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**UNIT OVERVIEW**

Unit Length	Two - three weeks Twelve lessons, 45-minute class periods
Grade Level(s)/ Subject(s)	10th Grade - African American History
Unit Overview	<p>In this unit, students will explore the methodical progression that the United States took from the period of Reconstruction to the current crisis of Mass Incarceration. Students will look at the difficulties of reuniting the country after war, the brief success of Black Americans in the South during Reconstruction, the rise of Jim Crow laws in the late 19th and early 20th centuries, and reporting on mass incarceration. Finally, students will engage in hexagonal thinking discussions and compose analytical essays that reflect on how the events explored in the unit, as well as loopholes in the 13th amendment, have led to the current state of Mass Incarceration in the United States.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"><li>1) How does a country rebuild after war?</li><li>2) Were African Americans really free during reconstruction?</li><li>3) How has the growth of mass incarceration contributed to Black people being treated as less than human?</li><li>4) How did the U.S transfer control and profit off of black people between enslavement and mass incarceration?</li><li>5) What are the direct connections between enslavement and the prison system? And if prisons are directly linked to enslavement, and are proven to be cruel and unjust, do we need them?</li></ol> <p><b>Compelling Question:</b> What does it really mean to be free?</p>
Objectives & Outcomes	<p>Students will be able to...</p> <ul style="list-style-type: none"><li>• Deconstruct &amp; evaluate primary and secondary source documents in order to have a clear understanding of media.</li><li>• Delineate and evaluate an argument in order to be able to participate in civil discourse.</li><li>• Compare the point of view of two or more authors and evaluate how they treat the same, or similar, topics in order to create their own opinions.</li><li>• Make connections between the history of enslavement in the U.S. and mass incarceration in order to understand the historical context for the current state of mass incarceration.</li></ul>

Standards	<p><b><u>Common Core Standards:</u></b></p> <p>CCSS.ELA-LITERACY.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>CCSS.ELA-LITERACY.RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>CCSS.ELA-LITERACY.W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Unit Resources	<p><b><u>Texts:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">“Mass Incarceration” by Bryan Stevenson</a></li> <li>• <a href="#">Stanford History Education Group Reconstruction Documents</a></li> <li>• Excerpt of <i>The New Jim Crow</i> by Michelle Alexander [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> <li>• <a href="#">What was Jim Crow?</a> by Dr. David Pilgrim, professor of Sociology at Ferris State University</li> <li>• <a href="#">Chapter 15: Reconstruction</a> from <a href="#">The American Yawp</a>, collaborative textbook published by the Stanford University Press</li> <li>• Biography of Ida B. Wells from <i>Living Our Stories, Telling Our Truths: Autobiography and the Making of African American Intellectual Tradition</i> by V.P. Franklin. [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> </ul> <p><b><u>Video/Audio:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Video: “Ida B. Wells: Crash Course Black American History” from Crash Course</a></li> <li>• <a href="#">The 13th Documentary from Ava Duvernay</a></li> <li>• <a href="#">“Strange Fruit” performed by Billie Holiday</a></li> </ul> <p><b><u>Teaching Materials:</u></b></p> <ul style="list-style-type: none"> <li>• Student Notes Sheet 1: Plans for Reconstruction [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> <li>• Student Notes Sheet: Reconstruction Presentations [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> <li>• Student Notes Sheet 3: The American Yawp [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> </ul>

## From Reconstruction to Mass Incarceration

Unit by The Racial Justice Organizing Committee,  
part of the 2021 cohort of *The 1619 Project* Education Network

