

## Unit Overview

Unit Title	Self-Identity in Today's New America
Unit Length	10 weeks (10 lessons)
Grade Level(s)/Subject(s)	6th grade ELA
Unit Overview	<p>The unit addresses the impact that race and education have on global society and its disparities. The premise for this unit stems from my students' multitude of questions and fears when it comes to their identity and how they are seen in America. This is fueled by the events of Sandra Bland, Travon Martin, George Floyd, Amhad Arbery, and Breonna Taylor, to name a few. The unit offers a range of reading tasks which students will annotate and analyze. Students will connect around the readings in Socratic Seminar. Each selected reading will enable them to reflect on how these events may impact them as a student and community member.</p> <p>This unit offers a set of higher-order thinking questions and discussion techniques that explore questions regarding race and education that include factual, conceptual, and debatable topics.</p>
Objectives & Outcomes	<p><b>Objective 1:</b> To provide students with a deeper understanding of race and education.</p> <p><b>Objective 2:</b> To increase students' knowledge and sense of self-worth by having an identity in our curriculum which will transfer to our global society. Students will be able to understand and comprehend material more thoroughly, considering that they are able to see themselves in the curriculum.</p> <p><b>Objective 3:</b> To ensure students are aware of injustices and inequalities that occur across the globe. Students will be able to become social justice advocates towards the injustices and inequalities in our global society.</p> <p><u>Objectives:</u> Students will...</p> <ul style="list-style-type: none"> <li>● Describe different types of injustices</li> <li>● Analyze issues that impact their community</li> <li>● Make connections to global communities facing injustices</li> <li>● Practice solution-centered skills to combat injustices</li> </ul>
Standards	<p><b>Common Core Standards</b></p> <p><a href="#">CCSS.ELA-LITERACY.RI.6.1</a></p>

