

Unit Overview

Unit Length	Eight lessons
Grade Level(s)/Subject(s)	10th grade African American History
Unit Overview	<p>This unit asks students to identify underreported, yet newsworthy stories about African American historical figures, organizations, or events from U.S. history prior to Reconstruction and from the present that accurately depict Black excellence, resistance, and joy. Students use images such as photographs and historical documents to create collages that display these events. They then craft written explanations to describe the collages. This work will be accessible to the school community in a museum gallery within the building.</p> <p>Essential Question: How can we find and visually display stories and images of Black Americans past and present that depict excellence, resistance, and/or joy that have not yet been properly illuminated?</p> <p>Skills to Be Practiced:</p> <ul style="list-style-type: none"> ● Analysis of underreported stories ● Research ● Curation of images and documents to provide visual evidence ● Writing to explain the images of the underreported stories chosen and researched by students ● Interviewing skills <p>Pedagogical Vision: It has been well documented that many attempts at teaching African American history center trauma. It is essential to provide a fuller exploration of the Black experience. According to Coshandra Dillard in her article in <i>Learning for Justice</i>, “One way to start right away is to tell the whole story—not just a small part—of Black history. A first step is to commit to decentering racial trauma.”¹ In his paper, LaGarrett King argues that a manner of properly teaching “Black history is to explore Black identity through complex and nuanced narratives that attempt to get at the full humanity of Black people.”² This includes teaching about joy along with other principles. Lastly, in her February 2021 article in</p>

¹ Coshandra Dillard, “Black History Month: Teaching the Complete History,” *Learning for Justice*, January 29, 2020. Accessed January 17, 2022.

<https://www.learningforjustice.org/magazine/black-history-month-teaching-the-complete-history>

² LaGarrett J. King, “Black History is Not American History: Toward a Framework of Black Historical Consciousness,” *Social Education* 84(6), pp. 335–341, November/December 2020. Accessed January 17, 2022.

<https://www.socialstudies.org/sites/default/files/view-article-2020-12/se8406335.pdf>

	<p><i>Education Week</i>, high school teacher Jania Hoover argued that “with a trauma- and struggle-filled narrative, the Black experience is one-dimensional and defined by pain. While there is a lot of pain, that’s only one part of the story. It is imperative for children to know that Black people experienced joy at every point in history. Black joy and Black love are central themes for understanding Black history. Simply put, without a focus on Black joy, Black history is incomplete. When we teach oppression and struggle without also teaching the joy of resistance, for instance, we miss the mark.”³ Thus this unit seeks to have students find and research underreported stories that reflect Black excellence, resistance, and joy both in early US history and in the present, and to display those stories for the school community.</p> <p>Scope and Sequence: Students will begin by examining and discussing images that depict excellence, resistance, and joy experienced by Black Americans. Students will then analyze what an underreported story is and what makes a story newsworthy, and then they will explore an underreported story from the past and several from the present. Students will find their own underreported yet newsworthy stories that reflect the excellence, resistance, and/or joy of Black Americans. One will come from U.S. history from 1619 through the end of the Civil War. The other story will come from our contemporary era. Students will create an image/document collage to represent that person, organization, or event, and write text that explains the collage and the story. Finally, students will present their collages and writing in an in-person museum of joy hosted within our school.</p>
Objectives & Outcomes	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Analyze underreported stories that center resistance and positive representations of Black Americans in early American history and contemporarily. ● Research African American historical figures, organizations, and events in the past and in the present. ● Use visual images coupled with text to tell an underreported story. ● Present their collages and explanations in an in-school museum.
Standards	<p><u>Common Core State Standards:</u> <u>CCSS.ELA-LITERACY.CCRA.SL.2</u></p>

³ Jania Hoover, “Don’t Teach Black History Without Joy,” *Education Week*, February 19, 2021, Accessed January 17, 2022. <https://www.edweek.org/leadership/opinion-dont-teach-black-history-without-joy/2021/02>