1619 | Education Network

	<ul style="list-style-type: none"><li>• Student Notes Sheet: Reconstruction Documents and Guiding Questions [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li><li>• Document Based Question (DBQ) planning sheet [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li><li>• <a href="#">They say/I say Templates: Adapted with changes by Chris Hunter from Graff, Gerald and Cathy Birkenstein. They Say/I Say: The Moves That Matter in Academic Writing. New York: Norton, 2010.</a></li><li>• Student Notes: What was Jim Crow? [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li><li>• Student Notes: “Mass Incarceration” by Bryan Stevenson [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li><li>• Student Notes: Visual Art Response for “Mass Incarceration” by Bryan Stevenson [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li><li>• Student Notes: <i>The 13th</i> by Ava Duvernay [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li><li>• Student Notes: Introduction and Key Vocabulary from <i>The New Jim Crow</i> [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li></ul>
Performance Task(s)	Students engage in a Hexagonal Thinking discussion inspired by <a href="#">The Cult of Pedagogy</a> with Betsy Potash and Alex Tramble. Students will have 16 hexagons with words from the unit. Working in small groups, they will connect the hexagons. Once they have created their web, they will explain the connections they made, and why they made them, through writing. Students’ writing assignments explaining their hexagonal thinking will then be displayed.
Assessment/ Evaluation	<p>Assessment 1: Students work in small groups to develop a plan for Reconstruction after the U.S. Civil War. Students develop their plans using pages 1-2 of this graphic organizer Plan for Reconstruction [<a href="#">.pdf</a>] [<a href="#">.docx</a>], and then are evaluated using the rubric on pages 3-5 of the graphic organizer.</p> <p>Assessment 2: After reading “Mass Incarceration” by Bryan Stevenson, students will choose one avenue to illustrate their understanding of the text and what resonated with them about the piece. The document Student Notes: Visual Art Response for “Mass Incarceration” by Bryan Stevenson includes project instructions and a rubric for evaluating final projects. [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p> <p>Assessment 3: To illustrate their understanding of the connections between the end of reconstruction and mass incarceration, and to convey their understanding of racialized social control and the effect it has on Black people in the United States, students will utilize a series of hexagons to engage in discussions and analytical writing that demonstrate relational thinking. The full performance task and evaluation rubric are included in the document Performance Task: Hexagonal Thinking. [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p>
Notes on sourcing	<ul style="list-style-type: none"><li>• Activity 2.01 was created by Rachel Kohan-Gavery.</li><li>• Activity 2.03 was inspired and utilizes documents from SHEG.</li><li>• Activity HOMEWORK was created by Charlie McGeehan /@cmcgeeIII (Twitter)</li><li>• Activity 2.10 Guided notes for the 13th created by Charlie McGeehan /@cmcgeeIII (Twitter) and Humanities Educators at The U School</li></ul>

## DAILY LESSONS AND RESOURCES

### Days 1-3: **Reviewing and Reimagining Reconstruction after the Civil War in the U.S.**

Lesson Objective(s) or Essential Question(s)
<p><b>Objective:</b> Students will be able to use a set of guiding questions to create their own plans for reconstruction.</p> <p><b>Essential Question:</b> How do you rebuild a country after war?</p>
Lesson Materials & Resources
<p>Student Notes Sheet 1: Plans for Reconstruction [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</p>
Lesson Activities
<ol style="list-style-type: none"> <li>Engage students in a discussion about the end of the Civil War in the United States. What do they know about the causes and impacts of the war? What do they know about the Reconstruction era, which followed the Civil War in the United States?</li> <li>Students will then use Student Task Sheet 2.01: Reconstruction Plan and begin drafting their own plans for reconstruction after the end of the Civil War. Students may work individually or in groups. Student's plans should aim to reunite the nation, resolve the conflicts that led to the Civil War, heal the wounds that the war caused, and bring justice to the nation and its citizens</li> </ol> <p>The goal of this activity is for students to consider the difficulties of reconstruction prior to diving into the facts of the situation. Students will consider the following as they create their plans, and then share their plans with the class:</p> <ul style="list-style-type: none"> <li>What will happen to the land and other property that was abandoned or confiscated by the Union army during the war? Who has the right to use it? Who has the right to own it?</li> <li>What will happen to freed people and other African Americans? Will they be citizens? Will they be permitted to vote and hold office? What other rights will they be provided?</li> <li>What is the best way to ensure that white Southerners will be loyal to the United States and accept the end of slavery?</li> <li>What will happen to each of the groups of ex-Confederates listed below? Will they be citizens? Will they be permitted to vote? Will they be permitted to hold office in the government? Should they be "punished" in some manner for joining the rebellion? Should they have to pay a fine to regain American citizenship?             <ul style="list-style-type: none"> <li>Confederate leaders (government officials/military officers)</li> <li>Wealthy, slave-owning planters</li> <li>Women who ran plantation households</li> <li>Working-class and poor whites in the South</li> </ul> </li> </ul>

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**Day 4: Evaluating Presentations on Reconstruction Plans**