	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <a href="#">CCSS.ELA-LITERACY.RI.6.2</a></p> <p>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <a href="#">CCSS.ELA-LITERACY.RI.6.3</a></p> <p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). <a href="#">CCSS.ELA-LITERACY.RI.6.4</a></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <a href="#">CCSS.ELA-LITERACY.RI.6.5</a></p> <p>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. <a href="#">CCSS.ELA-LITERACY.RI.6.6</a></p> <p>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. <a href="#">CCSS.ELA-LITERACY.RI.6.7</a></p> <p>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. <a href="#">CCSS.ELA-LITERACY.RI.6.8</a></p> <p>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. <a href="#">CCSS.ELA-LITERACY.RI.6.9</a></p> <p>Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). <a href="#">CCSS.ELA-LITERACY.RI.6.10</a></p> <p>By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Bookend Standards</u> Formative assessments, which are aligned to a scope and sequence; will require proficiency of 70% or above to fulfill the rubric. Students will be able to read and comprehend complex literary and informational texts independently and proficiently.</p>
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<p>Unit Resources</p>	<p>Key Texts</p> <ul style="list-style-type: none"><li>• “Our Deepest Fear”, Return to Love by Marianne Williamson [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li><li>• “Strange Fruit” [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li></ul> <p>Pulitzer Center Reporting</p> <ul style="list-style-type: none"><li>• “<a href="#">AP Road Trip: Racial Tensions in America's 'Sundown Towns'</a>” by Tim Sullivan, Noreen Nasir, and May-E Wong for <i>Associated Press</i></li><li>• “<a href="#">The 1857 Project: Extracting the Poison of Racism From America's Soul</a>” by William Frievoegel for <i>Gateway Journalism Review</i></li><li>• “<a href="#">63106 &amp; Me</a>” by Sylvester Brown for <i>The St. Louis American</i></li><li>• “<a href="#">Better Angels: For One St. Louis Family the Long Road to Social Justice Began Generations Ago</a>” by Richard Wiley and Richard Weiss for <i>The St. Louis Post-Dispatch</i></li></ul> <p>Suggested Pulitzer Center Lesson Plans for Extension</p> <ul style="list-style-type: none"><li>• <a href="#">The 1619 Project Resources for Afterschool Education</a></li><li>• <a href="#">‘I Am Omar’: Exploring Identity and Representation</a> Lesson Plan</li><li>• <a href="#">The Ties That Bind: Cross-Cultural Solidarity in Social Justice Movements</a> Lesson Plan</li></ul> <p>Teaching Resources for Close Reading</p> <ul style="list-style-type: none"><li>• <a href="#">CR 7th Kershaw Spring 2014</a></li><li>• <a href="#">CR 7th Kershaw Winter 2014</a></li><li>• <a href="#">Vocab 7th Kershaw Fall 2013</a></li><li>• <a href="#">CR 7th Kershaw Fall 2013 7</a></li><li>• <a href="#">Fountas &amp; Pinnell Prompting Guides</a></li></ul> <p>Teaching Resources</p> <ul style="list-style-type: none"><li>• <a href="#">Teaching Strategy: Socratic Seminar, Facing History and Ourselves</a></li><li>• <a href="#">How to find and analyze underreported stories: Critical thinking, text analysis and writing, Pulitzer Center</a></li><li>• <a href="#">Using the Jigsaw Cooperative Learning Technique, ReadWriteThink</a></li></ul>
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<p>Performance Task(s)</p>	<p><b>Argumentative Essay</b>                  Students will craft a five to six-paragraph argumentative response to the following question:</p> <p><i>Do injustices and inequalities affecting historically marginalized communities prevent their ability to develop an authentic identity in our nation?</i></p> <p>Students will include notes from their collaborative discussions and cite the following texts in their essay:</p> <ul style="list-style-type: none"> <li>● <a href="#">"Our Deepest Fear"</a></li> <li>● <a href="#">Strange Fruit [.pdf] [.docx]</a></li> <li>● <a href="#">AP Road Trip: Racial Tensions in America's 'Sundown Towns'</a></li> <li>● <a href="#">The 1857 Project: Extracting the Poison of Racism From America's Soul</a></li> <li>● <a href="#">63106 &amp; Me</a></li> <li>● <a href="#">Better Angels: For One St. Louis Family the Long Road to Social Justice Began Generations Ago</a></li> </ul> <p>This composition will demonstrate students mastery from a combination of activities conducted throughout the unit, including:</p> <ul style="list-style-type: none"> <li>● Socratic Seminar</li> <li>● Discussion and Question (DOK Level 3-4)</li> <li>● Pulitzer Articles</li> <li>● Notes</li> </ul> <p><b>Resources for Teaching Argumentative Essay</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Outline of an Argumentative Essay - Classical Pattern</a></li> <li>● <a href="#">How to Write a Good Argumentative Essay: Easy Step-by-Step Guide by Malcolm Gladwell</a></li> <li>● <a href="#">Argumentative Performance Task Writing Rubric (Grades 6 - 11), Smarter Balanced</a></li> </ul>
<p>Assessment/Evaluation</p>	<p><b>Formative Assessment</b>                  Students will complete reflections on daily exit tickets. Use the <a href="#">Hess Cognitive Rigor Matrix</a> to assess student participation in daily activities and discussions.</p> <p><b>Summative Assessment</b>                  Argumentative essays are graded using the following rubric: <a href="#">Argumentative Performance Task Writing Rubric (Grades 6 - 11), Smarter Balanced</a></p>

## Day 1

Lesson Objective(s) or Essential Question(s)
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> <li>1. What does it mean to be invisible? (context: minorities)</li> <li>2. What does power have to do with fairness and justice?</li> <li>3. How can literature serve as a vehicle for social change?</li> </ol> <p><u>Objectives:</u> Students will...</p> <ul style="list-style-type: none"> <li>• Cite evidence to support the theme of the text</li> <li>• Use evidence to make an inference of the text</li> <li>• Read the poem closely and annotate the important details that are present</li> </ul>
Lesson Materials and Resources
<p><u>Lesson Materials</u></p> <ul style="list-style-type: none"> <li>• “Our Deepest Fear”, Return to Love by Marianne Williamson [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> <li>• Google Chromebooks</li> <li>• Google Classroom</li> <li>• <a href="#">Hess Cognitive Rigor Matrix</a></li> <li>• Annotation Guides Days 1-3 [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> </ul> <p><u>Teacher resources</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Gradual Release of Responsibility (GRR) Instructional Framework</a></li> <li>• <a href="#">CR 7th Kershaw Fall 2013 7</a> (video)</li> <li>• <a href="#">Turn and Talk Teacher Guide</a></li> </ul>
Lesson Activities
<p><u>Warm up:</u></p> <ol style="list-style-type: none"> <li>1. Introduce the unit to students. Explain that students will analyze a range of racial justice texts including poems and underreported news stories to consider the following question: <i>Do injustices and inequities within marginalized communities prevent one's ability to have an identity in our nation?</i></li> <li>2. Outline the standard and learning objective. The goal is for the students to see the connections between the standard and the learning objective.</li> </ol> <p><u>Teacher Activities:</u></p> <ol style="list-style-type: none"> <li>1. Model annotation and close reading.       <ol style="list-style-type: none"> <li>a. Introduce "Our Deepest Fear" by Marianne Williamson.</li> <li>b. Model how to highlight, underline, and research new terms.</li> <li>c. Check for understanding and encourage students to participate in annotation by providing explicit feedback.</li> </ol> </li> </ol> <p><i>Educator note: You can begin modeling annotation and then encourage students to practice independently on paper</i></p>