	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>Learning for Justice Social Justice Standards:</p> <p>3. Students will recognize that people’s multiple identities interact and create unique and complex individuals.</p> <p>10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</p> <p>15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p>
Unit Resources	<p>Resources for Introducing Underreported Stories and Reporting Ethics:</p> <ul style="list-style-type: none"> → “What Are Underreported Stories?.” a video from the Pulitzer Center → “Building Trust” video from the Pulitzer Center - Watch 0:00-1:50 and 6:40-8:58 (approx. 4 mins) → “Discovering a Different Narrative Along the Bronx River” by Teresa Cebrián Aranda and Mariel Rodriguez-McGill for the Pulitzer Center <p>Example Stories of Black Excellence, Resistance, and Joy:</p> <ul style="list-style-type: none"> → Museum of Black Joy, created by Andrea “Philly” Walls → “I Am Omar” by Jennifer Berry Hawes and Gavin McIntyre for the <i>Post and Courier</i> and the Pulitzer Center → “Portrait of a Pandemic: Odunde Leader Says This Year’s Virtual Festival Feels Like a ‘Reboot, Recharge’” by Errin Haines for the <i>Philadelphia Inquirer</i> and the Pulitzer Center → “Portraits of a Pandemic: Joining a Broader Movement to Fight for Tenant Rights” by Errin Haines for the <i>Philadelphia Inquirer</i> and the Pulitzer Center → “Portrait of a Pandemic: ‘We Can’t Be Selective on What Black Lives Matter and What Black Lives Don’t.’ Says Philly Race and Gender Activist” by Errin Haines for the <i>Philadelphia Inquirer</i> and the Pulitzer Center → “Road Trip: In Mississippi, Love in the Time of Coronavirus” by Tim Sullivan, Noreen Nasir, and Wong Maye-E for the Associated

Press and the Pulitzer Center

- [“Afropunk Brings the ‘Black Lives Matter’ Ethos Abroad”](#) by Melissa Bunni Elian for NPR and the Pulitzer Center

Resources to Support Student Research on Black Excellence, Resistance, and Joy in History:

- [Africans in America](#) from PBS
- Library of Congress:
 - ◆ [Images of African American Slavery and Freedom](#)
 - ◆ [Photographs of African Americans During the Civil War: A List of Images in the Civil War Photograph Collection](#)
 - ◆ [Slavery—The Peculiar Institution](#)
 - ◆ [Free Blacks in the Antebellum Period](#)
 - ◆ [Abolition, Anti-Slavery Movements, and the Rise of the Sectional Controversy](#)
 - ◆ [The Civil War](#)
 - ◆ [William A. Gladstone Afro-American Military Collection](#)
- [Uncovering William Still's Underground Railroad](#) from the Historical Society of Pennsylvania
- [Black Founders: The Free Black Community in the Early Republic](#) from the Library Company of Philadelphia
- [Cassey and Dickerson Friendship Album Project](#)

Resources to Support Student Research on Black Excellence, Resistance, and Joy in the Present:

These sources have been selected to encourage students to connect with their local Black media outlets. Teachers outside of the Philadelphia area may choose resources that are local to them.

- [Philadelphia Tribune](#)
- [Philadelphia Sunday Sun](#)
- [Black Philadelphia Magazine](#)

Additional Resources for Teacher Preparation:

- [“Nikole Hannah-Jones Dives into the Origins, Language of *The 1619 Project*”](#) by Dorany Pineda for the *Los Angeles Times* - Paragraphs 1-8 (until ““We have to stop letting the language hide the crime.”)”)
- [“Don’t Teach Black History Without Joy”](#) by Jania Hoover for *Education Week*
- [“Black History Is Not American History: Towards a Framework of Black Historical Consciousness”](#) by LaGarrett J. King for *Social Education*

Performance Task(s)	<p>Students will create two collages of at least five images each. One of the collages will depict African American people, organizations or events from U.S. history from 1619 through the Civil War. The other collage will depict an underreported contemporary story about Black Philadelphians. Each collage will be supported by one to two paragraphs of written explanation of the story and the collage.</p> <p>Students will present their work to the school community through a physical museum and live, in-person, gallery walk.</p>
Assessment/Evaluation	<p>Formative Assessments: Completion grades with feedback will be used to evaluate the formative assessments as students progress. Students are assigned a mix of exit tickets and short homework assignments that involve writing short paragraphs, reading, and research.</p> <p>Summative Assessment: A rubric will be used to evaluate the quality of the collages, written explanations, and gallery presentations for the performance task.</p>

