slave system in Saint-Domingue, and the social divisions among the population.
- Explain the significance of Saint-Domingue as a major sugar-producing colony.

Document Analysis (25 minutes):

- Distribute primary and secondary sources related to the Haitian Revolution to build contextualization skills.
- Discuss key moments and events from the documents

Day 2 - Alexandre Petion and Leadership

Role-Playing Activity (30 minutes):

- Divide students into groups.
- Each group represents a different faction (Alexandre Petion, Simon Bolivar (Source: www.biography.com) , Thomas Jefferson.(Source: www.gilderlehrman.org).
- Role-play scenarios related to the revolution and discuss perspectives.

Day 3 - Impact and Contributions

1. Video Clip: PBS Special on the Haitian Revolution (30 minutes):

- Watch relevant segments from the PBS special.
- Discuss the impact of the revolution on the Americas.

2. Historically Responsive Literacy (30 minutes):

Apply Gholdy Muhammad's principles:

- **Identity:** How did the revolution shape individual and collective identities?
- **Skills:** Analyze primary sources and consider multiple perspectives.
- **Intellectualism:** Explore the intellectual contributions of Haitian leaders

Day 4 - Extension Activities

1. Creative Project (45 minutes):

- Students create a visual representation (poster, infographic, or timeline) highlighting the Haitian Revolution's impact.
- Include key events, leaders, and connections to other revolutions.

2. Debrief and Reflection (20 minutes):

- Discuss the significance of the Haitian Revolution in the broader context of world history.
- Reflect on how understanding this revolution enhances our understanding of resistance and change.

Grade 10 | Lesson 7

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Day 1 - Activity: Assign Haiti and South America (Source: www.afroresistance.org) to read and prepare for discussion. How did Haiti's successful slave revolt impact European dominance in the Americas?

Day 2 - How did President Alexandre Petion support Simon Bolivar in his quest for independence? What factors led Simon Bolivar to seek help from Haiti during his fight against the Spanish?

Day 3 - How did Haiti's history of slavery and independence influence European and Latin American attitudes toward the nation?

Day 4 - How did Simon Bolivar's actions towards Haiti reflect broader attitudes towards the Haitian Revolution? How did Haiti's abolition of slavery influence other nations in the Americas?

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Journal Journal Reflection

Day 1: "Reflect on what you learned today about the Haitian Revolution. Why do you think it was significant?"

Day 2: "How do these primary sources help us understand the impact of the Haitian Revolution more deeply?"

Day 3: "How did the Haitian Revolution influence both the United States and South America differently?"

Day 4: "How does learning about the Haitian Revolution shape your understanding of history? What lessons can we apply to current discussions on human rights and freedom?"

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Encourage deeper research into the specific impacts of the Haitian Revolution on different countries in South America, such as Colombia, Ecuador, and Jamaica. (For example the connection between Haiti's Flag and Colombia Ecuador and Venezuela)

Lesson Extension/Homework

How will you maintain high expectations for all students?

1. Assign readings on the broader implications of the Haitian Revolution on the abolitionist movement in the United States - [Jefferson on the French and Haitian Revolution](#) (Source: www.gilderlehrman.org) [King of Haiti's Dream](#) (Source: www.aeon.co)
2. Assign the reading of the graphic comic book: [Lukasa: History of Africa and the African Diaspora #2: The Revolution That Gave Birth To Haiti](#) (Source: www.weteachnyc.org)

GRADE

11

Aligned with NYCPS 11th Grade Social Studies Scope & Sequence:
U.S. History and Government

Table of Contents

Grade 11

LESSON NO.	TITLE	PAGE
	Integrated Learning Plan	463
	Lesson Plan Overview	465
Grade 11 BSC Lesson Plan 1	Black Disenfranchisement	468
Grade 11 BSC Lesson Plan 2	The Future of Policing in Black Communities	471
Grade 11 BSC Lesson Plan 3	Introduction to Reparations	475
Grade 11 BSC Lesson Plan 4	The Case for Reparations: “So, That’s Just One of My Losses”	480
Grade 11 BSC Lesson Plan 5	The Case for Reparations: Making a Second Ghetto	484

Grade 11 Integrated Learning Plan

BLACK STUDIES OVERVIEW

The Black Studies Curriculum for Grade 11 offers a rich examination of key moments in United States history and governance. The Grade 11 curriculum will expose students to the innovation and resilience of Black people of the African diaspora throughout American history. The Grade 11 Black Studies curriculum of the 9 -12 Social Studies Scope and Sequence begins with Unit 3 which contains five lessons. Lesson 1- Black Disenfranchisement takes students through the various ways in which African Americans have been subjugated and oppressed in American society post-Reconstruction. Lesson 2 - The Future of Policing in Black Communities covers the history of the relationship between the Black community and police, police brutality, and the creation of the Black Lives Matter (BLM) movement in response to this. Lesson 3 - Introduction to Reparations will allow students to delve into the history and controversy surrounding the African American community's consistent demand for reparations. Students will also identify the role the media played in exposing the unjust treatment of Black Americans in the 19th and early 20th century through examining the role of [Callie Guy House](http://blackpast.org) (blackpast.org) in the fight for reparations and the writings of [Ida Bell Wells-Barnett](http://blackpast.org) (blackpast.org). Lesson 4 -The Case for Reparations: So, That's Just One of My Losses will introduce students to the work of Ta'Nehisi Coates. Here, students will review and discuss his argument for reparations for The Atlantic article: The Case for Reparations and the Clyde Ross story. Finally, Lesson 5 - The Case for Reparations: Making a Second Ghetto extends the argument for reparations by allowing students to examine the wealth gap, achievement gap and the health disparities between the Black and white communities of America.

🔍 FRAMING QUESTIONS

- How was America's response to the challenges of growth and progress aligned to its ideals of democracy?
- Are Black communities policed differently than other communities in the United States? In New York City? Should we reform, defund or abolish policing in our communities?
- What are reparations? What might reparations for African Americans look like if enacted today? Can reparations make amends for historical crimes?
- How can economic inequality be examined through specific policy decisions and the accounts of the individuals impacted by them?
- How does Coates use Clyde Ross's experiences to represent someone impacted by deliberate policy and practices that further exploited Black people from achieving wealth in the United States?
- How does Coates use the City of Chicago to make a case for reparations for Black Americans?

🎯 LEARNING OBJECTIVES. STUDENTS WILL BE ABLE TO:

- Analyze the effectiveness of methods used to disenfranchise African Americans during post-Reconstruction America.
- Utilize reading, writing, and comprehension skills to identify methods of disenfranchisement.
- Understand the history of policing in America and identify, analyze and explain the difference between the terms reform, defunding, and abolition in order to answer the following essential questions: Are Black communities policed differently than other communities in the United States? In New York City? Should we reform, defund or abolish policing in our communities?
- Identify and analyze how reparations were enacted for other racial/ethnic groups in the United States.
- Draw a conclusion if reparations make amends for a historical crime.

📅 ACTIVITIES AND PROJECTS

Some of the activities students will engage in include: collaboration; reading and critiquing key articles and non-literary texts; analyzing Census data and maps; informal presentations; presentation on the Case for Reparations; creating a plan for reparations; comparing and contrasting disenfranchisement in the 19th and 20th centuries and the present; learning stations; critiquing speeches; group discussion; essays; and reflection.

TEACHER NOTES

Considering that the 11th Grade Social Studies curriculum already encompasses the experiences of Black Americans who were enslaved, it is important to note that this integrated learning plan begins with engaging students in a line of inquiry around the experience of Black Americans post-Emancipation. Given the context of the lessons, please note that some of the lessons explore violence against Black bodies such as the use of lynching and police violence. Exploring racialized violence can be an emotional experience; as such curricular resources that depict such violence have been indicated with an asterisk. Additionally, some resources may include racial slurs and are also indicated with an asterisk. Teachers should use care when selecting the resources that are most suitable to the context of their classrooms.

For more resources on discussing difficult topics such as those mentioned above please feel free to explore the following for instructional strategies:

- [Lynching: White Supremacy, Terrorism and Black Resilience | Learning for Justice](https://learningforjustice.org/) (learningforjustice.org)
- [Toolkit for “A Museum. A Memorial. A Message.” | Learning for Justice](https://learningforjustice.org/) (learningforjustice.org)

BRIDGE TO LITERACY

In support of The NYCReads Initiative, we offer this list of book recommendations connected to the themes in each grade level.

- *The Middle Passage* by Tom Feelings
- *The Fire Next Time* by James Baldwin
- *Child of the Dream (A Memoir of 1963)* by Sharon Robinson
- *The Birth of Cool: Style Narratives of the African Diaspora* by Carol Tulloch
- *Dapper Dan: Made in Harlem: A Memoir* by Daniel R. Day and Mikael Awake
- *Liberated Threads: Black Women, Style, and the Global Politics of Soul* by Tanisha C. Ford
- *Dreams From My Father* by Barack Obama
- *Becoming* by Michelle Obama
- *Hidden Figures* by Margot Lee Shetterly
- *How to Build A Museum: Smithsonian’s National Museum of African American History and Culture* by Tonya Bolden
- *Barracoon: The Story of the Last Black Cargo* by Zora Neal Hurston
- *One Person No Vote: How Voter Suppression is Destroying our Democracy* by Carol Anderson
- *White Rage: The Unspoken Truth of Our Racial Divide* by Carol Anderson
- *The Hate You Give* by Angie Thomas
- *All American Boys* by Jason Reynolds and Brendan Kiely
- *Punching the Air: He’s Fighting for Truth* by Ibi Zoboi and Yusef Salaam
- *The Sum of Us* by Heather McGhee, (NYT Gov. Hochul’s NYS Commission) (Jones What is Owed)
- *Debt: What America Owes to Blacks* by Randall Robinson
- *The Reckoning: What Blacks Owe to Each Other* by Randall Robinson
- *From Here to Equality: Reparations for Black Americans in the Twenty-First Century* by William Darity Jr. and A. Kirsten Mullen
- *The Warmth of Other Suns: The Epic Story of America’s Great Migration* by Isabel Wilkerson
- *In-Motion: The African American Migration Experience* by Sylviane Diouf
- *The Rebellious Life of Mrs. Rosa Parks: Adapted for Young People* by Jeanne Theoharis (YA Edition)
- *Our History Has Always Been Contraband: In Defense of Black Studies* edited by Colin Kaepernick, Robin D. G. Kelley, and Keeanga-Yamahatta Taylor
- *From Black Power to Hip-Hop: Racism, Nationalism, and Feminism* by Patricia Hill Collins
- *The Hip-Hop Generation: Young Blacks and the Crisis of African-American Culture* by Bakari Kitwana
- *Can’t Stop, Won’t Stop: A History of the Hip-Hop Generation (Original & YA Edition)* / (NYPL List)

Grade 11 | Plan Overview

LESSON 1: BLACK DISENFRANCHISEMENT

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How was America's response to the challenges of growth and progress aligned with its ideals of democracy?</p> <p>Objective(s):</p> <p>Students will be able to analyze the effectiveness of methods used to disenfranchise African Americans during post-Reconstruction America.</p> <p>Students will be able to utilize reading, writing, and comprehension skills to identify methods of disenfranchisement.</p>	<p>11.4a: Students will investigate the ways individuals, groups, and government institutions limited the rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and Plessy v. Ferguson (1896).</p>	<p>Learning stations interacting with various images and artifacts in stations</p> <p>Small group collaboration</p> <p>Comparing & contrasting disenfranchisement in the 19th century and the present</p>

LESSON 2: THE FUTURE OF POLICING IN OUR COMMUNITIES

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>Are Black communities policed differently than other communities in the United States? In New York City? Should we reform, defund or abolish policing in our communities?</p> <p>Objective(s):</p> <p>Students will be able to understand the history of policing in America and identify, analyze and explain the difference between the terms reform, defunding, and abolition in order to answer the following essential question: Are Black communities policed differently than other communities in the United States? In New York City? Should we reform, defund or abolish policing in our communities?</p>	<p>11.11: The United States and Globalization (1990 – present): Is the United States moving toward or away from its foundational ideals? The United States' political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world.</p>	<p>Collaborative reading</p> <p>Annotation</p> <p>Identifying the main idea</p> <p>Learning stations</p>

Grade 11 | Plan Overview

LESSON 3: INTRODUCTION TO REPARATIONS

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>What are reparations? What might reparations look like if enacted today? Can reparations make amends for historical crimes?</p> <p>Objective(s):</p> <p>Students will be able to identify and analyze how reparations were enacted for other racial/ethnic groups in the United States.</p> <p>Students will draw a conclusion if reparations make amends for a historical crime.</p>	<p>11.4: Post-Civil War Era (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants.</p> <p>11.11: The United States and Globalization (1990 – present): Is the United States moving toward or away from its foundational ideals? The United States' political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world.</p>	<p>Identifying causes for reparation</p> <p>Create a definition for reparations</p> <p>Jigsaw</p> <p>Writing a reflection</p>

LESSON 4: NEW WORLD DECLARATIONS OF INDEPENDENCE: HAITI AND THE U.S.