or on an online platform like google classroom.

Day 2

Lesson Objective(s) or Essential Question(s)

Essential Questions:

1. What does it mean to be invisible? (context: minorities)
2. What does power have to do with fairness and justice?
3. How can literature serve as a vehicle for social change?

Objectives:

Students will...

- Cite evidence to support the theme of the text
- Use evidence to make an inference of the text
- Read the poem closely and annotate the important features that are present
- Pose different levels of questions based on the use of the Hess' Cognitive Rigor Matrix

Lesson Materials and Resources

Lesson Materials

- "Our Deepest Fear" by Marianne Williamson
- Google Chromebooks
- Google Classroom
- [Hess Cognitive Rigor Matrix](#)
- Annotation Guides Days 1-3

Teacher resources

- [Gradual Release of Responsibility \(GRR\) Instructional Framework](#)
- [CR 7th Kershaw Fall 2013 7](#) (video)
- [Turn and Talk Teacher Guide](#)

Lesson Activities

Warm up:

1. In small groups or through independent reflection, have students respond to the following question:  
*What is your deepest fear?*
  - a. Once students share their response with a partner or small group, peers should develop at least two questions about the fear described.
  - b. If students are receptive, encourage them to share their conversations with the group.

*Educator note: This activity will allow students to analyze the Hess' Cognitive Rigor Matrix and create questions based on the understanding of the poem, "Our Deepest Fear".*

2. Outline the standard and learning objective. The goal is for the students to see the connections between the standard and the learning objective.

Teacher Activities:

1. Introduce the [Hess Cognitive Rigor Matrix](#). This is the chart we'll use to analyze our learning throughout the unit. The matrix will help them distinguish between different higher-order thinking skills.
  - a. Go through the different steps of Webb's Depth of Knowledge (DOK) levels to help students understand the shifts in rigor.
  - b. Use different examples from Webb's DOK to create certain questions. This will allow the students to differentiate between DOK Levels 1-4:
    - Webb's DOK Level 1 Recall & Reproduce
    - Webb's DOK Level 2 Skills & Concepts
    - Webb's DOK Level 3 Strategic Thinking/Reasoning
    - Webb's DOK Level 4 Extended Thinking
  - c. Explain the rigor shifts from level to level, making distinct comparisons.
  - d. Share that some questions are supported by memorization while other questions require critical thinking skills.

Student Activities:

1. Students will reread, annotate, and develop questions for "Our Deepest Fear" by Marianne Williamson.
  - a. Students should independently read and annotate the poem.
  - b. Students should create at least one question for each DOK level on the [Hess Cognitive Rigor Matrix](#).
2. Students should use the [turn and talk method](#) to discuss their questions with their elbow partner. They should workshop the questions together and make edits.
3. Students form small groups and leverage questions to conduct a group discussion about the poem. Students should identify a facilitator to lead the conversation.

Exit Ticket:

Students will submit either a DOK Level 2, 3, or 4 question. This will allow the teacher to provide feedback to each student. Also, the teacher will be able to reflect over their planning and make the necessary adjustments to ensure students are on the right track with the learning objective.