Day 1

Lesson Objective(s) or Essential Question(s)
<p>Guiding Questions: What is joy? What does joy look like? Where do we see depictions of Black Americans experiencing joy? What is Black joy?</p> <p>Lesson Objective: Students will be able to examine photographs that show Black joy and positive representations of African Americans in order to determine where they already see positive images of Black Americans and where those images are missing. Students will begin to consider what positive underreported stories they would like to tell through images.</p>
Focus text(s) / resource(s) for today's lesson
<p>Focus Resources:</p> <ul style="list-style-type: none">→ Museum of Black Joy online photo museum→ "What Are Underreported Stories?." a video from the Pulitzer Center <p>Worksheet:</p> <ul style="list-style-type: none">→ "But, What Is Joy?" [.pdf]→ "But, What Is Joy?" [.docx]
Lesson Activities
<p><i>Students use the "But, What Is Joy?" worksheet to capture their answers to the do-now and other questions during this class period.</i></p> <p>Warm-up:</p> <ol style="list-style-type: none">1. Carefully examine the images at the Museum of Black Joy, then answer these questions:<ul style="list-style-type: none">→ What are the words, thoughts, and feelings that come to you as you look at the photographs on this site?→ Where have you seen images like these previously, if at all?2. Discussion of the do-now. Students take notes in the table in the "But, What Is Joy?" worksheet. <p>Lesson:</p> <ol style="list-style-type: none">1. Turn and Talk: Students discuss the following questions with a partner and write the answers they come up with into their worksheet.<ul style="list-style-type: none">→ What is joy? How would you define it? What does it look like? How does it feel?→ In your personal experience, where do you see examples of Black Americans experiencing joy, through celebrations, laughter, victories, and everyday life?→ Create a definition of "Black joy."→ In your personal experience, where are examples of Black joy missing?

→ Why is it important to see stories of Black joy?

2. Whole class discussion: Students report out some of their discussions with their partners.

*When students share their definitions of Black joy, include LaGarrett J. King's definition:

"Black joy is an extension of agency, resistance, and perseverance. Its purpose is to counter the acts of white oppression and power. Black joy is a liberation and radical project that defied oppressive structures of the time. Black joy as Black history encompasses narratives that offer knowledge about Black culture that are not focused on hardship but sustain Black people's spirits. While joy can infer happiness, Black joy is more than that. It is Black people's resolve in the face of oppression that grief need not be the dominant attitude or disposition. Black joy is the love, collegiality, and collectiveness that Black people have exhibited throughout history. Black joy resists the notion that Black people are unworthy and sub-human. It is what makes Black culture, Black culture."⁴

*When students share why it is important to see stories of Black joy, include Jania Hoover's contention:

"...with a trauma- and struggle-filled narrative, the Black experience is one-dimensional and defined by pain. While there is a lot of pain, that's only one part of the story. It is imperative for children to know that Black people experienced joy at every point in history. Black joy and Black love are central themes for understanding Black history. Simply put, without a focus on Black joy, Black history is incomplete. When we teach oppression and struggle without also teaching the joy of resistance, for instance, we miss the mark."⁵

3. Introduce the work of the Pulitzer Center to the students, informing them that it supports journalism on underreported issues through multiple types of media. Students watch "[What Are Underreported Stories?](#)" Following the video, students answer these questions on their worksheet:

- "According to the speakers in the video, what is an underreported story?"
- How are underreported news stories different from other news stories? Reference examples from the video in your description."⁶

4. Class discussion: In what ways are joyful depictions of African Americans underreported stories?

Exit Ticket: What makes something an underreported story?

⁴ King, 338.

⁵ Hoover.