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How can economic inequality be examined through specific policy decisions and the accounts of the individuals impacted by them? How does Coates use Clyde Ross's experiences to represent someone impacted by deliberate policy and practices that further exploited Black people from achieving wealth in the United States?</p> <p>Objective(s):</p> <p>Students will be able to identify and analyze evidence that supports the essential question: How does the author use Clyde Ross's experiences to represent someone impacted by deliberate policy and practices that further exploit Black people from achieving wealth in the United States?</p>	<p>11.4: Post-Civil War Era (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants.</p> <p>11.11: The United States and Globalization (1990 – present): Is the United States moving toward or away from its foundational ideals? The United States' political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world.</p>	<p>Reviewing & analyzing "The Case for Reparations"</p> <p>Annotating</p> <p>Identifying the main idea and supportive evidence</p> <p>Citing evidence to support a claim</p> <p>Collaborative Power Group Work</p> <p>Informal presentation</p>

LESSON 5: THE CASE FOR REPARATIONS: MAKING A SECOND GHETTO AND REVITALIZING THE SYSTEM OF DEBT PEONAGE THROUGH PLUNDER

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How does Coates use the City of Chicago to make a case for reparations for Black Americans?</p> <p>Objective(s):</p> <p>Students will be able to identify and analyze evidence that supports the essential question: How does Coates use the City of Chicago to make a case for reparations for Black Americans?</p> <p>Students should be able to connect reparations to a human right. Utilizing specific amendments from the Universal Declaration of Human Rights (UDHR), students will determine what bases do Black Americans have for a case of reparations?</p> <p>Students will be able to understand the need for reparations through the historical system of debt peonage, and its resurfaced form via student loan debt.</p>	<p>11.4: Post-Civil War Era (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants.</p> <p>11.11: The United States and Globalization (1990 – present): Is the United States moving toward or away from its foundational ideals? The United States' political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world.</p>	<p>Reviewing and analyzing census map and Chicago redlining map</p> <p>Using evidence to support claims</p> <p>Collaborative stations</p> <p>Written responses</p> <p>Creating presentations of their findings</p> <p>Create a plan for reparations using information learned</p>

Black Disenfranchisement

Big Idea	Black Disenfranchisement
Enduring Understanding	The enduring struggle of Black disenfranchisement in America exposes a fundamental tension between the nation's democratic aspirations and the persistent barriers that impede the full inclusion and representation of marginalized communities in the political process.
Driving/Essential Question(s)	How was America's response to the challenges of growth and progress aligned to its ideals of democracy?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. • 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • Unit 3: Post-Civil War America: Industrialization, Urbanization and the Progressive Movement (1865 - ca. 1900) - How was America's response to the challenges of growth and progress aligned to its ideals of democracy? <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> • 11-12 RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • 11-12 RH3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • 11-12 RH9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
Curriculum Connections	<p>Hidden Voices Global African Diaspora</p> <ul style="list-style-type: none"> • Vol. 1, Denmark Vesey • Vol. 2 James Baldwin <p>Passport to Social Studies</p> <ul style="list-style-type: none"> • Unit 2: Day 13: Resistance and Revolt: Nat Turner's Rebellion • Unit 6: Day 3: Cold War, Conformity, and American Culture • Unit 6: Day 4: Civil Rights Movements of the 1950s and Early '60s • Unit 6: Day 5: Civil Rights Legislation
Prior Knowledge Required / Addressing Prior Misconceptions	Clarify the passage of the Reconstruction Amendments (13th, 14th, and 15th) to build background knowledge and show the connections to inequality and disenfranchisement.
Resources/Materials/Technology	<p>Teacher's Google slides, pen, paper</p> <p>The Reconstruction Amendments (Source: www.billofrightsinstitute.org)</p> <p>Literacy Test (Source: www.slate.com)</p> <p>Grandfather Clause (source: www.duckster.com);</p> <p>The Racial History of the Grandfather Clause (Source: www.npr.org)</p> <p>Poll Tax Receipt (Source: www.splcenter.org)</p> <p>Sharecropping quick summary (Source: www.youtube.com)</p> <p>Modern Disenfranchisement (Source: www.youtube.com)</p> <p>Work Time Graphic Organizer (teacher made)</p>

Grade 11 | Lesson 1

Number of days for lesson allocation

1- 2 days (Note: A day is considered a 45-60 minute class period)

Objective

What do you want students to understand/learn?
What do you want students to be able to do?

Students will be able to analyze the effectiveness of methods used to disenfranchise African Americans during post-Reconstruction America.

Students will be able to utilize reading, writing, and comprehension skills to identify methods of disenfranchisement.

Vocabulary

Reconstruction, disenfranchisement, sharecropping, citizenship

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Students will be asked to take out a sheet of paper and answer the following three questions. The teacher will then say they have five (5) minutes to complete.

Prompt students to respond to the following questions written in a foreign language (Italian):

1. Che giorno e' oggi?
2. Tu vogli giocare calcio?
3. Quanti anni hai?

The teacher will collect Opening/Do Now/Warm Up/Hook

The Teacher will then draw comparisons to the choice to not give instructions in English as a strategy to disenfranchise non-English speaking students to the discriminatory practices experienced by many groups, like African Americans seeking to participate in American politics post-Reconstruction.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Mini-Lesson: Have students complete the following: Vocabulary Study: citizen, disenfranchisement, Black Codes, Reconstruction, sharecroppers using the Visuwords website (visuwords.com) or a Semantic Map graphic organizer for the more kinesthetic, tactile learner.

Teachers will use the smartboard and slides or chart paper to review the terms citizen, disenfranchisement, Black Codes, and Reconstruction.

Teachers will ask students to develop five ways to disenfranchise (prevent) another class from voting in a school election.

Students will share strategies, then be presented with three new phrases: Literacy Tests, Poll Taxes, and Grandfather Clause.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Divide students into small, heterogeneous groupings to work at different information stations in the classroom. Students will remain at each station for 8-9 minutes.

At each station, students will use a scale of 1-5 to determine how difficult it would have been for an African American to vote during the post-Reconstruction era.

Grade 11 | Lesson 1

Station 1 will have a list of circumstances Freedmen had to endure as they struggled to survive as [sharecroppers](#) (Source: [www.youtube.com](#)). They will then be presented with a Poll Tax, and if they do not have the fee, they will not be allowed to vote. The following Poll Tax [image](#) (Source: [splcenter.org](#)) should be placed at the station as an example of the poll tax they must pay.

Station 2 will have students determine the characteristics of individuals who would likely be able to vote after reading a brief description of [The Grandfather Clause](#) (source: [www.duckster.com](#); [Why is the grandfather clause important?](#) (Source: [www.study.com](#)))

Station 3 will have copies of a [Literacy Test](#) (Source: [www.slate.com](#)) given to voters in Louisiana. Faced with ridiculous questions, students will determine how the Literacy Tests impacted their ability to vote.

English language learners (ELLs) and others who need modification can use a Work Time Graphic Organizer.

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

At each station, students will use a scale of 1-5 to determine how difficult it would have been for an African American to vote during the post-Reconstruction era.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Students will identify and explain the three methods of disenfranchisement.

Why is voting important? Why would southern states disenfranchise the Black vote?

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Students will work in small groups to ensure that each person is allowed to be an active group member. Create heterogeneous groupings to allow all scholars to work collaboratively on the task. Provide accommodations and modifications as needed for individual students.

Lesson Extension/Homework

How will you maintain high expectations for all students?

Students will be asked to view the following YouTube video, “Florida’s disenfranchised: voices of the 1.7 million not allowed to vote | US elections 2016” and document three similarities between the 21st century disenfranchisement from the video and the disenfranchisement of African Americans in the 19th century using a Venn Diagram or T-Chart graphic organizers.

The Future of Policing in Black Communities

Big Idea	Policing
Enduring Understanding	Examination of policing practices reveals disparities in the treatment of Black communities compared to others in the United States and within specific locales like New York City.
Driving/Essential Question(s)	Are Black communities policed differently than other communities in the United States? In New York City? Should we reform, defund or abolish policing in our communities?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. • 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. • 11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • Unit 11: The United States and Globalization (1990 – present): Is the United States moving toward or away from its foundational ideals? <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> • 11-12 RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • 11-12 RH3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • 11-12 RH9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources • 11-12 WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
Curriculum Connections	<p>Hidden Voices Global African Diaspora</p> <p>1. Vol. 2 Shirley Chisholm</p> <p>Passport to Social Studies</p> <ul style="list-style-type: none"> • Unit 6: Day 5: Civil Rights Legislation • Unit 6: Day 9: Modern Women's Movement
Prior Knowledge Required / Addressing Prior Misconceptions	<ul style="list-style-type: none"> • Students should understand the BLM Movement origins, founders, policy and political aims. • Students should have a basic understanding of the word “reform.” • Some misconceptions students may have: There's only one way to address policing in communities. • Students should be able to explain the differences between the terms: reform, transform or abolish.
Resources/Materials/ Technology	<p>Police reform, defunding, and abolition explained (Source: www.vox.com)</p> <p>“Google Search: check for understanding graphic organizer”</p> <p>Essential Question Graphic Organizer</p> <p>Option #1 Graphic Organizer</p>

Grade 11 | Lesson 2

Number of days for lesson allocation

1-2 days (Note: A day is considered a 45-60 minute class period)

Objective

What do you want students to understand/learn?
What do you want students to be able to do?

Students will be able to understand the history of policing in America and identify, analyze and explain the difference between the terms reform, defunding, and abolition in order to answer the following essential question: Are Black communities policed differently than other communities in the United States? In New York City? Should we reform, defund or abolish policing in our communities?

Vocabulary

reform, defund, abolish, transform, race

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Do Now: Search for and show images of police at different times in American History. Write a response using a Google Jamboard, Padlet or Chart Paper to answer two of the following questions:

- What is the purpose of policing in the U.S?
- What is the role and responsibility of a police officer?

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

As an introduction, some conversations might be more sensitive to some students. Explain to students the lesson involves content including racism, excessive force, and discrimination. Proceed with care and caution.

Before getting into the text, check for understanding and complete a vocabulary study using www.visuwords.com and a vocabulary graphic organizer (such as a Frayer Model - teacher created).

Race: Any one of the groups that humans are often divided into based on physical traits regarded as common among people of shared ancestry. [Race is a social construct](https://www.nytimes.com) (Source: www.nytimes.com) that has no biological value. According to Dr. Joy DeGruy the only biological element that gives some distinctions between groups of people is ear wax.

Reform: To improve something by removing or correcting faults or problems

Transform: To change something completely and usually in a good way

Abolish: To completely do away with or put an end to something

Activity #1: Students will choose one of two articles to read: [A Brief History of Slavery and the Origins of American Policing](https://www.nytimes.com) (Source: www.ywboston.org) by Victor E. Kappeler, Ph.D. OR [The Origins of Modern Day Policing](https://www.naacp.org) (Source: www.naacp.org)

Based on the readings students will create a claim to answer the following question: "Is there a relationship between the origins of the police department and the methods used to police Black communities in the present day?" Support your claim with evidence.

Activity #2: Read the article ["Police reform, defunding, and abolition explained"](https://www.vox.com) (Source: www.vox.com) together and annotate for the main idea. Students can use an Informational Text graphic organizer (teacher created) to help annotate the main idea.

The Main Idea:

George Floyd's murder and the violence that other Black and brown people have suffered at the hands of police across the country raise police reform concerns. There are many ways to address police reform, from 'delegitimizing the police' to 'restoring legitimacy.'

Essential Questions Connection: The excerpt provides two opposing sides of the argument.

English language learners (ELLs) and others who need modification can use the graphic organizer provided below.

Grade 11 | Lesson 2

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Directions: Students will rotate around three learning stations reviewing three sections of each article.

- Station #1: Reforming the Police
- Station #2: Defunding the Police
- Station #3: The Abolition Vision

Students will read together, find the main idea, and continue to document what each of the three sides (Reform, Defund, and Abolish) mean to them. As students complete the reading, at each station, they will turn and talk to those at their current station and quickly discuss with each other.

Activity #1: Implement the [Socratic Circle](#) (Source: Youtube) group activity for a classroom debate. Pose each question regarding the three methods of police reform (Reform, Defund and Abolish) to students for an engaging dialogue and discussion.