Day 3

Lesson Objective(s) or Essential Question(s)
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> <li>1. What does it mean to be invisible? (context: minorities)</li> <li>2. What does power have to do with fairness and justice?</li> <li>3. How can literature serve as a vehicle for social change?</li> </ol> <p><u>Objectives:</u> Students will...</p> <ul style="list-style-type: none"> <li>● Cite evidence to support the theme of the text</li> <li>● Use evidence to make an inference of the text</li> <li>● Read the poem closely and annotate the important features that are present</li> <li>● Pose different levels of questions based on the use of the Hess' Cognitive Rigor Matrix</li> </ul>
Lesson Materials and Resources
<p><u>Lesson Materials</u></p> <ul style="list-style-type: none"> <li>● "Our Deepest Fear" by Marianne Williamson</li> <li>● Google Chromebooks</li> <li>● Google Classroom</li> <li>● <a href="#">Hess Cognitive Rigor Matrix</a></li> <li>● "Strange Fruit" Printout [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> <li>● <a href="#">Billie Holiday - "Strange Fruit" Live 1959 [Reelin' In The Years Archives]</a></li> <li>● <a href="#">"Strange Fruit" Lyrics and Discussion Questions</a> and/or "Strange Fruit" Discussion Questions [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> <li>● Annotation Guides Days 1-3</li> </ul> <p><u>Teacher resources</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Teaching Strategy: Socratic Seminar</a></li> <li>● <a href="#">"Strange Fruit" by Abel Meeropol</a></li> </ul>
Lesson Activities
<p><u>Warm up:</u></p> <ol style="list-style-type: none"> <li>1. Review the students' exit ticket form "Our Deepest Fear."</li> <li>2. Review the different levels of questions from the students. Students should take notes and respond to the different questions that are being posed by the teacher.</li> <li>3. Review the learning objectives and standards</li> </ol> <p><u>Teacher Activities:</u></p> <ol style="list-style-type: none"> <li>1. Introduce and facilitate a <a href="#">socratic seminar</a> using the following questions about "Our Deepest Fear" by Marianne Williamson:             <ul style="list-style-type: none"> <li>● What does Marianne Williamson believe "Our Deepest Fear" is? Do you agree or disagree with her?</li> </ul> </li> </ol>



- What is your favorite line, what does it mean and why do you like it?
- Have any of your thoughts changed or do any of the lines mean something different to you? Explain. (If not, how were your original thoughts proven correct? Explain.)

2. Inform students that they will annotate "[Strange Fruit](#)" by [Abel Meeropol](#), create different levels of questions, and engage in a collaborative discussion in their learning groups through Socratic Seminar.
  - a. Distribute the "Strange Fruit" Printout to the students. The poem will be given both as a hard copy and google document. The teacher will also pass out the directions to the students about their expectations for the lesson. The directions will read as follow:

*At a voice level 1, students will read closely the selected poem and annotate it thoroughly. From there, students will create different higher-order thinking questions in their strategy groups. Finally, one student will act as a facilitator in the group by leading the discussions. This will allow students to ask their questions to create a dialogue centered on their understanding of the poem.*

Student Activities:

1. Students will read and annotate the Strange Fruit Printout.
2. Students will create different higher-order thinking questions based on their knowledge and understanding of the close reading excerpt.
3. Students will transition into their differentiated strategy groups to engage in a socratic seminar.
  - a. While in their groups, one student leader will read the provided directions.
  - b. The group will select a student facilitator to help create a space of dialogue.

*Educator note: The skill that will be reinforced is students developing questions on their understanding of "racial identity". This will happen through their understanding of how the text is structured.*

## Day 4

## Lesson Objective(s) or Essential Question(s)

Essential Questions:

1. What does it mean to be invisible? (context: minorities)
2. What does power have to do with fairness and justice?
3. How can literature serve as a vehicle for social change?

Objectives:

## Students will...

- Cite evidence to support the theme of the text
- Use evidence to make an inference of the text
- Read the poem closely and annotate the important features that are present
- Pose different levels of questions based on the use of the Hess' Cognitive Rigor Matrix

## Lesson Materials and Resources

Lesson Materials

- "Our Deepest Fear" by Marianne Williamson
- Google Chromebooks
- Google Classroom
- [Hess Cognitive Rigor Matrix](#)
- "Strange Fruit" Print Out
- [Billie Holiday - "Strange Fruit" Live 1959 \[Reelin' In The Years Archives\]](#)
- ["Strange Fruit" Lyrics and Discussion Questions](#)
- "Strange Fruit" Discussion Questions [[.pdf](#)] [[.docx](#)]

