

UNIT OVERVIEW

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| Unit Length | 2 weeks, Approximately five 90 minute sessions |
| Grade Level(s)/Subject(s) | 11th grade, For use in English language arts or social studies courses |
| Unit Overview | <p style="text-align: center;"><i>Who writes history and how does history get written?</i></p> <p>Students will analyze the rhetorical nature of how historical events are presented. Through analysis and discussion of a range of texts from <i>The 1619 Project</i>, they will answer the inquiry question: Who writes history? Students will analyze texts and examples to draw conclusions into a cohesive essay.</p> <p>The following document</p> |
| Objectives & Outcomes | <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Use rhetorical analysis to examine a range of essays and creative works about slavery and American history ● Consider the implications of how historical events are portrayed ● Synthesize their thinking and draw conclusions in response to a central inquiry question in essay and discussion formats <p>Student outcomes:</p> <ul style="list-style-type: none"> ● Students will increase perspective and understanding about the narratives of history and how they get constructed. ● Students will be able write critically, using their own thinking synthesized with high-level texts ● Students will be able to read and annotate high-level texts. |
| Standards | AP English Language and Composition Framework: |

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| | <p>RHS.1: Explain how writers’ choices reflect the components of the rhetorical situation.</p> <p>RHS.2: Make strategic choices in a text to address a rhetorical situation.</p> <p>CLE.1: Identify and describe the claims and evidence of an argument.</p> <p>CLE.2: Analyze and select evidence to develop and refine a claim.</p> <p>REO 5A Describe the reasoning, organization, and development of an argument.</p> <p>REO 1G Use organization and commentary to illuminate the line of reasoning in an argument.</p> <p><i>Educator Note: You are welcome to use the Framing This Course document [.pdf] [.docx] to share an overview of expectations and procedures with students.</i></p> |
| <p>Unit Resources</p> | <p>"Partnering with Confusion and Uncertainty," by Margaret Wheatley. <i>Shambala Sun, 2001</i>. [.pdf] [.docx]</p> <p>"Graffiti Boards," Facing History and Ourselves</p> <p>The 1619 Project</p> <p>The Reading Guide for The 1619 Project Creative Works</p> <p>The Reading Guide for The 1619 Project Essays</p> <p>"Socratic Seminar," Facing History and Ourselves</p> |
| <p>Performance Task</p> | <p>Students will explore the following inquiry question through composition and civil discourse:</p> <p style="text-align: center;"><i>Who writes history and how does history get written?</i></p> <p><u>Timed Essay:</u> Students will answer the inquiry question: Who writes history? They will use a rhetorical lens to explain their reasoning.</p> |

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| | <p><u>Socratic Seminar:</u> Students will engage in a Socratic Seminar to ask questions, express their thinking, and listen to their peers.</p> |
| Assessment/Evaluation | <p><u>Suggested Text:</u> Use the following documents to assess the times essay and the socratic seminar:</p> <ul style="list-style-type: none"> • Essay Rubric • Socratic Seminar Reflection [.pdf] [.docx] |

UNIT PACING/DAILY LESSONS

| Pacing | Focus text(s) / resource(s) for today’s lesson | Lesson Objective(s) or Essential Question(s) | Lesson / Activities | Lesson Materials |
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| <p><i>Week 1</i> Discovering <i>The 1619 Project</i></p> | | | | |
| Day 1 | <p>"Partnering with Confusion and Uncertainty," by Margaret Wheatley. <i>Shambala Sun, 2001.</i> [.pdf] [.docx]</p> <p>"Graffiti Boards," Facing History and Ourselves</p> | <p><u>Essential Question:</u> Who writes history and how does history get written?</p> <p><u>Lesson Objectives:</u> Students will identify the central thesis in a range of informational texts.</p> <p>Students will identify</p> | <p>1. Present the following quote and encourage students to share their initial thinking: “Until the lion learns how to hunt, every story will glorify the hunter.”</p> <p>a. Ask students:</p> <ul style="list-style-type: none"> → What does this quote mean? → Have you seen examples of this? When? Where? | <p>Printed quote to be hung up in room [.pdf] [.docx]</p> <p>“Partnering with Confusion and Uncertainty” Text Analysis Assignment [.pdf] [.docx]</p> |

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| | | <p>key attitudes and behaviors to engage in academic discourse respectfully.</p> | <ol style="list-style-type: none"> 2. Using the Graffiti Boards strategy, instruct students to share their thoughts on the quotes Read "Partnering with Confusion and Uncertainty" by Margaret Wheatley. <ol style="list-style-type: none"> a. Instruct students to answer the questions outlined in the packet. b. Have students make connections to the inquiry question: "Who writes history and how does history get written?" 3. Share a description of <i>The 1619 Project</i> with students. Encourage students to explore the description and make connections to the inquiry in small groups. | |
| <p>Days 2-4</p> | <p>The 1619 Project</p> | <p><u>Essential Question:</u> Who writes history and how does history get written?</p> <p><u>Lesson Objectives:</u> Students will explore and annotate texts from <i>The 1619 Project</i>.</p> <p>Students will discuss their analysis of creative works and essays from</p> | <ol style="list-style-type: none"> 1. Share The Reading Guide for <i>The 1619 Project</i> Creative Works and The Reading Guide for <i>The 1619 Project</i> Essays. Instruct students to explore the text options in both documents. <ol style="list-style-type: none"> a. Have students choose two creative works and two essays for annotation and deep analysis. b. Introduce the Double Entry Journal to students. Instruct them to use the journal to | <p>The Reading Guide for The 1619 Project Creative Works</p> <p>The Reading Guide for The 1619 Project Essays</p> <p>Double Entry Journal [.pdf] [.docx]</p> |