Activity #2: Students will be given a Three Column Graphic Organizer (teacher created) to list each method in a column.

Students will read the excerpt and engage in discussion based on the discussion question provided for each station. Students will provide feedback using the Three Column Graphic Organizer.

Station Discussion questions:

Station #1: Reforming the Police

- What are the two premises that the police reform movement stands on?
- What did a study in Milwaukee prove to support police reform?
- What did the Obama administration's Task Force on 21st Century Policing do? What were some findings/suggestions/recommendations?
- What were some barriers to implementing these policies from the Task Force Report?
- In terms of policing, what does it mean to have a "highly decentralized system"? What problems does this cause?

Station #2: Defunding the Police

- What does the author mean by "austerity-driven disinvestment is not what the future defunders want"?
- What are some of the suites of public policy ideas that defunders want?
- What are the defunders' arguments around "swelling police budgets"?
- Why shouldn't we rely on the police department for public policies impacting Black and brown communities?
- What are some suggested responses to cases such as drug and health crises?

Station #3: The Abolitionist Vision

- What are the similarities and differences between defunders and abolitionists?
- Why do abolitionists believe policing to be a racist institution? What evidence do they provide to support this claim?
- Why do abolitionists describe ending the police institution as part of America's 'third Reconstruction'?
- Why is ending policing and prisons a critical chapter in the Black freedom struggle?
- What is the Breathe Act? Why is it important?
- Are Black communities policed differently than other communities in the United States? In New York City?

Student Assessment: Use a Venn Diagram (teacher created) to assess American policing in Black vs. non-Black communities and the Compare and Contrast graphic organizer (completed in Activity #2 work time), students will write an argumentative essay in support of one of the three (3) methods for police reform. (Students can choose not to reform the police, but must also write an argumentative essay explaining why not.)

Grade 11 | Lesson 2

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

The following Checks for Understanding prompts will be affixed to the table to help guide deeper conversations.

A [Kahoot](https://www.weareteachers.com) (Source: <https://www.weareteachers.com>) lesson activity could be created to check student comprehension. Students can use their laptops, tablets or cellphones to participate in answering teacher-made questions (TMQ) for the [Kahoot](https://www.kahoot.com) activity.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Students will reflect on the essential questions and answer on a Google Jamboard, Padlet or teacher-made Exit Ticket (writing requirement 2-4 sentences):

- Are Black communities policed differently than other communities in the United States? In New York City?
- (How) Should we reform, defund or abolish policing in our communities?

ELLs can use the Essential Question Graphic Organizer (teacher created).

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

The alternative to learning stations is for students to be divided into three groups and read only ONE section. They will then report their findings on chart paper. Students will reflect based on their classmates' findings.

Lesson Extension/Homework

How will you maintain high expectations for all students?

Option 1: Students can research more articles on this topic and write a longer response to the essential question. ELLs can use the Option #1 Graphic Organizer.

Option 2: Students can create a PPT that answers the essential question.

Option 3: Students can create a campaign based on their answer to the essential question (i.e., Abolish).

Introduction to Reparations

Big Idea	Reparations
Enduring Understanding	Reparations involve acknowledging and making amends for historical injustices, especially towards marginalized groups. Considering how reparations might work today prompts reflection on their potential to address past wrongs and ongoing disparities, though debates persist on their effectiveness and feasibility in achieving true reconciliation and justice.
Driving/Essential Question(s)	What are reparations? What might reparations look like if enacted today? Can reparations make amends for historical crimes?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. • 11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • Unit 11: The United States and Globalization (1990 – present): Is the United States moving toward or away from its foundational ideals? <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> • 11-12 RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • 11-12 RH3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • 11-12 RH9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources • 11-12 WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Introduce students to Callie Guy House (Source: www.blackpast.org) to build background knowledge of the fight for reparations.</p> <p>Previous knowledge of reparations may cause misconceptions that reparations are about “give-aways” to people who have never experienced any negative policy or practice from the past. There are five different forms of reparations.</p>
Resources/Materials/ Technology	<p>Callie Guy House (Source: www.blackpast.org)</p> <p>“America Has Tried Reparations Before. Here is How It Went” (Source: www.nytimes.com)</p> <p>Stop & Jot Annotation Worksheet (teacher created)</p> <p>Option #2: Opinion Writing Graphic Organizer (teacher created)</p> <p>The Case for Reparations by Ta’Nehisi Coates (The Atlantic) (Source: www.theatlantic.com)</p> <p>You Tube: Now This Originals: What Are Reparations & How Do They Work? (Source: www.youtube.com)</p>
Number of days for lesson allocation	2 days (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to identify and analyze how reparations were enacted for other racial/ethnic groups in the United States.</p> <p>Students will draw a conclusion if reparations make amends for a historical crime.</p>

Grade 11 | Lesson 3

Vocabulary

reparations, law, bias, restitution, compensation, rehabilitation, satisfaction, guarantees of non-repetition

Notes

Reparation is an action taken to make amends for a wrong committed against a group of people. Usually, the discussion for reparations occurs due to a historical crime/wrong committed against a racial or religious group. Those accused of owing reparations could be government agencies, banking, or educational institutions. In U.S. history, African Americans, Japanese Americans, and Native Americans have demanded reparations from the U.S. government and other institutions that have committed a historical crime. Japanese and Native American groups have received some form of reparations from the U.S. government in response to historical wrongs. African Americans have not received reparations for slavery despite being promised land (Forty Acres) by Union General William T. Sherman in 1865. This lesson allows students to investigate the criteria used to determine what makes a group eligible for reparations and then determine if historical transgressions made against African Americans can be amended through reparations.

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Teacher will display one of the two do now options on display in front of the classroom for students to read and respond to.

Note For Teacher: Choose the appropriate Do Now based on the selection of two lessons on reparations.

Do Now # 1

If harm has been done to a racial/ethnic group, what should be done to amend the wrongdoing to that specific group? Provide relevant examples to support your response.

Do Now # 2

Select 1-2 quotes from Ta-Nehisi Coates' "The Case for Reparations" (theatlantic.com) and determine (1) what is the main idea for each quote? (2) Based on your understanding, what do reparations mean? (3) Why should it be granted when harm has been done?

Note To Teacher: Quote one originates from a religious text. Use discretion when introducing a religious text to students by informing them of the purpose for using it in the lesson. Explain the religious text will be used to understand how people from different historical eras believed people should treat each other.

Quote 1: "And if thy brother, a Hebrew man, or a Hebrew woman, be sold unto thee, and serve thee six years; then in the seventh year thou shalt let him go free from thee. And when thou sendest him out free from thee, thou shalt not let him go away empty: thou shalt furnish him liberally out of thy flock, and out of thy floor, and out of thy winepress: of that wherewith the LORD thy God hath blessed thee thou shalt give unto him. And thou shalt remember that thou wast a bondman in the land of Egypt, and the LORD thy God redeemed thee: therefore I command thee this thing today."

— Deuteronomy 15: 12–15

Quote 2: "Besides the crime which consists in violating the law, and varying from the right rule of reason, whereby a man so far becomes degenerate and declares himself to quit the principles of human nature, and to be a noxious creature, there is commonly injury done to some person or other, and some other man receives damage by his transgression: in which case he who hath received any damage, has, besides the right of punishment common to him with other men, a particular right to seek reparation."

— John Locke, "Second Treatise"

Quote 3: "By our unpaid labor and suffering, we have earned the right to the soil, many times over and over, and now we are determined to have it."

— Anonymous, 1861

Grade 11 | Lesson 3

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

What Are Reparations?

Distribute the handout with the Debate over Reparations for Racial Injustice to students. Give students an opportunity to independently read and annotate the text. Inform students they will work in groups or pairs and can capture some ideas and answers to the reading questions. Responses can be populated through a Padlet or Google Jamboard, to be viewed on the (Smart) board.

From [The Debate over Reparations for Racial Injustice](http://www.facinghistory.com) (Source: www.facinghistory.com)

“The concept of reparations is complex and thus difficult to define, but the International Center for Transitional Justice (ICTJ) identifies a few key components: Reparations seek to acknowledge violations that were committed against a group of people, to repair the damage done by these violations, and to identify the root causes of the violations to prevent them from occurring again in the future. Reparations are generally issued by the government or group that is responsible for the violations.”

Question 1: After reading this definition what questions or thoughts do you have about reparations?

A question I have about reparations is...

I think that reparations...

Question 2: What do you think are some types of violations that could lead to reparations?

The types of violations that could lead to reparations are...

One violation that could lead to reparations is...

Another violation that could lead to reparations is...

Question 3: How do you feel reparations can seek to achieve the three goals outlined in the definition?

Reparations can be sought to achieve the three goals outlined in the definition by...

Transition students to the next reading by introducing Nkechi Taifa's response to why reparations:

Why Reparations?

From [My Reparations Victory: What Comes Before Word and Deed](http://www.reparationscomm.org) (Source: www.reparationscomm.org)

“Reparations for not only the unfathomable horrors including tortures and rapes inflicted upon Black human beings during the enslavement era; but also for laws, policies, and practices that evolved into the black codes, peonage system, chain gangs, sharecropping, denial of benefits of the Homestead Act and the GI bill, redlining, lynchings, massacre of entire communities, the health, wealth and educational inequities, trans-generational trauma embedded within our genes, voting, policing, mass incarceration and the terrorism against African-descended people throughout the centuries. A straight line connecting past and present.”

Question 4: After reading this response to “why reparations” what questions do you have?

Some questions I have about reparations...

Note to Teacher: Preface to students about the graphic content that is contained in this passage before assigning it to students.

Question 5: How are lynching, policing and reparations linked? Introduce [Ida Bell Wells-Barnett](http://www.blackpast.org) (Source: www.blackpast.org) and her 1909 article “[Lynching, Our National Crime](http://www.blackpast.org)” (Source: www.blackpast.org). Students can discuss in cooperative learning groups the link between policing, lynching and reparations and complete a 3-Ring Venn Diagram (teacher created) graphic organizer. To modify the lesson, a 2-Ring Venn Diagram (teacher created) can be used to compare and contrast only two of the topics discussed.

Grade 11 | Lesson 3

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Have students read The New York Times article “America Has Tried Reparations Before. Here is How It Went”

Jigsaw:

Divide students into five groups. Assign each group one of five topics to read from the New York Times article.

- Native Americans
- Japanese Americans
- Chicago Police Abuse
- Florida Massacre
- Georgetown University

Each group should answer the questions below:

- What violation did/does this reparation program seek to address?
- What form did/will the reparations take?
- What challenges did/does this reparations program face?
- How would you design a reparations program? What would you do the same as the example you read? What would you do differently?

After answering the questions, each group will report their findings to the class.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Teacher will walk around asking follow-up questions.

- How is the word ‘reparations’ used in the text?
- How are the three goals in the definition of ‘reparation’ achieved in the text?
- How is this group affected by the ‘caused harm’ impact?

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Students will write a 4-5 sentence reflection on the following question:

Based on your reading, what are the ways reparations can be achieved? What are the barriers to achieving these goals?

The ways that reparations can be achieved are...

Some of the barriers to achieving these goals are...

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Give students modified sections of the text with definitions of tier three words defined parenthetically or in a footnote.

Pair students to read and collaboratively annotate the text, provide an annotation guide and require students to make and write text to self, text to text, text to world connections on the margins of the text or on post-it notes.

Lesson Extension/Homework

How will you maintain high expectations for all students?

Option 1: Students can expand their responses to question 4, from “How would you design a reparations program? Or expand their responses from the closing and student reflection segment of the lesson by creating a Google Slide, iMovie, FlipGrid, song, poem, art piece, TikTok, or newscast presentation addressing those questions.

Option 2: Students can write a letter to their local congressperson regarding the case they read and provide context and possible solutions that are different from what was proposed in the article.

ELLs and others who need modification can use an opinion writing graphic organizer f to complete this option.