Lesson Objective(s) or Essential Question(s)
<b>Essential Question: How do you rebuild a country after war?</b>
Lesson Materials & Resources
Student Notes Sheet: Reconstruction Presentations [ <a href="#">.pdf</a> ] [ <a href="#">.docx</a> ]
Lesson Activities
<ol style="list-style-type: none"><li>1. Opening: Students will have five minutes to prepare for their presentations to the rest of the class.</li><li>2. While one group or individual is presenting, the audience will utilize the following questions to evaluate the proposed plan. They will document their responses using the Student Notes Sheet above.<ol style="list-style-type: none"><li>a. Does this plan help reunite and heal the country? Why or why not?</li><li>b. Will this plan bring about justice?</li><li>c. Does this plan offer clear steps for how to manage or support...<ol style="list-style-type: none"><li>i. Land?</li><li>ii. Formerly Enslaved People?</li><li>iii. White Southerners' Loyalty?</li><li>iv. Ex-Confederates?</li></ol></li><li>d. What rating would you give this presentation out of five?</li></ol></li><li>3. After presentations, students will utilize their notes to vote for the best plan.<ol style="list-style-type: none"><li>a. OPTION: depending on time, this could be a simulation where students actually lobby for their plan.</li></ol></li></ol>

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**Day 5: Analyzing Research on Reconstruction**

Lesson Objective(s) or Essential Question(s)
<b>Essential Question: How do you rebuild a country after war?</b>
Lesson Materials & Resources
<ul style="list-style-type: none"><li>• <a href="#">Chapter 15: Reconstruction</a> from <a href="#">The American Yawp</a>, collaborative textbook published by the Stanford University Press</li><li>• Student Notes Sheet 3: The American Yawp [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li></ul>
Lesson Activities
<ol style="list-style-type: none"><li>1. Opening discussion: What is the difference between primary and secondary sources?</li><li>2. Students will read about an overview of Reconstruction from The American Yawp using one of the following strategies:<ol style="list-style-type: none"><li>a. Jigsaw reading- small groups read a section and present to the class</li><li>b. Whole class reading</li><li>c. Independent reading</li></ol></li><li>3. As they read, students track key details from the article using the Student Notes Sheet above.</li><li>4. After reading the article, students discuss the guiding question, “Were African Americans free during Reconstruction?”</li></ol>

## Day 6: Analyzing Primary Source Documents from the Reconstruction Period

Lesson Objective(s) or Essential Question(s)
<b>Essential Question: Were African Americans really free during reconstruction?</b>
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>• <a href="#">Stanford History Education Group Reconstruction Timeline and Primary Source Documents</a></li> <li>• Student Notes Sheet: Reconstruction Documents and Guiding Questions [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> </ul>
Lesson Activities
<ol style="list-style-type: none"> <li>1. Opening reflection: Using a <a href="#">jamboard</a>, or other method to collect students' thoughts, students reflect on what they consider when deciding whether or not to use a source.           <div data-bbox="431 888 1268 1358" data-label="Image"> </div> </li> <li>2. Using the primary source documents from Stanford Education Group <a href="#">linked here</a>, students will determine how reliable the sources are and why. Then they will also use the provided questions in Student Notes Sheet: Reconstruction Documents and Guiding Questions to analyze the document further.</li> <li>3. Ultimately, students will utilize these texts and notes as a tool when they complete their Document Based Question (DBQ) in the following lessons in response to the guiding question, <b>“Were African Americans really free during reconstruction?”</b></li> </ol>

### Day 7-9: Crafting a Document Based Question

Lesson Objective(s) or Essential Question(s)
<b>Essential Question: Were African Americans really free during reconstruction?</b>
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>• <a href="#">Stanford History Education Group Reconstruction Timeline and Primary Source Documents</a></li> <li>• The <a href="#">American Yawp: Chapter 15 Reconstruction</a></li> <li>• Document Based Question (DBQ) planning sheet [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> <li>• <a href="#">They say/I say Templates: Adapted with changes by Chris Hunter from Graff, Gerald and Cathy Birkenstein. They Say/I Say: The Moves That Matter in Academic Writing. New York: Norton, 2010.</a></li> </ul>
Lesson Activities
<ol style="list-style-type: none"> <li>1. Opening: Using the <a href="#">Project Zero headline</a> method, students will write a headline about Reconstruction as a formative assessment of the information viewed in the primary documents.</li> <li>2. Using the <a href="#">primary documents</a> from the Stanford History Education Group, <a href="#">Chapter 15 from American Yawp</a>, their notes, and their discussion questions, students will determine their stance on the essential question and make a claim. They will then create a DBQ that outlines their claims and support for their claims. The DBQ should also address what others, the opposition, might say; this is their counterclaim. Once they have completed these things, they will write a conclusion summarizing your points.</li> <li>3. Finally, they will put all the parts together to create a cohesive complete argument, highlighting with the colors given.</li> <li>4. Students can complete their DBQ plan and draft in the Document Based Question (DBQ) Planning Sheet. A rubric for evaluating the DBQ responses can be found on page 6 of the planning sheet.</li> </ol>