Teacher resources

- [Fountas & Pinnell Prompting Guides](#)
- [Gradual Release of Responsibility \(GRR\) Instructional Framework](#)
- [CR 7th Kershaw Fall 2013 7](#) (video)
- [Turn and Talk Teacher Guide](#)

## Lesson Activities

Teacher Activities:

1. Review ["Strange Fruit" by Abel Meeropol](#) to students. Explain the history of the song and how it connects to the poem.
2. Screen [Billie Holiday - "Strange Fruit" Live 1959 \[Reelin' In The Years Archives\]](#)

Student Activities:

1. In small groups, students should read and annotate the ["Strange Fruit" Lyrics and Discussion Questions](#).
2. Students should answer the discussion questions in the Strange Fruit Discussion Questions [[.pdf](#)] [[.docx](#)]. Identify a discussion facilitator for the small group.

Exit Ticket:

Students in each differentiated group will create 2-3 questions about “Strange Fruit” to be asked on their end of the week formative assessment. They will take their questions, along with questions from the teacher and create as a team, questions that they feel are critical for comprehending the excerpt. The 2-3 questions should be as follow:

- DOK Level 1: Recall & Reproduction
- DOK Level 2: Skills & Concepts
- DOK Level 3: Strategic Thinking/Reasoning

*Educator note: Teachers will take selected questions from each group and create an assessment for the students to show their knowledge and understanding. This approach will provide the teacher with specific data to use to inform next steps.*

Day 5

Lesson Objective(s) or Essential Question(s)
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> <li>1. What does it mean to be invisible? (context: minorities)</li> <li>2. What does power have to do with fairness and justice?</li> <li>3. How can literature serve as a vehicle for social change?</li> </ol> <p><u>Objectives:</u></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>● Cite evidence to support the theme of the text</li> <li>● Use evidence to make an inference of the text</li> <li>● Read the poem closely and annotate the important features that are present</li> <li>● Compose thoughtful responses to different levels of questions based on the use of the Hess' Cognitive Rigor Matrix</li> </ul>
Lesson Materials and Resources
<p><u>Lesson Materials</u></p> <ul style="list-style-type: none"> <li>● Teacher-created formative assessment based on 10 student-created, open-ended questions submitted in the last lesson</li> <li>● "Our Deepest Fear" by Marianne Williamson</li> <li>● "Strange Fruit" Print Out</li> <li>● "Strange Fruit" Discussion Questions</li> <li>● <a href="#">Billie Holiday - "Strange Fruit" Live 1959 [Reelin' In The Years Archives]</a></li> <li>● <a href="#">Hess Cognitive Rigor Matrix</a></li> <li>● Google Chromebooks</li> <li>● Google Classroom</li> </ul> <p><u>Teacher resources</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Fountas &amp; Pinnell Prompting Guides</a></li> <li>● <a href="#">Gradual Release of Responsibility (GRR) Instructional Framework</a></li> <li>● <a href="#">CR 7th Kershaw Fall 2013.7</a> (video)</li> <li>● <a href="#">Turn and Talk Teacher Guide</a></li> </ul>
Lesson Activities
<p>Provide students with a formative assessment which will consist of the questions that they created in the last lesson (lesson 4).</p> <ol style="list-style-type: none"> <li>a. Students will have 45-60 minutes to complete the learning task.</li> <li>b. Students will complete their formative assessment by using:             <ul style="list-style-type: none"> <li>● Evidence from the "Strange Fruit" Print Out</li> <li>● Notes from any discussions or activities completed on previous days</li> </ul> </li> </ol> <p><i>Educator note: Please indicate which DOK Level question that students are responding to (i.e. DOK Level 1, 2, 3,4,</i></p>

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etc.). This will allow students to know how to respond accordingly. Also, provide students with examples of DOK Level questions. This can be either a teacher generated resource or the [Hess Cognitive Rigor Matrix](#).

Students who finish early can reflect over their experience while taking the assessment. Encourage the students to evaluate their submission as well as evaluate their preparation for the assessment.

## Day 6

## Lesson Objective(s) or Essential Question(s)

Objectives:

Students will...