The Case for Reparations: “So, That’s Just One of My Losses”

Big Idea	Reparations
Enduring Understanding	Economic inequality can be understood by analyzing specific policy choices and hearing the stories of those affected.
Driving/Essential Question(s)	How can economic inequality be examined through specific policy decisions and the accounts of the individuals impacted by them? How does Coates use Clyde Ross’s experiences to represent someone impacted by deliberate policy and practices that further exploited Black people from achieving wealth in the United States?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. • 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. • 11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • Unit 11: The United States and Globalization (1990 – present): Is the United States moving toward or away from its foundational ideals? <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> • 11-12 RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole. • 11-12 RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • 11-12 RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • 11-12 WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
Prior Knowledge Required / Addressing Prior Misconceptions	Prior knowledge of reparations may cause misconceptions that reparations are about “giveaways” to people who have never experienced any negative policy or practice from the past.
Resources/Materials/ Technology	<ul style="list-style-type: none"> • “The Case for Reparations” (The Atlantic) • Interactive Census Map and Redlining Image in the Article “The Case for Reparations” (Source: sas.upenn.edu) • Who is Clyde Ross? Annotation Worksheet (teacher created hand-out) • Essential Question Graphic Organizer (teacher created hand-out) • Option #1 Graphic Organizer (teacher created hand-out)

Grade 11 | Lesson 4

Number of days for lesson allocation

1-2 Days (Note: A day is considered a 45-60 minute class period.)

Objective

What do you want students to understand/learn?
What do you want students to be able to do?

Students will be able to identify and analyze evidence that supports the essential question: How does the author use Clyde Ross's experiences to represent someone impacted by deliberate policy and practices that further exploit Black people from achieving wealth in the United States?

Vocabulary

reparations, kleptocracy, Debt Peonage, Vagrancy Laws, sharecropping, policy

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Directions: In groups or pairs, have students review and analyze the quote below from Ta-Nehisi Coates' ["The Case for Reparations"](#) (Source: theatlantic.com) and determine the main idea?

The main idea of the quote from Ta-Nehisi Coates' The Case for Reparations is...

"Locked out of the greatest mass-based opportunity for wealth accumulation in American history, African Americans who desired and were able to afford homeownership found themselves consigned to central-city communities where their investments were affected by the "self-fulfilling prophecies" of the FHA appraisers: cut off from sources of new investment[,] their homes and communities deteriorated and lost value in comparison to those homes and communities that FHA appraisers deemed desirable."

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Who is Clyde Ross?

In groups or pairs, have students review the essential question with each other.

How does Coates use Clyde Ross's experiences to represent someone impacted by deliberate policy and practices that further exploited Black people from achieving wealth in the United States? After reviewing the essential question, students should find the main idea and evidence to support a reasonable response to the essential question.

English language learners (ELLs) and others who need modification can use the Essential Question Graphic Organizer to answer the essential question.

In groups or pairs, have students read together, annotate and define any vocabulary words.

Teacher will excerpt four paragraphs from Part 1 "So, That's Just One of My Losses" in "The Case for Reparations"

First paragraph begins with: "Clyde Ross was born in 1923..." and the last paragraph begins with "When Clyde Ross was still a child..."

Sample Response

Main Idea: Black Americans suffered at the hands of the state with laws that removed their right to vote and to own private property.

Evidence # 1: Most of the people in the state were perpetually robbed of the vote—a hijacking engineered through the trickery of the poll tax and the muscle of the lynch mob.

Evidence # 2: Many of Mississippi's Black farmers lived in debt peonage, under the sway of cotton kings who were at once their landlords, their employers, and their primary merchants. Tools and necessities were advanced against the return on the crop, which was determined by the employer.

ELLs and others can use the "Who is Clyde Ross? Annotation Worksheet" for scaffolding.

Grade 11 | Lesson 4

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Collaborative Poster Group Work: Divide students into three groups. Provide each group with chart paper and materials to write. Each group will read their given excerpt. Find the main idea of the passage and evidence that supports the main idea. Finally, each group will connect their evidence back to the essential question.

After the activity, students should be prepared to share their findings. All responses should be documented on the chart paper.

Excerpt 1 [challenging]- From “The losses mounted...But out in the tall grass, highway, nefarious as any Clarksdale kleptocracy, were lying in the wait.”

Excerpt 2 [easy]- From “The 1930s through the 1960s...Redlining went beyond FHA-backed loans and spread to the entire mortgage industry, which was already rife with racism, excluding black people from the most legitimate means of obtaining a mortgage.”

Excerpt 3 [just right]- From “In Chicago and across the country...Then they brought a suit against the contract sellers, accusing them of buying properties and reselling in such a manner ‘to reap from members of the Negro race large and unjust profits.’” To close after presentations, the teacher can read aloud the two paragraphs that begin with 1) “In return for the “deprivations of their rights and privileges...; and 2) Ross and the Contract Buyers League were no longer appealing to the government...”.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

The teacher will go around to each group to ensure that everyone understands the new vocabulary relevant to their passage.

Vocabulary words: reparations, kleptocracy, Debt Peonage, Vagrancy Laws, sharecropping

Excerpt 1 Questions

- What are sharecroppers?
- Is sharecropping a fair practice?
- What does the author mean by the following excerpt?

“It was in these early years that Ross began to understand himself as an American-he did not live under the blind decree of justice but under the heel of a regime that elevated armed robbery to a governing principle.”

- What was the Great Migration?
- What does the author mean by the following excerpt?

“His journey from peonage to full citizenship seemed near-complete. Only one item was missing-a home, that final badge of entry into the sacred order of the American middle class of the Eisenhower years.”

Excerpt 2 Questions

- From the 1930s through the 1960s, why were Black people across the country essentially cut out of the legitimate home mortgage market?
- What is contract selling?
- When did Congress create the FHA?
- What purpose does the FHA serve?

Excerpt 3 Questions

- Why was it challenging for Black Americans to achieve the American dream?
- What does the author mean by this excerpt?
- “Blacks were herded into the sights of unscrupulous lenders who took them for money and for sport.”
- Who was Lou Fushanis?
- What did Black Chicago residents do to fight back?
- What is the Contract Buyers League?

Teachers will ensure that students connect their findings to the essential question.

Grade 11 | Lesson 4

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Reflect on the essential question and what did you learn from other group members' mini-presentations?

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

All students will be paired by their reading and writing ability. All students will have access to the text with definitions of the following vocabulary.

- Reparations
- Kleptocracy
- Debt Peonage
- Vagrancy Laws
- Sharecropping

Lesson Extension/Homework

How will you maintain high expectations for all students?

Option 1: Students have the option to document all of their peers' presentations and write a longer response to answer the essential question.

ELLs can use the graphic organizer provided.

Option 2: Students can conduct a small Google search to find other Americans who are representative of a specific marginalized group and determine how their experience builds a case for reparations based on their findings.

The Case for Reparations: Making a Second Ghetto and Revitalizing the System of Debt Peonage Through Plunder

Big Idea	Reparations
Enduring Understanding	Coates employs the City of Chicago as a microcosm to advocate for reparations for Black Americans. By delving into the city's history of systemic racism, housing discrimination, and economic exploitation, Coates highlights the enduring legacy of injustice and argues for restitution to address the deep-seated disparities faced by Black communities.
Driving/Essential Question(s)	How does Coates use the City of Chicago to make a case for reparations for Black Americans?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. • 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. • 11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • Unit 11: The United States and Globalization (1990 – present): Is the United States moving toward or away from its foundational ideals? <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> • 11-12 RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole. • 11-12 RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • 11-12 RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • 11-12 WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
Prior Knowledge Required / Addressing Prior Misconceptions	Prior knowledge of the term " ghettos " (Source: npr.org) (and the 16th century Italian origins of the word) and how they were formed in urban cities in the U.S. Students might associate ghettos with only Black neighborhoods and not understand the economic conditions that make ghettos around the world. Students might not understand how city planning and housing (under)development can be used to further segregate and isolate marginalized people from resources, wealth, and opportunities. Prior knowledge of the system of debt peonage (Source: PBS.org) (residual effects of Southern Redemption that was used to reconcile losing the free labor from the institution of enslavement) is essential because it exploited Black labor, families, and the attainment of wealth by keeping Black families/people in a continual state of debt—unable to catch up and close the wealth gap. It also shows up in various contemporary systems in the United States today like systems of incarceration, student loan debt, and housing.

Grade 11 | Lesson 5

Resources/Materials/ Technology	<p>“The Case for Reparations” by Ta’Nehisi Coates (Source: theatlantic.org)</p> <p>Interactive Census Map and Redlining Image in the “The Case For Reparations” essay (page 11) (Source: sas.upenn.edu)</p> <p>The Universal Declaration of Human Rights (Source: un.org)</p> <p>Articles: 7, 17, 25</p> <p>Student loans, the racial wealth divide, and why we need full student debt cancellation (Source: brooking.edu)</p> <p>Student loan debt has a lasting effect on Black borrowers, despite the latest freeze in payments (Source: pbs.org)</p>
Number of days for lesson allocation	1-2 Days (Note: A day is considered a 45-60 minute class period.)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to identify and analyze evidence that supports the essential question: How does Coates use the City of Chicago to make a case for reparations for Black Americans?</p> <p>Students should be able to connect reparations to a human right. Utilizing specific amendments from the Universal Declaration of Human Rights (UDHR), students will determine what bases do Black Americans have for a case of reparations?</p> <p>Students will be able to understand the need for reparations through the historical system of debt peonage, and its resurfaced form via student loan debt.</p>

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students’ identities and/or funds of knowledge?

In groups or pairs, have students answer the following questions in their own words: What are ghettos? What are the general characteristics of ghettos? How do you think ghettos were created? For what general and/or specific purpose were ghettos formed? What is debt peonage? In what ways does capitalism rely on debt peonage?

Ghettos are...

The general characteristics of a Ghetto are...

I think Ghettos were created by...

Ghettos were designed to...

Debt peonage is...

Capitalism relies on debt peonage because...

Teacher will go over responses with the class.

Grade 11 | Lesson 5

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Teacher will present the words “ghetto” and “debt peonage” and their definitions.

According to Webster’s Dictionary, “Ghetto” is

1. a quarter of a city in which Jews were formerly required to live (term is traced back to 16th century Italy).
2. a quarter of a city in which members of a minority group live, especially because of social, legal, or economic pressure.
3. a situation that resembles a ghetto, especially in conferring inferior status or limiting opportunity.

According to Webster’s Dictionary, “Debt Peonage” is:

- a. The use of laborers bound in servitude because of debt.
- b. A system of convict labor by which convicts are leased to contractors.

The condition of a peon (a low-ranking worker who does menial work).

Say: Today, we are focusing on the following essential question:

What evidence does Coates use from the City of Chicago to make a case for reparations for Black Americans?

Anticipated Responses:¹

1. Data around the plight of Black Americans, including

- Overall well-being
- Economic conditions
- Health disparities
- Political rights

2. Possible narratives, stories, etc.

Say: Today, we will be looking at an excerpt and two maps to answer this essential question.

Say: Today we also want to examine ways Black A

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

The teacher will set up four learning stations based on “[The Case for Reparations](#)” (Source: www.theatlantic.com) article. Students will have 10 minutes for each station.

- “The Quiet Plunder”
- “Making the Second Ghetto”
- Interactive Census Map
- [Redlining in Chicago Map](https://depaul-edu.maps.arcgis.com) (Source: <https://depaul-edu.maps.arcgis.com>)

For each station, students will answer the following questions:

- What is the main idea?
- How are Black Americans impacted by deliberate policies and practices that limit their full participation as citizens?
- How does Coates use the City of Chicago to make a case for reparations for Black Americans?

Each question should have at least one piece of evidence to support your claim.

English language learners (ELLs) and others who need modifications can use the Work Time Graphic Organizer.

Grade 11 | Lesson 5

Checks for Understanding (*Throughout Lesson*)

What opportunities will you provide throughout the lesson to check for student understanding?

Teacher will walk around and ask specific questions about each station.

The Quiet Plunder

- How were Black Americans kept out of the American dream of homeownership?
- How did housing and New Deal laws economically and politically advance whites over Black Americans?
- In what other ways were Black Americans plundered?

Making the Second Ghetto

- Why is Chicago one of the most segregated cities in the United States?
- What role did the FHA and restrictive covenants play in keeping Black Americans out of the housing market?
- What were some counter policies that Chicago implemented to ensure Black Americans did not have access to the housing market?

Interactive Census Map

- What do you notice about the redlining map (Source: nytimes.com) as you progress through the years from the 1950s to 2010? Consider the following categories:
 1. Race
 2. Vacancy
 3. Unemployment
- What is the relationship between race, vacancy, and unemployment?
- Redlining in Chicago
- What do you notice about the red areas versus yellow and blue areas?
- What is the possible relationship between where Black Americans reside and where on the redlining map (Source: www.nytimes.com) is listed as a “red zone”?

Redlining in Chicago

- What do you notice about the red areas versus yellow and blue areas?
- What is the possible relationship between where Black Americans reside and where on the [redlining map](#) (Source: www.nytimes.com) is listed as a “red zone”?

Closing & Student Reflection (*5 minutes*)

How will you recap and assess student learning for this lesson?

Students will write a reflection on the essential question and their experience during the activity.