### Day 10: Jim Crow Era Laws and Policies

Lesson Objective(s) or Essential Question(s)
<b>Essential Question: Were African Americans really free during reconstruction?</b>
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>• <a href="#">What was Jim Crow?</a> by Dr. David Pilgrim, professor of Sociology at Ferris State University</li> <li>• <a href="#">“Strange Fruit” performed by Billie Holiday</a></li> <li>• Student Notes: What was Jim Crow? [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> </ul>
Lesson Activities
<ol style="list-style-type: none"> <li>1. Students will explore the article/website “What was Jim Crow?” while utilizing a set of guiding questions from the document Student Notes: What was Jim Crow? to support their understanding. This article is supplemented with <a href="#">images</a> that students will also review as they read. <b>The goal of this activity is to have students increase their understanding of Jim Crow.</b></li> <li>2. After reading, students will explore the song <a href="#">“Strange Fruit” performed by Billie Holiday</a> and review the song’s lyrics on the last page of the document, Student Notes: What was Jim Crow? Students will use the following questions on the student notes document to evaluate how the song depicts historical events as also personal events:           <ul style="list-style-type: none"> <li>• What is the strange fruit she is referring to?</li> <li>• Choose one line or set of lines you find most jarring.</li> <li>• What do you think about this song?</li> <li>• How does this song make you feel? Why?</li> </ul> </li> </ol>

**Day 11: The Role of the Press and Legacy of Ida B. Wells Barnett**

Lesson Objective(s) or Essential Question(s)
<b>Essential Question: What was the role of the press during the post-Reconstruction era in the United States?</b>
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>• <a href="#">Video: “Ida B. Wells: Crash Course Black American History” from Crash Course</a></li> <li>• <a href="#">30 Quotes from Ida B. Wells</a></li> <li>• Biography of Ida B. Wells from <i>Living Our Stories, Telling Our Truths: Autobiography and the Making of African American Intellectual Tradition</i> by V.P. Franklin. [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> </ul>
Lesson Activities
<ol style="list-style-type: none"> <li>1. As a class, watch <a href="#">the video</a> “Ida B. Wells: Crash Course Black American History” from <i>Crash Course</i>.</li> <li>2. Students will use the document Student Notes: Ida B. Wells Barnett to provide the following analysis of the video: <ol style="list-style-type: none"> <li>a. Summary - five points of importance from what you viewed</li> <li>b. Symbol - select a symbol to represent Barnett or her work. Write at least one sentence about why you chose this symbol.</li> <li>c. Quote - Choose <a href="#">a quote</a> from Ida B. Wells-Barnett. Explain why you chose the quote.</li> <li>d. Connection - Write at least one sentence explaining something that resonated with you from either <a href="#">the Crash Course video</a> or <a href="#">this biography</a> of Ida B. Wells from <i>Living Our Stories, Telling Our Truths: Autobiography and the Making of African American Intellectual Tradition</i> by V.P. Franklin.</li> </ol> </li> <li>3. As a class, discuss the important contributions of Ida B Wells Barnett and consider why she is not as well known to many Americans. This discussion should also explore the roles that different media outlets played during the post-Reconstruction era in the United States.</li> </ol>

**Day 12: Analyzing “Mass Incarceration” by Bryan Stevenson**

Lesson Objective(s) or Essential Question(s)
<b>Essential Question: What is the connection between enslavement, the Jim Crow era laws and policies, and incarceration?</b>
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>• <a href="#">“Mass Incarceration” by Bryan Stevenson</a></li> <li>• Student Notes: “Mass Incarceration” by Bryan Stevenson [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> </ul>
Lesson Activities
<ol style="list-style-type: none"> <li>1. As a class, students read <a href="#">“Mass Incarceration” by Bryan Stevenson</a>.</li> <li>2. As they read, students will...             <ol style="list-style-type: none"> <li>a. Highlight statistics in blue.</li> <li>b. Highlight surprising information in green.</li> <li>c. Highlight dates in yellow.</li> </ol> </li> <li>3. When they finish reading, students will consider:             <ol style="list-style-type: none"> <li>a. What if anything did you learn from this text? If you didn’t learn anything here, how have you developed your understanding and what resonates with your past learning?</li> <li>b. What is an image the author creates through text that stands out to you? Why is it memorable?</li> <li>c. We will discuss these ideas as a class.</li> </ol> </li> <li>4. Throughout the discussion, students can track their thoughts in the document Student Notes: “Mass Incarceration” by Bryan Stevenson.</li> </ol>