- Evaluate how they get their news, what stories they seek, why news is important, and questions they have about how the news is made
- Define the term "underreported story," describe examples of underreported stories, and analyze why these stories are important
- Evaluate how underreported stories connect to historical and contemporary racial justice issues
- Practice methods for identifying and analyzing underreported stories by evaluating news and conducting their own research

## Lesson Materials and Resources

Lesson Materials

- [What are Underreported Stories?](#) (3:26)
- [How to Find Underreported Stories](#) (6:57)
- Dictionaries
- [AP Road Trip: Racial Tensions in America's 'Sundown Towns'](#)
- [The 1857 Project: Extracting the Poison of Racism From America's Soul](#)
- [63106 & Me](#)
- [Better Angels: For One St. Louis Family the Long Road to Social Justice Began Generations Ago](#)

Teacher resources

- [How to find and analyze underreported stories: Critical thinking, text analysis and writing](#)

## Lesson Activities

Teacher /Student Activities:

1. Using the [How to find and analyze underreported stories: Critical thinking, text analysis and writing](#) lesson plan to introduce underreported stories to students. Complete the following sections of the lesson plan as outlined in the resource.
  - a. Warm up
  - b. Introducing the Skill: Finding and Evaluating Underreported Stories
2. What is the connection between underreported stories and racial justice issues?
  - a. In history, what are some underreported stories that center race? Why were they underreported?
    - i. Whose voices were not heard? Why?
    - ii. How might our present be different if we *had* known these underreported stories?
  - b. In today's news, what are some underreported stories that center race? Why were they underreported?
3. Resume the lesson plan and complete the [Read and Analyze: How do you find and analyze underreported stories?](#) lesson step. Use the following stories instead of the ones listed:

- [AP Road Trip: Racial Tensions in America's 'Sundown Towns'](#)
- [The 1857 Project: Extracting the Poison of Racism From America's Soul](#)
- [63106 & Me](#)
- [Better Angels: For One St. Louis Family the Long Road to Social Justice Began Generations Ago](#)

*Educator notes: Students should read and analyze one article independently. Try to split the class evenly so that students can share summaries and analysis of their article with students who haven't read the article.*

Day 7

Lesson Objective(s) or Essential Question(s)
<p><u>Objectives:</u> Students will...</p> <ul style="list-style-type: none"> <li>● Evaluate how they get their news, what stories they seek, why news is important, and questions they have about how the news is made</li> <li>● Define the term "underreported story," describe examples of underreported stories, and analyze why these stories are important</li> <li>● Evaluate how underreported stories connect to issues they see in their communities and brainstorm underreported issues in their communities</li> <li>● Practice methods for identifying and analyzing underreported stories by evaluating news and conducting their own research</li> </ul>
Lesson Materials and Resources
<p><u>Lesson Materials</u></p> <ul style="list-style-type: none"> <li>● <a href="#">What are Underreported Stories?</a> (3:26)</li> <li>● <a href="#">How to Find Underreported Stories</a> (6:57)</li> <li>● Dictionaries</li> <li>● <a href="#">AP Road Trip: Racial Tensions in America's 'Sundown Towns'</a></li> <li>● <a href="#">The 1857 Project: Extracting the Poison of Racism From America's Soul</a></li> <li>● <a href="#">63106 &amp; Me</a></li> <li>● <a href="#">Better Angels: For One St. Louis Family the Long Road to Social Justice Began Generations Ago</a></li> </ul> <p><u>Teacher resources</u></p> <ul style="list-style-type: none"> <li>● <a href="#">How to find and analyze underreported stories: Critical thinking, text analysis and writing</a></li> <li>● <a href="#">Using the Jigsaw Cooperative Learning Technique</a>, <i>ReadWriteThink</i></li> </ul>
Lesson Activities
<p><u>Warm up:</u> Review the term underreported stories with students.</p> <p><u>Student Activities:</u></p> <ol style="list-style-type: none"> <li>1. Students should review the article they read from the last lesson with other students that read that same article. Students should discuss their responses to the following questions from the lesson plan:             <ul style="list-style-type: none"> <li>● What details stood out to you from the story the journalist reported?</li> <li>● Use these details to write a 3-5 sentence summary of the story.</li> <li>● Why do you think this qualifies as an under-reported story?</li> <li>● Why is this story important?</li> <li>● What connections can you make between this story, and issues/people/places in your own community?</li> </ul> </li> </ol>



2. Students [jigsaw](#) with other groups and describe their article by reviewing their responses to the questions.

Teacher Activities:

Encourage students to share their insights about the current state of racial justice in America. Ask students to make text-to-text connections between *Strange Fruit*, "Our Deepest Fear", and the news stories they read and analyzed.