How does Coates use the City of Chicago to make a case for reparations for Black Americans?

Prompt: Coates uses the City of Chicago to make a case for reparations for Black Americans by...

Grade 11 | Lesson 5

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Students will get additional “check for understanding questions” listed below:

Additional questions

- What is the second ghetto?
- What was the experience Black Americans had in Chicago, and how is that relevant to other Black Americans in other cities?
- How does the experience of Black Americans make a case for reparations?
- How have Black Americans been quietly plundered, and do you consider the plunder quiet?

Lesson Extension/Homework

How will you maintain high expectations for all students?

Option 1: Students can read sections 7 and 8 from “The Case for Reparations” and write a longer response to the essential question. ELLs and others can use the Option #1 Graphic Organizer from Lesson 2 to complete this.

Option 2: Students can create a PPT that answers the essential question.

Option 3: Students can use the information learned to create a plan for reparations for Black residents of Chicago.

Option 4: On what basis should a case for reparations for Black Americans, outside Chicago, be made? Students can discuss their ideas to this question, but they must use contemporary examples of ways in which Black Americans are politically, socially, and economically impacted by the US government.

GRADE

12

Aligned with NYCPS 12th Grade Social Studies Scope & Sequence:
Participation in Government & Economics

Table of Contents

Grade 12

LESSON NO.	TITLE	PAGE
	Integrated Learning Plan	491
	Lesson Plan Overview	493
Government		
Grade 12 BSC Lesson Plan 1	Black Political Thought and Activism During Slavery	496
Grade 12 BSC Lesson Plan 2	Black Women Advancing Democracy	501
Grade 12 BSC Lesson Plan 3	The Black Vote and Current Trends in Voter Legislation in the U.S.	507
Economics		
Grade 12 BSC Lesson Plan 4	Slavery and the American Economy	511
Grade 12 BSC Lesson Plan 5	The Black Effect: Black Genius in the Apparel Industry	515

Grade 12 Integrated Learning Plan

BLACK STUDIES OVERVIEW

The Black Studies Curriculum for Grade 12 for Government includes lessons that address the Black/African American use of agency to gain political rights, both human and civil rights, and participation in American politics. These lessons span Black political thought and activism during the Colonial Era through Black political activism against voter suppression today. Economic lessons include an investigation of the role slavery played in the development of American capitalism and wealth, as well as Black entrepreneurialism, cultural appropriation, and economic independence.

FRAMING QUESTIONS

- How did Black people use agency to gain political rights during slavery? How has American democracy evolved to address the issue of Black human and civil rights?
- How have Black American women been responsible for advancing democracy in the Black community?
- Is the economic system of the United States fair and just to Black people?
- Historically, how has capitalism in the United States impacted Black people?
- How has the economy of the United States depended on slavery and what are the implications for the present economy?
- How has Black creativity and technology benefited various industries, Black entrepreneurs and American society in general?

LEARNING OBJECTIVES. STUDENTS WILL BE ABLE TO:

- Examine, analyze and critique American capitalism and its impact on the Black community through history by learning about the slave economy, the economy of reparations, comparing and contrasting economic plans by Black historical figures, the correlation between housing discrimination and generational wealth, how current industries benefit from Black creativity and the impact of social media on Black entrepreneurs.

ACTIVITIES AND PROJECTS

Some of the activities students will engage in include: class discussion, video analysis, image analysis, cooperative learning groups, close reading and annotation, speaking & listening, and informal presentation. Lessons also include several opportunities for extension including in-depth research, formal debates, creating social media posts and developing a business plan.

TEACHER NOTES

Many of the misconceptions students may have prior to the learning experiences included in this integrated learning plan may be rooted in stereotypes about African American citizens and a lack of prior knowledge about Black political participation and economic agency. Therefore, it is important that teachers are prepared to address any harmful stereotypes that may come up during lessons and help provide students with extended historical context to the ideas and perspectives explored here.

BRIDGE TO LITERACY

In support of The NYCReads Initiative, we offer this list of book recommendations connected to the themes in each grade level.

- ***Freedom Dreams: The Black Radical Imagination*** by Robin D.G. Kelley
- ***The Souls of Black Folks*** by W.E.B. DuBois
- ***Set the World on Fire: Black Nationalist Women and the Global Struggle for Freedom*** by Keisha Blain
- ***Until I Am Free: Fannie Lou Hamer's Enduring Message to America*** by Keisha Blain
- ***UnBought and UnBossed*** by Shirley Chisholm
- ***Assata: An Autobiography*** by Assata Shakur
- ***The Autobiography of Malcolm X: As Told to Alex Haley***
- ***The End of White World Supremacy: Four Speeches*** by Malcolm X
- ***The Source of Self-Regard*** by Toni Morrison
- ***We Were Eight Years in Power: An American Tragedy*** by Ta-Nehisi Coates
- ***Black Fortunes: The Story of the First Six African Americans Who Survived Slavery and Became Millionaires*** by Shomari Wills
- ***The Black Girl's Guide to Financial Freedom: Build Wealth, Retire Early, and Live the Life of Your Dreams*** by Paris Woods
- ***The Case for Reparations*** by Ta-Nehisi Coates ([essay](#))
- ***Powernomics*** by Claud Anderson
- ***From Here to Equality: Reparations for Black Americans in the Twenty-First Century*** by William A. Darity
- ***Race After Technology: Abolitionist Tools for the New Jim Code*** by Ruha Benjamin
- ***The 1619 Project: A New Origin Project*** created by Nikole Hannah-Jones & *The New York Times Magazine*
- ***Race, Law and American Society*** by Gloria Browne Marshall
- ***The Color of Law: A Forgotten History of How Our Government Segregated America*** by Richard Rothstein
- ***Just Mercy: A Story of Justice and Redemption*** by Bryan Stevenson
- ***#SayHerName: Black Women's Stories of Police Violence and Public Silence*** by Kimberlé Crenshaw and the African American Policy Forum
- ***On the Pulse of the Morning*** by Maya Angelou
- ***The Hill We Climb*** by Amanda Gorman

Grade 12 | Plan Overview

LESSON 1: BLACK POLITICAL THOUGHT AND ACTIVISM DURING SLAVERY

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did Black people use agency to gain political rights during slavery? How has American democracy evolved to address the issue of Black rights?</p> <p>Objective(s):</p> <p>Students will be able to understand how Black people utilized agency to fight for their rights during the mid-19th century of the antebellum era.</p> <p>Students will be able to synthesize conclusions about an issue and write a claim based on the primary and secondary documents provided.</p>	<p>12.G1 FOUNDATIONS of AMERICAN DEMOCRACY: The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.</p>	<p>Students will review quotes from poets, thinkers, and activists from the enslavement Antebellum Era, Reconstruction Era and the Abolitionist Movement.</p> <p>Students will create a claim/thesis (What they want to prove) answering the following question: “How did Black people fight for civil rights during slavery?” based on the documents.</p> <p>Students will complete an evidence-based essay outline supporting the claim/thesis using the lesson documents as evidence.</p>

LESSON 2: BLACK WOMEN ADVANCING DEMOCRACY

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How have Black women in the United States been responsible for advancing democracy in the Black community and throughout the United States? And globally?</p> <p>Objective(s):</p> <p>Students will be able to identify different Black women who have assisted in advancing political voting rights and representation for the Black community.</p> <p>Students will be able to draw a conclusion about the different methods used by Black women to help Black people participate in the political process.</p>	<p>12.G2 RIGHTS, RESPONSIBILITIES AND DUTIES OF CITIZENSHIP. Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.</p>	<p>Students analyze the 15th Amendment.</p> <p>Students will examine how Black women have expanded the democratic political process in America, working at the intersection of The Voting Act (which gave voting rights to Black men in 1870) and the Suffrage Movement.</p> <p>Students use a variety of resources to create a mini-biography, acrostic poem (using the name of the individual), a song, or a digital annotated collage on an individual of their choice.</p>

Grade 12 | Plan Overview

LESSON 3: THE BLACK VOTE AND CURRENT TRENDS IN VOTER LEGISLATION IN THE U.S.

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How can voters learn about their “Voter Rights” per the 15th Amendment, and how to recognize infringements on voting rights?</p> <p>Objective(s):</p> <p>Students will be able to analyze and draw conclusions regarding the different attempts by congressional districts to add more restrictions to citizens participating in presidential elections.</p>	<p>12.G3 RIGHTS, RESPONSIBILITIES AND DUTIES OF CITIZENSHIP: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.</p>	<p>Students will be assigned an article from the Georgia Voting Law that they will read, annotate, and analyze.</p> <p>Students will discuss if the actions in their article are a form of voter suppression.</p>

LESSON 4: SLAVERY AND THE AMERICAN ECONOMY

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How did slavery finance the American economy and build wealth for American companies and institutions?</p> <p>Objective(s):</p> <p>Students will be able to use information gathered from videos to create a claim and write an argument.</p> <p>Students will be able to use information gathered from LOC slave narratives to create a claim and write an argument.</p> <p>Students will be able to work together in groups to complete a task.</p> <p>Students will be able to understand how slavery financed the American economy and built wealth for American companies and institutions.</p>	<p>12.E3 THE IMPACTS OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY: There are various economic systems in the world. The United States operates within a mixed, free market economy characterized by competition and a limited role of government in economic affairs. Economic policy makers face considerable challenges within a capitalist system, including unemployment, inflation, poverty, and environmental impact. Globalization increases the complexity of these challenges significantly and has exerted strong and transformative effects on workers and entrepreneurs in the United States economy.</p> <p><i>*Note: teachers must express that although the United States uses various economic systems, the system of enslavement was not an economic system per se, but a deeply rooted system of the exploitation of human dignity, respect, rights, and capital.</i></p>	<p>Students will examine assorted American brands (corporations and institutions).</p> <p>Students will each be given a company or institution with documents to read and annotate that link that brand to the legacy of slavery.</p> <p>Students will reflect on what they think should happen to the companies or institutions that benefited from slavery that still exist today.</p>

LESSON 5: THE BLACK EFFECT: BLACK GENIUS IN THE APPAREL INDUSTRY

ESSENTIAL QUESTIONS / OBJECTIVES	CONNECTIONS (NYCPS SS UNIT & TOPIC)	LEARNING EXPERIENCES
<p>How is Black creativity used to reinvent different industries?</p> <p>Objective(s):</p> <p>Students will be able to analyze articles to determine the impact Black culture and entrepreneurship have on the apparel industry.</p> <p>Students will be able to draw conclusions about the apparel industry's use of Black culture to enhance their brand.</p>	<p>12.E2 INDIVIDUALS AND BUSINESSES IN THE PRODUCT AND FACTOR MARKETS:</p> <p>Free enterprise is a pillar of the United States economy and is based on the principle that individuals and businesses are free to make their own economic choices as they participate in these markets. Individuals buy the goods and services they desire from businesses in the product markets, and they contribute to producing these goods and services by supplying the resources they own to businesses in the factor markets.</p>	<p>Students will be shown images from Gucci, Moncler and other brands that were culturally insensitive and offensive, and will answer the guiding question: How have major fashion brands exploited Black culture in their products?</p> <p>Students will be assigned a unique article that they will annotate and analyze, and they will answer comprehension questions to demonstrate their understanding of the impact of Black creatives in luxury apparel markets.</p>

Black Political Thought and Activism During Slavery

Big Idea	Black Political Thought
Enduring Understanding	For hundreds of years, American history has viewed the beginnings of Black people in America through the lens of slavery. The singular dominant narrative negates the voices of Black people who not only fought for the inalienable human right of liberty, but also for their civil rights during the period of American slavocracy. In this lesson, students will investigate how the fight for Black rights began long before the Civil Rights Movement.
Driving/Essential Question(s)	How did Black people use agency to gain political rights during slavery? How has American democracy evolved to address the issue of Black rights?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. • 11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • Government Unit 1: Foundations of American Democracy - How has American democracy evolved? <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> • 11-12 RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole. • 11-12 RH6: Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • 11-12 RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • 11-12 WHST2: Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline. • 11-12 WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Curriculum Connections	<p><i>Hidden Voices Global African Diaspora</i></p> <ul style="list-style-type: none"> • Vol. 1 Denmark Vesey • Vol. 1 Martin Delany
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Knowledge of African American agency and resistance (Source: www.amrevmuseum.org) during enslavement and the antebellum era (Source: www.encyclopedia.com).</p> <p>Misconception: It is widely believed that all people of African descent were enslaved.</p> <p>Misconception: Many people believe that enslaved Black people did not use agency to secure their freedom from slavery.</p>

Grade 12 | Lesson 1

Resources/Materials/ Technology	<p>Smart board or other interactive white board or screen for Google Slide Presentation</p> <p>Pens (if using physical copies)</p> <p>Highlighters of any color (if using physical copies)</p> <p>A Rose That Grew From Concrete (Source: www.2PacLegacy.net)</p> <p>David Walker's Appeal: https://www.pbs.org/wgbh/aia/part4/4h2931t.html (Source: www.pbs.org)</p> <p>Roger B. Taney's/Supreme Court's perspective on Black people: They-had-no-rights-which-the-white-man-was-bound-to-respect (Source: www.aaihs.org)</p> <p>Malcom X's perspective on human and civil rights: https://amsterdamnews.com/news/2022/05/18/malcolm-x-and-his-plight-for-human-rights/ (Source: www.amsterdamnews.com)</p> <p>Video Note-Taking Graphic Organizer (teacher created)</p> <p>See-Think-Wonder Graphic Organizer (teacher created)</p> <p>Essay Graphic Organizer (teacher created)</p>
Number of days for lesson allocation	2 - 3 days (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to understand how Black people utilized agency to fight for their rights during the mid-19th century of the antebellum era.</p> <p>Students will be able to synthesize conclusions about an issue and write a claim based on the primary and secondary documents provided.</p>
Vocabulary	Colored Convention, Black rights, civil rights, slave institution, protest, source, agency, antebellum era, human rights

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Have students read the poem [The Rose That Grew From Concrete - Tupac's Handwritten Poem](#) (Source: [www.2PacLegacy.net](#)) and use the T.A.G. Writing Strategy (see below) to answer the following Discussion Questions in order to determine its cultural relevance.