⁶ "Interview Techniques for Telling Under-reported Stories." Pulitzer Center, September 2, 2020. Accessed January 17, 2022. <https://pulitzercenter.org/builder/lesson/interview-techniques-telling-under-reported-stories>

Day 2

Lesson Objective(s) or Essential Question(s)
<p>Guiding Questions: What are examples of underreported stories from the past? How can these stories be reported on in the present in accurate and positive ways?</p> <p>Lesson Objective: Students will be able to analyze a long-form article that brings attention to an underreported historical figure in order to decide why the historical issue is currently newsworthy, if the representation of the historical figure is accurately wrought, and how students could apply these techniques in their own study of history.</p>
Focus text(s) / resource(s) for today's lesson
<p>Focus Resource:</p> <p>→ "I Am Omar" by Jennifer Berry Hawes and Gavin McIntyre for the <i>Post and Courier</i> and the Pulitzer Center</p> <p>Worksheets:</p> <p>→ "But, What Is Joy?" worksheet [.pdf]</p> <p>→ "But, What Is Joy?" worksheet [.docx]</p> <p>→ Day 2 Homework worksheet [.pdf]</p> <p>→ Day 2 Homework worksheet [.docx]</p>
Lesson Activities
<p>Warm-up:</p> <p>1. Students use "But, What Is Joy?" worksheet to respond to a quotation from the Philadelphia-based artist Andrea "Philly" Walls, who created the Museum of Black Joy.</p> <p><i>"I can show daily images of what I'm calling Black joy, which is just ordinary moments of grace and kindness and non-traumatic breath."⁷</i></p> <p>2. Discussion of student responses.</p> <p>Lesson: Students read "I Am Omar" and answer questions in their worksheet in conjunction with a partner.</p> <p>→ Go through the article and examine all of the images and videos. Which one is the most striking to you and why?</p> <p>→ What did Omar write? How many of his pieces have been found? In what language did he write? What did he write about? How was the content of his writing perhaps limited by his condition of</p>

⁷ Ulaba, Nedy. "At The 'Museum Of Black Joy,' It's The Everyday Moments That Go On Display." *NPR*, August 14, 2021. Accessed January 17, 2022.

<https://www.npr.org/2021/08/14/1026447517/museum-of-black-joy-andrea-walls>

enslavement?

- What was happening in Futa Toro before and during the time that Omar was kidnapped into slavery?
- Describe Omar's escape from slavery, his time in jail, and his re-enslavement.
- What role did Islam play in Omar's life?
- What did Omar write in his letter to state Senator John Owen and his church community?
- What did Omar write in 1831 in his "document of resistance?"
- Describe the quest of the journalists and their group to find Omar Ibin Said's home.
- Why do the journalists allow one of the men of Coppe to keep the packet of Omar's texts? What does this tell us about reporting on a community outside of our own?

Exit Ticket: Students put a sticky note on a large piece of paper hanging on the wall (or a "sticky" on a Jamboard) that responds to the question:

- Is "I Am Omar" an underreported story about a historical figure or not? Why?

Homework: Consider "I Am Omar." Answer the following questions in three sentences each or less:

- What makes this story newsworthy?
- What instances of excellence, resistance and/or joy do you see in the article?

Day 3

Lesson Objective(s) or Essential Question(s)
<p>Guiding Questions: What are contemporary examples of underreported stories that depict Black excellence, resistance, and joy?</p> <p>Lesson Objective: Students will be able to read a contemporary article on an underreported story that shows the resilience and joy of Black Americans in order to begin to consider what contemporary underreported story they would like to tell in their collage.</p>
Focus text(s) / resource(s) for today's lesson
<p>Focus Resources:</p> <ul style="list-style-type: none">→ "Portrait of a Pandemic: Odunde Leader Says This Year's Virtual Festival Feels Like a 'Reboot, Recharge'" by Errin Haines for the <i>Philadelphia Inquirer</i> and the Pulitzer Center→ "Portraits of a Pandemic: Joining a Broader Movement to Fight for Tenant Rights" by Errin Haines for the <i>Philadelphia Inquirer</i> and the Pulitzer Center→ "Portrait of a Pandemic: 'We Can't Be Selective on What Black Lives Matter and What Black Lives Don't,' Says Philly Race and Gender Activist" by Errin Haines for the <i>Philadelphia Inquirer</i> and the Pulitzer Center→ "Road Trip: In Mississippi, Love in the Time of Coronavirus" by Tim Sullivan, Noreen Nasir, and Wong Maye-E for the Associated Press and the Pulitzer Center <p>Worksheets:</p> <ul style="list-style-type: none">→ "But, What Is Joy?" worksheet [.pdf]→ "But, What Is Joy?" worksheet [.docx]→ Day 3 Homework worksheet [.pdf]→ Day 3 Homework worksheet [.docx]
Lesson Activities
<p>Warm-up: Students should reflect on "I Am Omar:"</p> <ul style="list-style-type: none">→ What made the story a positive and accurate depiction of Omar and his experiences?→ What made the story underreported?→ What made the story newsworthy?→ How did the story represent Black excellence, resistance, and/or joy? <p>Lesson:</p> <ol style="list-style-type: none">1. Students choose one of the four contemporary news articles to analyze with a partner<ul style="list-style-type: none">→ "Portrait of a Pandemic: Odunde Leader Says This Year's Virtual Festival Feels Like a 'Reboot, Recharge'" by Errin Haines for the <i>Philadelphia Inquirer</i> and the Pulitzer Center→ "Portraits of a Pandemic: Joining a Broader Movement to Fight for Tenant Rights" by Errin Haines for the <i>Philadelphia Inquirer</i> and the Pulitzer Center