Day 8

Lesson Objective(s) or Essential Question(s)
<p><u>Objectives:</u> Students will...</p> <ul style="list-style-type: none"> <li>● Compare and contrast argumentative essays from other forms of essay compositions</li> <li>● Describe the elements of an argumentative essay</li> <li>● Complete a detailed writing outline</li> <li>● Cite evidence to support the theme of the text</li> <li>● Use evidence to make an inference of the text</li> </ul>
Lesson Materials and Resources
<p><u>Lesson Materials</u></p> <ul style="list-style-type: none"> <li>● Steps of the Argumentative Writing Outline</li> <li>● <a href="#">Argumentative Writing Rubric</a></li> <li>● "Our Deepest Fear" by Marianne Williamson</li> <li>● "Strange Fruit" Print out</li> <li>● "Strange Fruit" Discussion Questions</li> <li>● <a href="#">Billie Holiday - "Strange Fruit" Live 1959 [Reelin' In The Years Archives]</a></li> <li>● <a href="#">Hess Cognitive Rigor Matrix</a></li> <li>● Google Chromebooks</li> <li>● Google Classroom</li> </ul> <p><u>Teacher resources</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Triple Q: Argumentative Writing for Middle School</a></li> </ul>
Lesson Activities
<p><u>Teacher Activities:</u></p> <ol style="list-style-type: none"> <li>1. Introduce the argumentative writing performance task.             <ol style="list-style-type: none"> <li>a. Describe the differences between the argumentative writing process and other forms of writing. Students should create a venn diagram recording the similarities and differences.</li> <li>b. Share the prompt with students: <i>Do injustices and inequalities affecting historically marginalized communities prevent their ability to develop an authentic identity in our nation?</i></li> </ol> </li> <li>2. Provide an overview of the argumentative writing process using the Steps of the Argumentative Writing Outline handout.             <ol style="list-style-type: none"> <li>a. Use an anchor chart to outline their conversation.</li> <li>b. Have students take notes in their notebook throughout the overview. They should record the definition of each element of the outline.</li> <li>c. Outline the sequence of the argumentative writing composition:                 <ol style="list-style-type: none"> <li>i. Claim</li> <li>ii. Reasoning</li> <li>iii. Evidence</li> </ol> </li> </ol> </li> </ol>

- iv. C-R/Rebuttal
- v. Conclusion
- b. Provide the students with a copy of the [Argumentative Writing Rubric](#). Show the different levels and explain how each response connects to the overall rating.

Student Activities:

Students should complete an outline in response to the prompt: *Will injustices and inequities within marginalized communities prevent one's ability to have an identity in our global society?* Students should complete the Steps of the Argumentative Writing Outline by the end of class.

## Day 9

Lesson Objective(s) or Essential Question(s)
<p><u>Objectives:</u> Students will...</p> <ul style="list-style-type: none"> <li>● Cite evidence to support the theme of the text</li> <li>● Use evidence to make an inference of the text</li> <li>● Analyze the effectiveness of an argumentative essay outline</li> </ul>
Lesson Materials and Resources
<p><u>Lesson Materials</u></p> <ul style="list-style-type: none"> <li>● Steps of the Argumentative Writing Outline [<a href="#">.pdf</a>] [<a href="#">.docx</a>]</li> <li>● <a href="#">Argumentative Writing Rubric</a></li> <li>● "Our Deepest Fear" by Marianne Williamson</li> <li>● "Strange Fruit" Print Out</li> <li>● "Strange Fruit" Discussion Questions</li> <li>● <a href="#">Billie Holiday - "Strange Fruit" Live 1959 [Reelin' In The Years Archives]</a></li> <li>● <a href="#">Hess Cognitive Rigor Matrix</a></li> <li>● Google Chromebooks</li> <li>● Google Classroom</li> </ul> <p><u>Teacher resources</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Triple Q: Argumentative Writing for Middle School</a></li> </ul>
Lesson Activities
<p><u>Teacher Activities:</u></p> <ol style="list-style-type: none"> <li>1. Split students into pairs and instruct them to provide each other detailed feedback on their outlines. This facilitation will create a culture of reflection.</li> <li>2. Review the steps of the argumentative writing composition:       <ol style="list-style-type: none"> <li>a. Claim</li> <li>b. Reasons</li> <li>c. Evidence</li> <li>d. C-R/Rebuttal</li> <li>e. Conclusion</li> </ol> </li> <li>3. Review the <a href="#">Argumentative Writing Rubric</a> as a guide for providing feedback.</li> </ol> <p><u>Student Activities:</u> In pairs, students will provide each other feedback. Students should take notes and make adjustments.</p>