T = Turn the question into a statement.

A = Answer the question.

G = Give an example, evidence or experience.

Discussion Questions:

1. How was the rose able to grow in the midst of adversity? Using the T.A.G. Writing Strategy, the teacher will model the sentence response as follows: The rose was able to grow in the midst of adversity because...
2. What is the symbolism behind the rose being able to grow out of concrete?
3. How can the rose growing from the concrete symbolize the plight of Black people using agency to advocate for freedom and political rights during slavery?

Note: English language learners (ELLs) and others who need modification can use the sentence stems:

- The rose being able to grow out of concrete was a symbol of...
- The rose growing from the concrete can symbolize the plight of Black people using agency to advocate for freedom and political rights during slavery because...

Grade 12 | Lesson 1

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Transition into a dialogue and discussion of the antebellum era, slavery and abolition movement to allow students to connect African American enslavement to the use of agency to gain freedom via Tupac's poem, "The Rose That Grew From Concrete."

Encourage students to probe and explore:

1. What was American slavery?
2. Who did the institution of slavery affect?
3. How were these people affected?
4. How did these people respond to their enslavement?

To build background knowledge and segue into the [African American Quotes Activity](#), provide students with the following information about [Tupac Amaru Shakur](#) (Source: www.blackpast.org) who was a contemporary poet, writer, thinker and rapper reflecting on the state of his time. To add historical context, students will examine quotes from a few poets, thinkers, and activists from the antebellum era and the Abolitionist Movement.

[African American Quotes Activity](#): This exercise provides students with evidence that combats the misconceptions that African Americans did not use agency to secure their freedom. Teachers will provide students with virtual or physical copies of the African American Quotes Activity worksheet. Students will be asked to review the quotes to determine which period in history Black leaders made these statements. Do not include the Black leader's name with the quotes until after the activity has been completed. Teachers may modify the activity by changing the historical figures from the antebellum era. Teachers will facilitate a share-out using chart paper or the Smartboard to jot down student responses.

Examples:

In what period in American history do you think this quote was said? Who said this?

"There are two things I've got a right to, and these are, Death or Liberty."

Teacher will explain, referencing the quotes, how Black people used agency to fight for their rights during slavery.

Teachers will ask students to draw conclusions using the See-Think-Wonder method.

ELLs and others can use a See-Think-Wonder Graphic Organizer (teacher created).

Worktime (We Do and You Do) (30 minutes)

What opportunities will you provide throughout the lesson to check for student understanding?

Lesson Activity Procedure:

1. Teacher will read aloud and describe the objective of the Work Time Activity using the Essential Questions to be posted on the classroom's digital or manual display mechanism (i.e, whiteboard, blackboard, Smartboard or chart paper):

- a) How did Black people use agency to gain political rights during slavery?
- b) How has American democracy evolved to address the issue of Black rights?

Grade 12 | Lesson 1

2. Post and read aloud to the class to build students' background knowledge and segue into the lesson activities that follow: Teachers will explain the activity students will engage in using archival documents from The Colored Conventions, they will examine documents to discover how Black people, also known during that era as "Colored People," organized and fought for their rights during the antebellum era and abolition movement of mid to late-19th century.

"The Colored Conventions movement brought together Black men and women from across the United States and Canada from 1830 through the 1890s. Together, participants mobilized and organized over the course of seven decades that included devastating anti-Black race riots, the growing popularity of the American Colonization Society, the enactment of the Fugitive Slave Law, the proliferation of derogatory representations of Black people, the Civil War and Reconstruction, and the return of Black disenfranchisement and legalized discrimination in the late nineteenth century." (Source: www.coloredconventions.org)

3. **Activity #1:** Post or distribute the primary source document, [The Colored Conventions Word Wall](#) vocabulary on the classroom's digital or manual display mechanism (i.e, whiteboard, blackboard, Smartboard or chart paper). Introduce the lesson terminology using www.visuwords.com, www.dictionary.com, www.google.com or a Semantic Graphic Organizer. Chunk the lesson based on the amount of vocabulary to be covered. Students can also create a quizlet using www.quizlet.com. The Colored Conventions primary source document has a large vocabulary, so a quizlet activity may work best. This [Colored Conventions Quizlet](#) can serve as a teacher tool to guide students in the process of creating their own quizlet.

4. **Activity #2:** In cooperative learning groups, students will read and analyze excerpts from the [Constitution of the American Society of Free Persons of Color](#) (Source: omeka.coloredconventions.org) (pages 9 and 10) of the Constitution of the American Society of Free Persons of Color document using the [Nonfiction Analysis Framework](#) (Source: www.owl.perdue.edu) worksheet to guide the reading.

5. **Activity #3:** Students will view an 8-minute YouTube video, [History Matters: The Colored Conventions Project](#) (Source: www.youtube.com) using a Video Note-Taking worksheet to guide their viewing.

6. **Culminating Exercise:** Students will complete an essay outline supporting a claim using evidence obtained from previously completed Activity 2 and Activity 3. This should include their ideas based on evidence/citations analysis/explanation and lesson vocabulary.

Checks for Understanding *(Throughout Lesson)*

What opportunities will you provide throughout the lesson to check for student understanding?

Teacher will circulate the classroom during the activities portion to check student progress and comprehension. Teachers will use the [Before, During, and After Comprehension Strategy \(BDA\)](#) (Source: www.adlit.org) and a BDA Graphic Organizer (teacher created) to check on student progress and understanding.

Closing & Student Reflection *(5 minutes)*

How will you recap and assess student learning for this lesson?

Exit Ticket/Closing Exercise: How has your view about Black people's use of agency to advocate for and secure their rights during the antebellum period changed or remained the same? Explain your position in a written synopsis of 50 or more words.

Grade 12 | Lesson 1

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Modify and shorten the length of the articles you include in the work time activity.

Provide synonyms of unfamiliar terms parenthetically.

Bold and italicize statements, words, and phrases in the article that will help struggling readers and ELL students understand the main idea of each article.

Have strips of paper with author names and three different time periods and have students try to match the corresponding strips to authors and times.

Provide a vocabulary text box (within the document) for challenging or unknown words in the documents.

Videos should have closed captions to assist students with auditory and visual diversities.

Transcript of video can be provided to students and help with students retaining and referencing content from the video .

Provide a model of a completed assignment.

Lesson Extension/Homework

How will you maintain high expectations for all students?

Homework: Complete the essay-writing activities related to the Colored Conventions.

Extended learning: Research one leader from the lesson and write an essay about their historical significance to the fight for Black rights.

After the institution of slavery formally ended following the Civil War, Black Americans continued to utilize political thought in their fight for human and civil rights, rights they never gained or fully gained during and after slavery. Now under the system of Jim Crow, they continued their fight. Examine the following declarations and/or constitutions. Reading the Preambles and the amendments, Identify some human rights each document extended to the lives of Black people in the United States and throughout the world.

Provide students with the historical background leading to the formation of the United Nations before distributing a handout with the preamble of the Universal Declaration of Human Rights and its thirty different articles. Prior to students engaging in this activity preface to learners that they will engage in a presentist activity—applying modern-day ideas and perspectives to the past. Explain to learners, they will read documents from The Niagara Movement and The Universal Negro Improvement Association then determine which human rights Black people are advocating for during the era the document was published. Provide students a choice of one of the three different documents and have them share their findings with one another.

[The Niagara Movement](http://www.glc.yale.edu) (Source: www.glc.yale.edu) (1905)

[The Universal Negro Improvement Association](http://www.historymatter.gmu.edu) (UNIA) (Source: www.historymatter.gmu.edu)(1920)

[The United Nations](http://www.ohchr.org) (Source: www.ohchr.org)(1945)

Black Women Advancing Democracy

Big Idea	Black Women Advancing Democracy
Enduring Understanding	Black women in the United States throughout history have led and facilitated the Black community's participation in the political process.
Driving/Essential Question(s)	How have Black women in the United States been responsible for advancing democracy in the Black community and throughout the United States? And globally?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. • 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. • 11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • Government Unit 2: Rights and Responsibilities - Has the evolution of American principles and practices promoted greater democracy? <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> • 11-12 RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole. • 11-12 RH6: Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • 11-12 RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • 11-12 WHST3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks. • 11-12 WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Curriculum Connections	<p><i>Hidden Voices Global African Diaspora</i></p> <ul style="list-style-type: none"> • Vol. 2 Anna Julia Cooper
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Black women have intersectional identities (source: CNN) that are complex and largely ignored.</p> <p>Misconception: Black women have no agency and are "used" to advance the political agendas of parties and gain support in the Black community.</p> <p>Misconception: Black women have never run for president.</p>

Grade 12 | Lesson 2

Resource #1: [Four African American Suffragists You Should Know](#) (Source: [www.nationalparks.org](#))
 Resource #2: [Women of Color and the Fight for Women's Suffrage](#) and [Much More | HISTORY](#) (Source: [www.history.com](#))
 Resource #3: [Between Two Worlds: Black Women and the Fight for Voting Rights](#) (Source: [www.nps.gov](#))
 Resource #4: [African American Women Leaders in the Suffrage Movement](#) (Source: [www.suffragistmemorial.org](#))
 Resource #5: [What the 19th Amendment Meant for Black Women](#) (Source: [www.politico.com](#))
 Resource #6: [Ida B. Wells' Lasting Impact on Chicago Politics and Power](#) (Source: [www.npr.org](#))

Supplemental Videos:

Stacey Abrams:

- [\(185\) Black women playing large role in politics](#) (Source: [www.youtube.com](#)) 3 minutes
- [\(185\) Black women chase political history in 2021](#) (Source: [www.youtube.com](#)) 6 minutes
- [\(185\) The Life of Stacey Abrams](#) (Source: [www.youtube.com](#)) 7 minutes

Shirley Chisholm:

- (185) [Shirley Chisholm : Advice to Young African Americans](#) (Source: [www.youtube.com](#)) 2 minutes
- (185) [Before Barack Obama and Maxine Waters There Was Shirley Chisholm](#) (Source: [www.youtube.com](#)) 3 minutes

Kamala Harris:

- (185) [The life of Kamala Harris](#) (Source: [www.youtube.com](#)) 9 min.
- (185) [How Kamala Harris' California career prepared her for the White House | Covering Kamala Harris](#) (Source: [www.youtube.com](#)) 9 minutes

Resources/ Materials/ Technology

Number of days for lesson allocation	2 days (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to identify different Black women who have assisted in advancing political voting rights and representation for the Black community.</p> <p>Students will be able to draw a conclusion about the different methods used by Black women to help Black people participate in the political process.</p>
Vocabulary	Resolution, amendment, abridged, concurring, ratified, pro tempore, attent, Congress, democracy, facilitated, intersectionality

Grade 12 | Lesson 2

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Teachers will have students analyze the Fifteenth Amendment. [The Fifteenth Amendment](#) (Source: www.docsteach.com) original document and transcript can be assessed alongside a primary source Document Analysis Worksheet (teacher created) to guide students in their analysis.

Post on the classroom's digital or manual display mechanism (i.e, whiteboard, blackboard, Smartboard or chart paper) and read aloud: The 15th Amendment states: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude."