- [“Portrait of a Pandemic: ‘We Can’t Be Selective on What Black Lives Matter and What Black Lives Don’t,’ Says Philly Race and Gender Activist”](#) by Errin Haines for the *Philadelphia Inquirer* and the Pulitzer Center
- [“Road Trip: In Mississippi, Love in the Time of Coronavirus”](#) by Tim Sullivan, Noreen Nasir, and Wong Maye-E for the Associated Press and the Pulitzer Center

While they read, students should work individually or in pairs/small groups to answer these reading analysis questions:

- What makes this story underreported?
- What makes this story newsworthy?
- What instances of excellence, resistance and/or joy do you see in the article?

2. Form new groups of 2-4 students who read different articles. Students should discuss the content of the articles and their answers to the reading analysis questions.

3. Brainstorm with group:

- What images were included in these articles that helped you better understand and connect to the underreported story?
- What are contemporary issues that are underreported, newsworthy, and would show instances of Black excellence, resistance, and/or joy?

Homework: Reflect on the contemporary articles you read/discussed and on “I Am Omar.” Why do you think it is important for journalists and historians to tell stories of Black excellence, resistance, and joy? Write about a paragraph in response.

Day 4

Lesson Objective(s) or Essential Question(s)

Guiding Questions: Where in early African American history did you see examples of excellence, resilience, and joy? How can one of those examples be displayed visually?

Lesson Objective: Students will be able to brainstorm people, organizations, or events from the first semester of the African American history course that are examples of excellence, resilience, and joy. Students will begin planning and researching the topic that they choose in order to create a digital collage of related images and explanatory text to use in their project.

Focus text(s) / resource(s) for today's lesson

Worksheets:

- [Performance Task Handout \[.pdf\]](#)
- [Performance Task Handout \[.docx\]](#)
- [Performance Task Preparation Worksheet - Historical \[.pdf\]](#)
- [Performance Task Preparation Worksheet - Historical \[.docx\]](#)

Recommended Sources for Student Research:

- [Africans in America](#) from PBS
- Library of Congress:
 - ◆ [Images of African American Slavery and Freedom](#)
 - ◆ [Photographs of African Americans During the Civil War: A List of Images in the Civil War Photograph Collection](#)
 - ◆ [Slavery—The Peculiar Institution](#)
 - ◆ [Free Blacks in the Antebellum Period](#)
 - ◆ [Abolition, Anti-Slavery Movements, and the Rise of the Sectional Controversy](#)
 - ◆ [The Civil War](#)
 - ◆ [William A. Gladstone Afro-American Military Collection](#)
- [Uncovering William Still's Underground Railroad](#) from the Historical Society of Pennsylvania
- [Black Founders: The Free Black Community in the Early Republic](#) from the Library Company of Philadelphia
- [Cassey and Dickerson Friendship Album Project](#)

Lesson Activities

1. Students are placed in groups of four and examine the performance task handout.
2. Students brainstorm events and historical figures that are examples of African American excellence, resistance and/or joy in the performance task preparation worksheet.
 - Students begin researching using the focus texts and enter information into the performance task preparation worksheet.
 - Once students have chosen their topic, they should let the teacher know so that the class can avoid

repeated subjects.