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| | | | <p>analyze each chosen text.</p> <p>2. After completing analysis of their chosen texts, put students in small groups (try teams of three) to share what they have written in their double entry journal. Students will be grouped by texts they have chosen. Students with the same text will work together.</p> | |
| Day 5 | | <p>Essential Question: Who writes history and how does history get written?</p> <p>Lesson Objectives: Students will use annotations to build an argument and develop a line of reasoning</p> <p>Students will give and receive peer feedback on the strength of their thesis and use of evidentiary support</p> | <p>1. Reintroduce the inquiry question to students: Who writes history and how does history get written?</p> <p>2. Instruct students to look through the evidence they have already gathered and answer the question: What evidence did you collect that will help you answer the inquiry question? They can make a list or use whatever format makes sense for them as writers.</p> <p>3. Give students time to outline their essay. Here is an example outline. [.pdf] [.docx]</p> <p>4. Divide students into small groups and share the Thesis Wrap Around worksheet with students outlining the Thesis Wrap Around activity.</p> <p>a. Encourage them to use this activity to pair evidence to their topic sentence.</p> | <p>Thesis Wrap Around Directions [.pdf] [.docx]</p> <p>Example Outline [.pdf] [.docx]</p> |

The Rhetorical Implications of the Victor

Unit by educators from Piper School District, part of the 2021 cohort of *The 1619 Project* Education Network

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| | | | <p>b. Hold time for students to complete the activity and encourage students to take note of peer feedback on their arguments.</p> | |
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| Pacing | Focus text(s) / resource(s) for today's lesson | Lesson Objective(s) or Essential Question(s) | Lesson / Activities | Lesson Materials |
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| <p><i>Week 2</i> <i>Who Writes History?</i></p> | | | | |
| Day 1 | | <p><u>Essential Question:</u> Who writes history and how does history get written?</p> <p><u>Lesson Objectives:</u> Students will generate questions for the Socratic Seminar using their essays as a guide.</p> <p>Students will continue revising their outlines</p> | <p>1. Tell students that in the next lesson they will be engaging in a Socratic Seminar around the essential question. In order to engage, they'll spend some time preparing questions. Ask students, "What big questions are arising from your work on this inquiry?"</p> <p>a. Examples of questions include:</p> <ul style="list-style-type: none"> → What are the common traits of victors?" → How do certain narratives get perpetuated, and others hidden? → Is there a way to preserve balance? <p>b. In teams, instruct students to generate a list of questions.</p> | |

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| | | | <ol style="list-style-type: none"> 2. Give students time to continue working on their essays. 3. Set aside a block of time for students to meet with a consistent writing group to: <ul style="list-style-type: none"> → Share progress → Get feedback | |
| <p>Days 2-4</p> | <p>“Socratic Seminar,” <i>Facing History and Ourselves</i></p> | <p><u>Essential Question:</u> Who writes history and how does history get written?</p> <p><u>Lesson Objectives:</u> Students will participate in a Socratic Seminar using self-generated questions.</p> | <p><i>Educator note: in preparation for this class, review the post on Socratic Seminars.</i></p> <ol style="list-style-type: none"> 1. Review the Socratic Seminar activity and essential question with students. 2. Review group norms for the activity if you already have class norms. If not, you can use this protocol to construct norms for the discussion. 3. Give students any additional time they need to prepare for the seminar. 4. Conduct the Socratic Seminar. 5. Set aside some time for students to answer and reflect on the discussion with the Socratic Seminar Reflection document [.pdf] [.docx]. Two Day Option: The reflection is very important. This may require a second day. | <p>Socratic Seminar Reflection [.pdf] [.docx]</p> <p>Student-generated questions</p> <p>All student created resources</p> |

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| | | | However, depending on time available, it could be completed in one day. | |
| Day 5 | | <p><u>Essential Question:</u> Who writes history and how does history get written?</p> <p><u>Lesson Objectives:</u> Students will construct an argumentative essay using prepared outline and notes from the unit.</p> | <p>1. Students will craft a timed essay in response to the inquiry question, “Who writes history and how does history get written?”</p> <p>a. For the timed essay:</p> <ul style="list-style-type: none"> → Students will get 40 minutes to complete their essay → Students can use pen and paper or laptops → Students can use any resource they have created so far in this unit <p>2. Have students share a culminating reflection in small groups by answering the following questions:</p> <ul style="list-style-type: none"> → What did you learn? → What were the peaks and valleys of this experience? → What pieces will you take with you into your future? → Six-word status: How would you describe your thinking/feelings in six words? <p><u>Extension:</u> Encourage students to share their essays with the class. Students can read excerpts aloud, discuss their essays in small groups, or connect with a partner.</p> | <p>Notebook paper / laptops</p> <p>All student created resources</p> |

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