Discussion Questions:

Using the T.A.G. Writing Strategy (see below), the teacher will model the sentence response as follows:

1. Who does the Fifteenth Amendment address?

The Fifteenth Amendment addresses...

2. What is missing?

The amendment is missing...

English language learners (ELLs) and others who need modification can use the sentence stems to answer the questions.

T.A.G. Writing Strategy:

T = Turn the question into a statement.

A = Answer the question.

G = Give an example, evidence or experience.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Direct Instruction (I Do):

Transition from the Opening/Warm Up/Do Now/Hook by telling students they will examine how Black women have expanded the democratic political process in America, working at the intersection of [The Voting Act of 1965](#) (Source: www.archives.gov) and [The Women's Suffrage Movement](#) (Source: www.kids.nationalgeographic.com). Explain that Black women participated in each movement to expand voting and political rights to the Black community and women.

View as a class, the www.time.com video, ['It's a Struggle They Will Wage Alone.' How Black Women Won the Right to Vote](#) (Source: www.time.com). To guide student's note-taking, have them complete a Video Response.

Have students view the women's suffrage movement timeline, [UN Women | Timeline: Women of the World, Unite!](#) (Source: <https://interactive.unwomen.org>) to build their background knowledge of the intersectionality of these movements in order to note how Black women's voices are often marginalized in both. While working through the timeline, students can utilize a Timeline Graphic Organizer (teacher created) to organize and jot down their information.

To accommodate ELL students, the lesson can be modified with an Events Graphic Organizer (teacher created) that allows the student to draw pictures or cut and paste teacher-made images to create their own timeline.

Resources:

- [UN Women | Timeline: Women of the World, Unite!](#) (Source: <https://interactive.womenun.org>)
- [Complete Timeline History of Womens' Rights](#) (Source: <https://yourdream.liveyourdream.org>)
- ['It's a Struggle They Will Wage Alone.' How Black Women Won the Right to Vote](#) (Source: www.time.com)

Grade 12 | Lesson 2

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

BLACK WOMEN IN POLITICS ROLE PLAY MIXER

Black Sheroes in the Fight for American Democracy

[Shirley Chisolm](#)

(Source: <https://www.biography.com>)

[Latosha Brown](#)

(Source: www.ukwc.org)

[Frances Ellen Watkins Harper](#)

(Source: www.blackpast.org)

[Stacey Abrams](#)

(Source: <https://www.blackpast.org>)

[Kamala Harris](#)

(Source: www.whitehouse.gov)

[Ketanji Brown](#)

(Source: www.blackpast.org)

[Fannie Lou Hamer](#)

(Source: <https://www.blackpast.org>)

[Nannie Helen Burroughs](#)

(Source: <https://blackwomenssuffrage.dp.la/key-figures/nannieHelenBurrough>)

[Mary Ann Shadd Cary](#)

(Source: www.nytimes.com)

[Josephine St. Pierre Ruffin](#)

(Source: www.nps.gov)

[Ida Bell Wells Barnett](#)

(Source: www.nps.gov)

[Charlotte Forten Grimke](#)

(Source: www.nps.gov)

[Gertrude E.H. Bustill Mossell](#) (Source: www.search.alexandrastreet.com)

[Charlotta \(Lottie\) Rollin](#)

(Source: www.aflcio.org)

[Anna Julia Cooper](#)

(Source: www.episcopalarchives.com)

[Mary McLeod Bethune](#)

(Source: nationalww2museum.org)

[Sojourner Truth](#)

(Source: www.womenshistory.org)

[Coralie Franklin Cook](#)

(www.monticello.org)

[Frances Barrier Williams](#)

(Source: www.rrlc.org)

[Harriet Forten Purvis](#)

(Source: www.womenshistoryblog.com)

[Sarah Parker Remond](#)

(Source: www.masshist.org)

[Ella Baker](#)

(Source: www.wams.nyhistory.org)

[Mary Burnett Talbert](#)

(Source: www.tvhs.org)

[Mary Church Terrell](#)

(Source: www.blackpast.org)

[Harriet Tubman](#)

(Source: www.history.com)

[Jarena Lee](#)

(Source: www.searchablemuseum.com)

[Hallie Quinn Brown](#)

(Source: www.neh.gov)

Grade 12 | Lesson 2

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Lesson Activity Procedure:

Teachers are encouraged to create a full-page worksheet for the Black Sherones in the Fight for American Democracy with photos of the women using the resources linked above.

Step #1: Distribute the Black Women Activists Mixer Roles individual role sheets.

Step #2: Give students a name tag and tell them to fill it out using the name of their chosen individual. Indicate that all the people in this activity are real; some are still alive today. Alert students that some of the stories they will learn about and share are unsettling; they include instances of abuse and violence towards women.

Step #3: Tell students that although you ask them to assume the “role” of the individual they chose, this is not an acting class. Students should speak in their own voices (no accents) and refer to the information in their chosen person’s sheet as their reference when dialoguing with their peers.

Step #4: Ask students to read their individual’s story multiple times and memorize as much of the information as possible. As students read, walk around and clarify words or concepts for students. Next, ask students to turn over their role sheet and list three or four facts about their individual.

ELLs should bring their Mini Biography Graphic Organizers to complete this step.

Step #5: Create and distribute a question sheet to every student and give them time to read over the questions to prepare for the mixer. (The mixer question sheet should contain questions that provide the historical context of each individual, what political right(s) for Black people they fought to protect or gain, and what outcome the person had because of their efforts.

Step #6: Explain their assignment: Students should circulate through the classroom, meeting other peers whose chosen individual has different experiences and goals. They should use the questions on the mixer sheet and their created products as a guide to talk with each other. Inform them that they must use a different individual to answer each of the questions.

Step #7: Ask students to circulate throughout the class to meet one another and to fill out responses on the mixer question worksheet.

Culminating Exercise:

In cooperative learning groups, students will use women from the **Black Sherones in the Fight for American Democracy Chart** to create a [mini-biography](#) (Source: www.literacyideas.org), [acrostic poem](#) (Source: <https://interactives.readwritethink.org>), a song, or a [digital annotated collage](#) (Source: <https://makeitcenter.adobe.com/en/blog/how-to-make-a-digital-collage.html>) on an individual of their choice. Each person in the group must choose a different resource for their product. Students should include information that provides background on the person’s life and their contribution to gaining political rights.

ELLs can use the Biography Graphic Organizer as an accommodation and modification to differentiate instruction.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

As students read the story of their chosen individual, rotate around the room to clarify any words or concepts.

Provide highlighters to students who decide to annotate the text of their chosen individual.

As students engage in the mixer, circulate around the classroom and break up any grouping of students, and encourage them to have one-on-one conversations about their chosen person rather than focus on filling out the mixer question form.

Grade 12 | Lesson 2

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Have students respond to the following reflection question:

I used to believe that Black women...but now I know that Black women...

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Provide struggling readers with an individual who has a shorter story.

Provide struggling readers and ELL students with a pre-annotated document.

For visual learners, include a video on different Black women who campaigned for voting rights and the difficulties they experienced.

Supplemental Tool for Visual Learners:

[When voting rights didn't protect all women](#) (8-minute video) (Source: www.youtube.com)

[These black women in history helped to secure women's right to vote](#) (2-minute video) (Source: www.youtube.com)

Lesson Extension/Homework

How will you maintain high expectations for all students?

Have students create a “tik-tok” styled video using the edtech program Flipgrid or record to post on Google Classroom a 30-second video explaining what they learned about Black women and the advancement of political rights for the Black community.

The Black Vote and Current Trends in Voter Legislation in the United States

Big Idea	The Black Vote
Enduring Understanding	Throughout the history of the United States Voter Suppression has been an issue. Amid the past two presidential elections have shown “red states” turn to “blue states” due to the Black vote (among other factors), some states have passed restrictive voter legislation to impose obstacles and limits to the voting process Black American communities.
Driving/Essential Question(s)	How can voters learn about their “Voter Rights” per the 15th Amendment, and how to recognize infringements on Voting Rights?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> ● 11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. ● 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. ● 11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> ● Government Unit 2: Rights and Responsibilities - Has the evolution of American principles and practices promoted greater democracy? ● Government Unit 3: Civic Participation and Public Policy - How do citizens influence government policy? <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> ● 11-12 RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole. ● 11-12 RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. ● 11-12 RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. ● 11-12 WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>The 15th Amendment and the Voting Rights Acts.</p> <p>Voting procedures - what voters need to know when registering to vote and when casting ballots.</p> <p>Accounts of voter intimidation, particularly in Black communities.</p>

Grade 12 | Lesson 3

Resources/Materials/ Technology	<ul style="list-style-type: none"> • Smartboard • Election 2020 Tweets by Donald Trump (Select Two Different Tweets in the Article) (Source: www.stacker.com) • Georgia 2020 Voting Law (Source: www.nytimes.com) • Think-Pair-Share Graphic Organizer • What is voter suppression? (Source: www.youtube.com) • The History of Black Voter Suppression - And the Fight for the Right to Vote (Source: www.youtube.com) • The 15th Amendment to the United States Constitution (Source: www.education.national-geographic.org)
Number of days for lesson allocation	1-2 days (Note: A day is considered a 45-60 minute class period)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to analyze and draw conclusions regarding the different attempts by congressional districts to add more restrictions to citizens participating in presidential elections.</p>
Vocabulary	voter suppression, voter ID laws, redistricting

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

On the smartboard, present your presentation to students, which should include two different Tweets from Donald Trump on the 2020 Election. On a post-it note, index card, Padlet, or Google Jamboard, have students answer the following two questions:

- What is the main idea of Donald Trump's Tweet? The main idea of Donald Trump's Tweet was...
- Could the ideas in Donald Trump's Tweet influence voting or access to voting? Explain.

The ideas in Donald Trump's Tweet could/could not influence voting or access to voting because...

Give students 3 minutes to answer the questions and have students share their responses to the class.

To foster student-to-student discussions have students engage in a one-minute turn and talk then share out their partner's response to the class.

Grade 12 | Lesson 3

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

Using a visual presentation, explain to students what voter suppression is and provide a brief history of voter suppression. Students will watch the video: History of Black Voter Suppression.

Include an excerpt from the article on the 15th Amendment in the teacher presentation.

Share the definition of “voter suppression” according to the Encyclopedia Britannica (<https://www.britannica.com/topic/voter-suppression>)

“Voter suppression, in U.S. history and politics, any legal or extralegal measure or strategy whose purpose or practical effect is to reduce voting, or registering to vote, by members of a targeted racial group, political party, or religious community. The overwhelming majority of victims of voter suppression in the United States have been African Americans.”

Key historical events to include in the presentation are:

- Grandfather Clause
- Poll Tax
- Literacy Tests
- Violence/intimidation

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Note: Before students begin their Work Time have them watch this brief video on Voter Suppression to give them context: What is voter suppression?

Step #1: Inform students they will be assigned an article from the Georgia Voting Law that they will read, annotate, and analyze. After distributing one of the articles to students, tell them they will share details about their article with a partner, and discuss if the actions in their article are a form of voter suppression.

Give students 8-10 minutes to read their assigned article. To assist students with comprehension, generate four questions that help students determine the actions described in the article.

Step #2: After the timer has stopped, inform students they will share the details of their article with two partners who had a different article from them. Instruct students to determine which article has an example of voter suppression and who would be impacted the most from the decision (if made) in the article.

Give students 12-15 minutes to share and discuss the discussion questions and possible solutions to the issue of voter suppression.

Step #3: Have students share-out the discussions they had within their group and Students will discuss their solutions to voter suppression in the Share Out.

English language learners (ELLs) and others who need modification can use the Think-Pair-Share Graphic Organizer.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Rotate to students during the work time activity and clarify any vocabulary or concepts.

Have a timer displayed on a smartboard to indicate to students how much time they have at their station.

Grade 12 | Lesson 3

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Have students answer either of the following reflection questions:

- Should people be concerned about voter suppression? Explain.

People should/should not be concerned about voter suppression because...

- How can we ensure that our voting district is not attempting to implement policies that could make access to voting challenging?

We can ensure that our voting district is not attempting to implement policies that could make access to voting challenging by...

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Provide struggling readers with a pre-annotated or highlighted article.

Preview articles with struggling readers and ELLs.

Provide the definitions of technical terms.

Provide a text-to-speech program to students.

Lesson Extension/Homework

How will you maintain high expectations for all students?

Have students research what were some of the issues their borough, district, or state had during the 2020 elections.