Homework: Students will complete research on their chosen historical figure or event.

Day 5

Lesson Objective(s) or Essential Question(s)

Guiding Questions: What contemporary underreported stories about Black Philadelphians that highlight excellence, resistance, and joy should be more publicized? How can one of those stories be displayed visually via collage?

Lesson Objective: Student groups will choose an underreported story about a Black Philadelphian, Black-led organization, or event taking place in the Black community in order to collect images and document it for our slideshow museum.

Focus text(s) / resource(s) for today's lesson

Focus Resources:

- [Philadelphia Tribune](#)
- [The Philadelphia Sunday Sun](#)
- [Black Philadelphia Magazine](#)

Worksheets:

- [Performance Task Preparation Worksheet - Contemporary \[.pdf\]](#)
- [Performance Task Preparation Worksheet - Contemporary \[.docx\]](#)

Lesson Activities

1. In their original groups, students look through the focus resources, all of which are local Black news sources, and pull out stories that they would like to focus on for the project. Students may also discuss people in their community whose stories they think should be told. Students input their brainstorming in the chart in the performance task preparation worksheet.

Students should be encouraged to use photographs and documents that exist in the focus resources or elsewhere online. They should also be encouraged to take their own photographs to the extent possible.

2. Students research the contemporary event/person/organization and find out as much as they can about them, inputting research into the chart in the worksheet.

3. Once students have chosen their topic, they should let the teacher know so that the class can avoid repeated subjects.

Homework: Students will complete research on their chosen contemporary figure, organization, or event.

Note to teachers: After this lesson, Liz Taylor used the Pulitzer Center's free [virtual journalist visit program](#) to invite Gavin McIntyre and Jennifer Berry Hawes, the journalists behind "I Am Omar," to speak with her students. They shared tips on composing a text/photo story highlighting underreported stories of Black excellence, resistance, and joy. If you would like to invite a journalist to your classroom, [click here](#).

Day 6

Lesson Objective(s) or Essential Question(s)

Guiding Questions: What are examples of visuals that show Black excellence, resistance, and joy? How can students interview subjects with sensitivity and care even if they are not a part of the community that they are asking questions about? How can students embark on creating their performance task?

Lesson Objective: Students will consider how to interview subjects of news stories in order to conduct sensitive and appropriate interviews, if they are able to get an interview. Students will create two image collages on Google Slides and write corresponding explanations in order to tell underreported stories that show Black excellence, resistance, and joy.

Focus text(s) / resource(s) for today's lesson

Focus Resources:

- ["Afropunk Brings the 'Black Lives Matter' Ethos Abroad"](#) by Melissa Bunni Elian for NPR and the Pulitzer Center
- ["Building Trust"](#) video from the Pulitzer Center - Watch 0:00-1:50 and 6:40-8:58 (approx. 4 mins)
- ["Discovering a Different Narrative Along the Bronx River"](#) by Teresa Cebrián Aranda and Mariel Rodriguez-McGill for the Pulitzer Center

Worksheets and Templates:

- ["But, What Is Joy?" \[.pdf\]](#)
- ["But, What Is Joy?" \[.docx\]](#)
- [Performance Task Preparation Worksheet - Contemporary \[.pdf\]](#)
- [Performance Task Preparation Worksheet - Contemporary \[.docx\]](#)
- [Empty Slides / Project Template \[.pptx\]](#)
- [Empty Slides / Project Template \[Google Slides\]](#)
- [Collage Explanation Graphic Organizer \[.pdf\]](#)
- [Collage Explanation Graphic Organizer \[.docx\]](#)
- [Day 6 Homework worksheet \[.pdf\]](#)
- [Day 6 Homework worksheet \[.docx\]](#)

Lesson Activities

Students use "But, What Is Joy?" worksheet to capture their answers to the do-now and to the video "Building Trust."

Warm-up: Students view "Afropunk Brings The 'Black Lives Matter' Ethos Abroad." While they read, students should record their responses to the following questions:

- Use five words to describe what you are seeing in these images.
- What are ways that you can create and curate images to show joy?

