

Exploring America’s Voices: The Connection Between Past, Present, and Future
Unit by ELA Educators in Idaho Schools, part of the 2021 cohort of *The 1619 Project* Education Network

Unit Pacing / Daily Lessons and Resources

Pacing	Focus text(s) / resource(s) for today’s lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
Week 1: Introduction to unit - analyzing nonfiction essays and seminal U.S. historical documents				
Days 1-2	<p>“Medical Inequality” by Linda Villarosa</p> <p>“Undemocratic Democracy” by Jamelle Bouie</p> <p>“Traffic” by Kevin Kruse</p> <p>“A Broken Health Care System” by Jeneen Interlandi</p> <p>“The Danger of a Single Story,” a TED Talk by Chimamanda Ngozi Adichie</p> <p>The Declaration of Independence</p> <p>The Bill of Rights</p> <p>The Preamble</p> <p>Lincoln’s Second Address</p>	<p>Students will closely read, analyze, discuss, and write about given nonfiction texts (individually and in groups) in order to make a connection to real-world events and problems.</p>	<p>1. Introduce the project with “The Danger of a Single Story” video and talk about the many American perspectives and voices.</p> <p>2. Ask students these questions:</p> <ul style="list-style-type: none"> ● What story do people tell or believe about you? ● What story do you tell or believe about someone else? ● What story is told/believed about America? ● How do these narratives inform our understanding of ourselves, our community, others, and our country? ● How are the past, present, and future linked in yourself, others, your community, and your country? <p>3. The instructor will choose a nonfiction text to have the class read together from the list at left. Then, the instructor will work with the class as a whole to answer the deep dive questions for the text.</p>	<p>Rhetorical Analysis Deep Dive Questions [pdf]</p> <p>Rhetorical Analysis Deep Dive Questions [docx]</p>

	The Federalist Papers		4. The class will then write a rhetorical precis together. Think of a rhetorical precis as a mini rhetorical analysis. In a well-developed paragraph, students should identify an author's purpose and analyze how the author achieves that purpose, specifically. The student should discuss the author's choices and audience.	
Days 3-4	Same as above	Same as above	Students will get into groups of 3-4. Each group will read an assigned nonfiction article. Then, they will work together to answer the deep dive questions. Each student will then write their own rhetorical precis. Students will then share their precis aloud and choose the best one. Finally, they will revise and improve this precis and share it with the whole class.	Same as above Rhetorical Analysis Deep Dive Questions [.pdf] Rhetorical Analysis Deep Dive Questions [.docx]
Day 5		Same as above	Formative assessment: Students read their chosen precis aloud. The teacher will provide verbal feedback to each group at this time.	

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Week 2: Analyzing photo essays and podcasts				
Day 1-2	<p>“They Sold Human Beings Here” by Dannielle Bowman and Anne C. Bailey</p> <p>“Hope” by Djeneba Aduayom and Nikole Hannah-Jones</p> <p>“Stories from Slavery, Shared Over Generations” compiled by Nicole Phillip</p> <p>Additional photo stories:</p> <p>“I Am Omar” by Gavin McIntyre and Jennifer Berry Hawes</p> <p>“Afropunk Brings the Black Lives Matter Ethos Abroad” by Melissa Bunni Elian</p> <p>“Where They Stood” by Melissa Lyttle</p> <p>Various photo essays from the NY Times Lens Blog</p>	<p>Students will analyze, discuss, and write about visual rhetoric. This will provide them with practice analyzing multimodal texts.</p>	<p>The teacher will choose a photo essay to analyze with the whole class. When analyzing, consider the overview (whole picture), parts (details), title, interrelationships (how they all come together), and conclusions (this is an acronym – OPTIC). Then, the class will write a precis together. (20-30 minutes)</p> <p>Students will get into groups to discuss new photos and analyze them. Each student will then write their own rhetorical precis. Students will then share their precis aloud and choose the best one. Finally, they will revise and improve this precis and share it with the whole class.</p> <p>Formative assessment: Students read their chosen precis aloud. The teacher will provide verbal feedback to each group at this time.</p>	

<p>Days 3-4</p>	<p>Podcasts from <i>The 1619 Project</i>* *=each podcast episode is 29-42 minutes long. The link above includes the audio and transcripts for each episode.</p> <p>Select songs from the Hamilton soundtrack: “Guns and Ships”; “One Last Time”; “Who Lives, Who Dies, Who Tells Your Story”</p>	<p>Students will conduct a rhetorical analysis of a podcast and various songs to practice analyzing multimodal texts.</p>	<p>The class as a whole will listen to a podcast. The instructor will then work with the class to answer podcast analysis questions. Then, the class will write a precis together.</p> <p>Students will work in groups to listen to the podcast episode of their choice. Then, they will answer the podcast analysis questions. Then, they will each write their own precis. Then, they will read them aloud and choose the best one to share with the class.</p> <p>Formative assessment: Students read their chosen precis aloud. The teacher will provide verbal feedback to each group at this time.</p> <p>*Teacher may also choose to use some songs along with or in place of podcasts</p>	<p>Podcast Analysis Questions [.pdf]</p> <p>Podcast Analysis Questions [.docx]</p>
<p>Day 5</p>		<p>Students will create a plan for their essay (summative assessment).</p>	<p>The instructor will review the instructions and an outline to help the students organize and format their essays. The teacher will provide a pacing guide to students to help them chunk the essay into smaller tasks. The teacher will also review the rubric.</p>	<p>Essay Instructions [.pdf]</p> <p>Essay Instructions [.docx]</p> <p>Pacing Guide (teacher will need to make the latter to be custom for their own learners’ needs)</p> <p>Essay Outline [.pdf]</p> <p>Essay Outline [.docx]</p> <p>Essay Rubric</p>

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Week 3: Writing the analytical essay				
Days 1-7	All resources used so far	Students will write a rhetorical analysis essay.	<ol style="list-style-type: none"> 1. Students decide which texts to use and start creating a thesis statement. 2. Students participate in thesis conferences with the instructor. 3. Students start working on writing their rough draft as thesis conferences continue. 4. Students participate in peer editing. 5. Students make revisions. 6. Students submit their final drafts. 	Essay Instructions and Pacing Guide Essay Outline Essay Rubric