Slavery and the American Economy

Big Idea	Slavery and the American Economy
Enduring Understanding	Slavery was a profitable enterprise, based on the exploitation of human dignity, respect, rights, and capital, that fueled the American economy for centuries. Many major American corporations and institutions were built on profits from the institution of slavery and continue to be endowed by slavery's wealth. In addition to the massive social, political, and cultural impact of slavery, the economic impact on the development of United States businesses and industries still resonates today.
Driving/Essential Question(s)	How did slavery finance the American economy and build wealth for American companies and institutions?
Standards Addressed	<p>Next Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • 11-12R8: Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • Economics Unit 3: American Capitalism and the Global Economy - How does globalization affect us? <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> • 11-12 RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole. • 11-12 RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • 11-12 RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • 11-12 WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
Prior Knowledge Required / Addressing Prior Misconceptions	<p>Students will be able to identify basic facts about American slavery.</p> <p>Students will be able to identify when slavery started and officially ended.</p> <p>Students will be able to identify key assumptions made about slavery and be able to access and utilize resources to debunk those assumptions.</p> <p>Misconception: The impact of slavery is too long ago to affect the present day.</p>

Grade 12 | Lesson 4

Smartboard for Google Slide Presentation
 Virtual or Physical Copy of student-facing readings and question guide Pens (if using physical copies)
 Highlighters of any color (if using physical copies)
 Primary and Secondary Source Videos and documents
[Mini Lesson Note Catcher](#) (teacher created)
 “Teacher can Google Search: Worktime note catcher and see which fits your students best”
 (teacher created)

Resources/Materials/ Technology

Teacher and Student Resources:

- [How Slavery Fueled the Industrial Revolution | by Adrian Lordshaughn | History of Yesterday](#) (Source: www.historyofyesterday.com)
- [The Clear Connection Between Slavery And American Capitalism](#) (Source: www.forbes.com)
- [American Capitalism Is Brutal. You Can Trace That to the Plantation.](#) - The New York Times (Source: www.nytimes.com)
- [15 Major Corporations You Never Knew Profited from Slavery](#) (Source: www.atlantablackstar.com)
- [7 Major Corporations You Never Knew Profited from Slavery](#) (Source: www.youtube.com)
- [Library of Congress Slave Narratives](#) (Source: www.loc.gov)

Number of Days

1-2 Days (A day is considered a 45-60 minute class period.)

Objective

What do you want students to understand/learn?
 What do you want students to be able to do?

Students will be able to use information gathered from videos to create a claim and write an argument.

Students will be able to use information gathered from LOC slave narratives to create a claim and write an argument.

Students will be able to work together in groups to complete a task.

Students will be able to understand how slavery financed the American economy and built wealth for American companies and institutions.

Vocabulary

capitalism, slave economy, reparations, 1619 Project, exploitation, human capital

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Display the logos or images of the Domino Sugar brand, Harvard and Chase institutions that benefited from slavery and ask the students:

1. What do you know about each of the brands below?

I know that the company named...

2. What do all of these institutions have in common?

A similarity all of these institutions have in common is...

Once it is revealed to the students that each of the above mentioned brands profited from the institution of enslavement, ask students to discuss how those companies should repair the harm they caused to African Americans through their participation in the institution of slavery.

Note: Please make sure students do not see the lesson title before doing the warm up.

Grade 12 | Lesson 4

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The Teacher will show videos to provide historical context.

As students watch the video have them answer the following questions:

1. What is the main idea?
2. What connections can you make?
3. What did you learn from the video?

[7 Major Corporations You Never Knew Profited from Slavery](#) (Source: www.youtube.com)

[The 1619 Project details the legacy of slavery](#) (Source: www.youtube.com)

(Note: *show first half of the video*)

English language learners (ELLs) and others who need modification can use the Mini Lesson Note Catcher.

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

Students will each be given a company or institution with documents to read and annotate:

- What is the main idea?
- What connections can you make?
- What did you learn from the article

Articles:

- [The sugar that saturates the American diet has a barbaric history as the 'white gold' that fueled slavery.](#) (Source: www.nytimes.com)
- [The hidden links between slavery and Wall Street](#) (Source: www.bbc.com)
- [Harvard & the legacy of slavery](#) (Source: www.legacyofslavery.harvard.edu)

Students with the same company/institution will go into groups and have a share-out with regards to what they learned (students will record their collective findings on poster paper).

A representative from each group will share their findings about their company with the class.

The class will fill out a collective findings chart based on all the presentations.

ELLs and others can use the Work Time Note Catcher.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Teacher will rotate around the classroom during the activities portion to check student progress and comprehension on the activities tasks.

Teacher will ask the class clarifying questions to check on student progress and comprehension.

Teacher will review the collective findings chart with the class.

Grade 12 | Lesson 4

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Written Reflection: What do you think should happen to the companies or institutions that benefited from slavery that still exist today?

Companies or institutions that benefited from slavery should...

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Provide a glossary of difficult words in each video.

Videos should have captions to assist students who have auditory and visual difficulties.

Provide a template and model of a completed assignment.

Create heterogeneous groups for the activity portion of the lesson.

Lesson Extension/Homework

How will you maintain high expectations for all students?

[Shocking List of 10 Companies that Profited from the Slave Trade](#) (Source: www.Racism.org)

Students will complete an in-depth research presentation on companies or institutions that benefited from slavery. Research presentations may include the use of the following options below. The research papers must be no longer than 10-12 pages (not including the references), Times New Roman, Double-spaced, and written in [APA](#) research format. Papers must also include all references.

Alternative to Research Paper:

1. Powerpoint Presentations based on a written paper
2. Canva Presentation based on a written paper
3. Poster based on a written paper
4. A collaborative research paper written with 2-3 additional classmates where the team presents the paper in a panel style discussion about the various components of the paper.

The Black Effect: Black Genius in the Apparel Industry

Big Idea	Black Creativity
Enduring Understanding	Major white corporations rely on Black creativity to reinvent the brands and create lucrative brand campaigns.
Driving/Essential Question(s)	How is Black creativity used to reinvent different industries?
Standards Addressed	<p>Next-Gen English Language Arts Standards:</p> <ul style="list-style-type: none"> • 11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. • 11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. <p>NYC Social Studies Scope & Sequence:</p> <ul style="list-style-type: none"> • 12.E2 INDIVIDUALS AND BUSINESSES IN THE PRODUCT AND FACTOR MARKETS: Free enterprise is a pillar of the United States economy and is based on the principle that individuals and businesses are free to make their own economic choices as they participate in these markets. Individuals buy the goods and services they desire from businesses in the product markets, and they contribute to producing these goods and services by supplying the resources they own to businesses in the factor markets. <p>Next Gen Standards for Literacy in History/Social Studies:</p> <ul style="list-style-type: none"> • 11-12 RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole. • 11-12 RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • 11-12 RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • WHST1b: Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. • 11-12 WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
	<p>Prior Knowledge Required / Addressing Prior Misconceptions</p> <p>Student can define "Cultural Appropriation" Dapper Dan was sued by Gucci. Kanye West was not embraced at first by high end designer brands. White owned luxury brands have a history of cultural appropriation and market it as trendy. White owned apparel brands that have done collaborations with Black creatives have a history of racism or creating fashion items that are micro aggressive.</p>

Grade 12 | Lesson 5

- [Document A: Black Creatives In Fashion Speak Out On Inequality: We Need To Talk, And You Need To Listen](#) (Source: www.forbes.com)
- [Document B :Black fashion creatives outline what needs to happen next](#) (Source: www.harpersbazaar.com)
- [Document C: Gucci, Dapper Dan, and How the Fashion Industry Fails Black People](#) (Source: www.teenvogue.com)
- [Document D: The Yeezy Effect: A Look at Adidas Before and After Kanye West](#) (Source: www.kubashi.com)
- [Work Time Graphic Organizer](#) (teacher created)

Prior Knowledge Required / Addressing Prior Misconceptions (continued)

Supplemental Videos:

- [Dapper Dan Talks About Going From the Underground to Gucci | Vogue - YouTube](#) (Source: www.youtube.com)
- [Fashion designer Dapper Dan's rags to riches story - YouTube](#) (Source: www.youtube.com)
- [The Global Market Place explained by Dapper Dan - YouTube](#) (30 second video) (Source: www.youtube.com)
- [Dapper Dan On Gucci's Diversity & Inclusion Plan And Why Black People Don't Support Black Brands - YouTube \(Full Video from 30 second clip\)](#) (Source: www.youtube.com)
- [Why Kanye West calls himself a creative genius - YouTube](#) (Source: www.youtube.com)
- [The Kanye West Method \(for Creative Success\) - YouTube](#) (Source: www.youtube.com)

Note: Teachers may decide to focus on other Black designers instead of West.

Number of Days	1-2 Days (A day is considered a 45-60 minute class period.)
Objective What do you want students to understand/learn? What do you want students to be able to do?	<p>Students will be able to analyze articles to determine the impact Black culture and entrepreneurship have on the apparel industry.</p> <p>Students will be able to draw conclusions about the apparel industry's use of Black culture to enhance their brand.</p>
Vocabulary	Apparel, The Black Effect, cultural appropriation, Black buying power, culture

Grade 12 | Lesson 5

Opening/Warm up/Do Now/ Hook (5 minutes)

How will you open the lesson and connect the learning to students' identities and/or funds of knowledge?

Show students images from Gucci, Moncler, and other culturally insensitive and offensive brands. And answer the guiding question:

How have major fashion brands exploited Black culture in their products?

[Image 1](#) (Gucci) (Source: www.robertreport.com)

[Image 2](#) (Moncler) (Source: www.essence.com)

[Image 3](#) (Prada) (Source: www.cnn.com)

[Image 4](#) (Marc Jacobs) (Source: www.buro247.my)

Ask: What are ways these culturally insensitive products could have been avoided?

One way these culturally insensitive products could have been avoided is...

Another way these culturally insensitive products could have been avoided is...

Transition: Getting more Black voices involved in the apparel industry has the potential to reduce incidents of insensitive products toward Black people.

Mini-Lesson (I Do) (10 minutes)

How will you demonstrate/model the learning that you would like the students to engage in?

The Black Buying Power: what do you notice about the Black buying power in the United States? How might this buying power influence the decisions we make when supporting different apparel brands?

Before we get started, let's have a look at some essential statistics by Nielsen as reported in the article: [Black Dollar. Its Importance and Influence](#) (Source: www.funtimesmagazine.org).

Teacher will explain to students the current value of the apparel industry and then inform students of the world's top luxury brands. Transition into the different campaigns launched by these companies that featured a Black creative and reveal how many Black luxury creative directors there are in the popular luxury apparel companies.

Include one or two of the supplemental videos from the resource list as a method to further students' understanding on the perspective of current Black designers about the influence of Black creatives in the luxury apparel industry.

Potential Discussion Questions:

- Why do you think there's so few Black creative directors in luxury apparel companies? What are some of the barriers these designers face?
- How are luxury apparel companies able to get away with creating racially insensitive accessories and clothing?
- What can be done to prevent luxury brands from making racially insensitive accessories or apparel in the future?

Grade 12 | Lesson 5

Worktime (We Do and You Do) (30 minutes)

What activities have you planned that will lead students to this learning and/or enable them to practice this learning?

You will transition into the work time activity by explaining to students that they will be assigned a unique article to annotate and analyze. Tell students that they will answer comprehension questions to demonstrate their understanding of the impact of Black creatives in luxury apparel markets.

Activity Steps:

Step #1: Distribute one of the four articles to different students (see materials links above).

Step #2: Provide students with highlighters and pens.

Step #3: Provide comprehension questions.

Step #4: After 15 minutes, instruct students to share what they learned from their articles and use the following discussion questions as a guide:

- What was the impact of Black creativity on the company in your article?
- What information from the article surprised you? Why is that?

ELLs and others can use the Work Time Graphic Organizer.

Checks for Understanding (Throughout Lesson)

What opportunities will you provide throughout the lesson to check for student understanding?

Teacher will circulate around the room and ask clarifying questions.

Provide pre-annotated documents for struggling readers and ELLs.

Preview the articles you intend to assign to students one day prior.

Closing & Student Reflection (5 minutes)

How will you recap and assess student learning for this lesson?

Have students respond to an exit ticket with the one of following questions:

- Should it be a consumer's responsibility to demand fair representation from a brand?
- How is Black creativity used to reinvent different industries?
- How have white brands appropriated Black creativity?

Accommodations, Modifications and Scaffolds

How will you maintain high expectations for all students?

Teacher will modify text to an appropriate Lexile. Provide vocabulary definitions or synonyms.

Lesson Extension/Homework

How will you maintain high expectations for all students?

Have students research Black owned luxury apparel brands and create a short presentation.