Lesson:

1. Discussion of warm-up.
2. Watch “Building Trust” 0:00-1:50 and 6:40-8:58. As they watch, students answer the question on their worksheet:
 - What are three pieces of advice from the Pulitzer Center journalists on building trust with people whom you interview?
3. Students attempt to find contact information for the contemporary organization or person on which/whom they would like to focus their collage.
4. Groups design interview questions for their subject. Questions should be placed on the performance task preparation worksheet - contemporary.
5. Discussion of creating collages using Google Slides. Students can use [a double exposure app](#) in order to overlay images for a more creative/artistic collage. Students can also use templates from [Slidesgo](#) to create the collage.
6. Student groups begin creating their slide collages on the historical figure/organization/event and writing the accompanying text on the subsequent slide. This work should be placed on the empty slides / project template.

Homework:

1. Read [“Discovering a Different Narrative Along the Bronx River”](#) and answer these: questions
 - Describe the Rocking the Boat program
 - The authors are clear that they are not part of the community on which they are reporting. What do they do to accurately tell this story?
 - How does this inform what you should do if you are interviewing a subject for this project from a community that you are not a part of?
2. Students interview their contemporary subject, if possible and finish up historical collage and explanation.

Day 7

Lesson Objective(s) or Essential Question(s)
<p>Guiding Questions: How can collage and text be used to bring attention to underreported stories that focus on Black excellence, resistance, and joy in U.S. history from 1619 through the Civil War, and also today?</p> <p>Lesson Objective: Students will be able to complete collages and explanations on both the historical and contemporary figures/organizations/events.</p>
Focus text(s) / resource(s) for today's lesson
<p>Worksheet and Template:</p> <ul style="list-style-type: none">→ Empty Slides / Project Template [.pptx]→ Empty Slides / Project Template [Google Slides]→ Collage Review worksheet [.pdf]→ Collage Review worksheet [.docx]
Lesson Activities
<ol style="list-style-type: none">1. Students will complete their collages and explanations in the empty slides / project template..2. Students will workshop with two other groups in two rounds to provide feedback on the drafts using the collage review worksheet.3. Students will write bulleted scripts for themselves for talking to visitors about their projects during the gallery walk.

Day 8

Lesson Objective(s) or Essential Question(s)
<p>Guiding Questions: How can collage and text be used to bring attention to underreported stories that focus on Black excellence, resistance, and joy in history and today? How can presentation and display be used to bring attention to underreported stories?</p> <p>Lesson Objective: Students will be able to present and display their work in order to bring attention to underreported stories from the past and the present.</p>
Focus text(s) / resource(s) for today's lesson
Students' finished projects!
Lesson Activities
<ol style="list-style-type: none">1. Students will arrange the prints from their Google Slides on the wall of their "gallery" space (space will vary by school). There should be one section for historical slides and a separate space for contemporary slides.2. Students will set up a projector and set the slideshow to autoplay and loop.<ul style="list-style-type: none">→ In present mode, go to settings, go to autoplay, select loop and time interval, and then press play.3. Student groups will tour the gallery. Presenting students can stand with and discuss their collages and explanations with the classes that visit.4. Students who visit should fill out a survey after they leave. Posting a QR code for a Google Form at the entrance and exit may be a useful strategy to collect survey responses. Here are some suggested questions for your survey:<ul style="list-style-type: none">→ What is one thing that you saw in the HISTORICAL section that you did not know before?→ What did you learn about that person, organization, or event from HISTORY?→ Note one thing that you saw in the CONTEMPORARY (present-day) section that you had not heard of before?→ What was something you found interesting about that CONTEMPORARY (present day) person, organization, or event?→ What is another underreported story of Black joy, excellence, and resistance to which you want to bring attention? <p>Homework: Students evaluate the project by taking a survey. Here are suggested questions for your survey:<ul style="list-style-type: none">→ What is one thing you learned while doing this project?→ What was the hardest part of the project?→ What did you like best about this project?→ What did you like least about this project?→ What suggestions do you have for changes to the project?→ How has how you think about Black excellence, resistance and joy changed since the start of the</p>

project?

→ What has changed about your understanding of underreported stories?