## Day 10 - 11

Lesson Objective(s) or Essential Question(s)
<p><u>Objectives:</u> Students will...</p> <ul style="list-style-type: none"> <li>● Cite evidence to support the theme of the text</li> <li>● Use evidence to make an inference of the text</li> <li>● Construct a successful argumentative writing paper</li> </ul>
Lesson Materials and Resources
<p><u>Lesson Materials</u></p> <ul style="list-style-type: none"> <li>● Steps of the Argumentative Writing Outline</li> <li>● <a href="#">Argumentative Writing Rubric</a></li> <li>● "Our Deepest Fear" by Marianne Williamson</li> <li>● "Strange Fruit" Print Out</li> <li>● "Strange Fruit" Discussion Questions</li> <li>● <a href="#">Billie Holiday - "Strange Fruit" Live 1959 [Reelin' In The Years Archives]</a></li> <li>● <a href="#">Hess Cognitive Rigor Matrix</a></li> <li>● Google Chromebooks</li> <li>● Google Classroom</li> </ul> <p><u>Teacher resources</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Triple Q: Argumentative Writing for Middle School</a></li> </ul>
Lesson Activities
<p><u>Teacher Activities:</u> Teachers will introduce the day by informing the students that they should start their argumentative writing.</p> <ol style="list-style-type: none"> <li>1. Review the argumentative writing prompt and argumentative writing elements.</li> <li>2. Encourage students to use feedback and adjustments from their classmates.</li> <li>3. If students need additional help, the teacher will create a conferencing space for those students.</li> <li>4. Encourage students to organize their time over the next few days to write, review, and edit their composition. Provide an example of how a student may use the next two days to complete the assignment.</li> <li>5. Remind students that they can use all the materials they have developed throughout the unit.</li> </ol> <p><u>Student Activities</u> Students will start their argumentative writing response using the Steps of the Argumentative Writing Outline and any other material from the unit.</p>

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*Educator notes: Take the next two days for students to complete this assignment. Ensure you create an environment that is most appropriate for your students and conducive to learning. If your students need breaks and/or guidance or conferencing, make those accommodations.*

## Day 10

Lesson Objective(s) or Essential Question(s)
<p><u>Objectives:</u> Students will...</p> <ul style="list-style-type: none"> <li>● Cite evidence to support the theme of the text</li> <li>● Use evidence to make an inference of the text</li> <li>● Construct a successful argumentative writing paper</li> </ul>
Lesson Materials and Resources
<p><u>Lesson Materials</u></p> <ul style="list-style-type: none"> <li>● Steps of the Argumentative Writing Outline</li> <li>● <a href="#">Argumentative Writing Rubric</a></li> <li>● "Our Deepest Fear" by Marianne Williamson</li> <li>● "Strange Fruit" Print out</li> <li>● "Strange Fruit" Discussion Questions</li> <li>● <a href="#">Billie Holiday - "Strange Fruit" Live 1959 [Reelin' In The Years Archives]</a></li> <li>● <a href="#">Hess Cognitive Rigor Matrix</a></li> <li>● Google Chromebooks</li> <li>● Google Classroom</li> </ul> <p><u>Teacher resources</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Triple Q: Argumentative Writing for Middle School</a></li> </ul>
Lesson Activities
<p><u>Students Activities</u></p> <ol style="list-style-type: none"> <li>1. Once students have completed their rough draft, students will be paired with a teacher-selected peer to workshop their compositions. Students will take all feedback and suggestions and make the appropriate adjustments.</li> <li>2. Students will have two days to make changes and submit their revised copy.</li> </ol>