Day 12-14:  
**Creating Visual Art Analyzing Connections Between Enslavement and Mass Incarceration**

Lesson Objective(s) or Essential Question(s)
<b>Essential Question: What is the connection between enslavement, the Jim Crow era laws and policies, and incarceration?</b>
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>• <a href="#">“Mass Incarceration” by Bryan Stevenson</a></li> <li>• Student Notes: Visual Art Response for “Mass Incarceration” by Bryan Stevenson [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> </ul>
Lesson Activities
<ol style="list-style-type: none"> <li>1. After reading <a href="#">“Mass Incarceration” by Bryan Stevenson</a>, students will choose one avenue to illustrate both their understanding of the text and what resonated with them about the article. Project options include data visualization, visual sentencing comparison, digital or analog timeline, and visual poem.</li> <li>2. As they create their projects using the instructions in the document Student Notes: Visual Art Response for “Mass Incarceration” by Bryan Stevenson students will consider the following:             <ul style="list-style-type: none"> <li>○ What does it really mean to be free?</li> <li>○ How has the growth of mass incarceration contributed to Black people being treated as less than human?</li> <li>○ How did the U.S transfer control and profit off of Black people between enslavement and mass incarceration?</li> <li>○ If prisons are directly linked to enslavement and are proven to be cruel and unjust, do we need them?</li> </ul> </li> </ol>

**Day 15-17: Analyzing *The 13th* Documentary Film**

Lesson Objective(s) or Essential Question(s)
<b>Essential Question: What is the connection between enslavement, the Jim Crow era laws and policies, and incarceration?</b>
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>• <a href="#">The 13th by Ava Duvernay</a></li> <li>• Student Notes: <i>The 13th</i> by Ava Duvernay [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> </ul>
Lesson Activities
<ol style="list-style-type: none"> <li>1. Through guided notes and class discussion, students will explore the film <i>The 13th</i> directed by Ava Duvernay. The documentary is available for free on Youtube in its entirety.</li> <li>2. This documentary and task is broken down into individual days (three days recommended). Students will work to understand the essential question through an analysis of the film. They will track key details and their analysis using the questions in the document Student Notes: <i>The 13th</i> by Ava Duvernay. Through their analysis, students will also begin to consider alternatives to incarceration.</li> </ol>

Day 18:  
**Analyzing Excerpts from *The New Jim Crow***

Lesson Objective(s) or Essential Question(s)
<b>Essential Question: What is the connection between enslavement, the Jim Crow era laws and policies, and incarceration?</b>
Lesson Materials & Resources
<ul style="list-style-type: none"><li>Excerpt of <i>The New Jim Crow</i> by Michelle Alexander <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li><li>Student Notes: Introduction and Key Vocabulary from <i>The New Jim Crow</i> <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li></ul>
Lesson Activities
<ol style="list-style-type: none"><li><b>Opening:</b> Guide students in reviewing what they remember about the Jim Crow era. Have students turn and talk to share the key details they remember, and then ask them to share summaries of their discussions with the class.</li><li>Students use the document Student Notes: Introduction and Key Vocabulary from <i>The New Jim Crow</i> to preview vocabulary and themes from <i>The New Jim Crow</i>.</li><li>Collectively, students read an excerpt from “The New Jim Crow” by Michelle Alexander. As they read, students will utilize Student Notes: Introduction and Key Vocabulary from <i>The New Jim Crow</i> to answer comprehension and analysis questions.</li></ol>

Day 19:  
**Hexagonal Thinking Performance Task**

Lesson Objective(s) or Essential Question(s)
<b>Essential Question: What is the connection between enslavement, the Jim Crow era laws and policies, and incarceration?</b>
Lesson Materials & Resources
<ul style="list-style-type: none"> <li>Performance Task: Hexagonal Thinking <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> </ul>
Lesson Activities
<ol style="list-style-type: none"> <li>In groups, students will cut out and then use <a href="#">the provided hexagons</a> to create a web of <b>10 hexagons</b>. There is no one correct way to create the web. Each hexagon includes a term connected to the unit.</li> <li>With their small group, students will discuss the arrangement of hexagons that might work best.</li> <li>Once they have chosen an arrangement, they will tape/glue your hexagons down onto a piece of paper.</li> <li>Students will then explain their thinking about what connections were made between the topics in their chosen hexagons, and why they made the choices they made in placing the hexagons. Students should also connect the placement of their hexagons to the essential question above.</li> <li>Students will plan and explain their connections using the document Performance Task: Hexagonal Thinking. This document also includes the rubric that will be used to grade the task.</li> </ol>