

**UNIT OVERVIEW**

Unit Title	This is Where I Come From
Unit Length	This unit will be given throughout fifteen lessons within a three-week period.
Grade Level(s)/Subject(s)	Social Studies Grades 3-6 Significantly Modified Curriculum <a href="#">Level 1, 2, and 3 profile</a>
Unit Overview	<p>This unit utilizes <i>Born on the Water</i> with students who have moderate disabilities and learn in a class with a significantly modified curriculum. Students analyze and discuss each poem, and engage with graphic organizers to analyze character traits, plot, and theme for each poem. Students also practice making text-to-self connections for several poems and engage in a discussion about how <i>Born on the Water</i> reflects an origin story for many people in the United States.</p> <p>By the end of the unit, students apply their analyses to creating their own "Where I am from" poems that reflect their own origin stories.</p>
Objectives & Outcomes	<p>By the end of this unit, students will be able to...</p> <ol style="list-style-type: none"> <li>1. Make a text to self connection.             <ol style="list-style-type: none"> <li>a. Level 2/3 will use picture supports</li> </ol> </li> <li>2. Name characters, settings and events from a story.             <ol style="list-style-type: none"> <li>a. Level 2/3 will use picture supports</li> </ol> </li> <li>3. Describe characters and events based on illustrations from a story.             <ol style="list-style-type: none"> <li>a. Level 2/3 will point to pictures within a story to identify named characters and events.</li> </ol> </li> <li>4. Describe similarities and differences between two characters in a story.             <ol style="list-style-type: none"> <li>a. Level 2/3 will select similarities and differences between two characters in a story.</li> </ol> </li> <li>5. Retell a story, including the main idea and details. (with support for level 2 and 3)</li> <li>6. Distinguish the beginning poems of <i>Born on the Water</i> from the ending poems of <i>Born on the Water</i></li> <li>7. Ask and answer questions during content-specific topics and tasks.             <ol style="list-style-type: none"> <li>a. Level 2/3 will use picture supports</li> </ol> </li> <li>8. Communicate in sentences.</li> </ol>

	a. Level 2/3 will communicate messages in multi-word responses.
Standards	<p><b>Common Core <a href="#">Reading Standards for Literature</a></b></p> <p><u>Key Ideas and Details:</u></p> <ul style="list-style-type: none"><li>• Identify characters, setting and events in a story.</li><li>• Retell a familiar story, including the main idea and key details.</li></ul> <p><u>Craft and Structure:</u></p> <ul style="list-style-type: none"><li>• Recognize the beginning and ending of a story</li></ul> <p><u>Integration of Knowledge and Ideas:</u></p> <ul style="list-style-type: none"><li>• Use illustrations to describe characters and events in a story.</li><li>• Compare or contrast characters and events in the same story.</li></ul> <p><u>Range and level of text complexity:</u></p> <ul style="list-style-type: none"><li>• Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level.</li></ul> <p><b><a href="#">Reading Standards for Foundational Skills</a></b></p> <p><u>Print Concepts:</u></p> <ul style="list-style-type: none"><li>• Demonstrates an understanding of print features (left to right, page to page, etc)</li></ul> <p><u>Fluency:</u></p> <ul style="list-style-type: none"><li>• Read appropriately leveled text with purpose and understanding.</li></ul> <p><b><a href="#">Standards for Speaking and Listening</a></b></p> <p>Comprehension and Collaboration:</p> <ul style="list-style-type: none"><li>• Ask and answer questions about text read aloud or information presented orally.</li></ul> <p>Presentation of Knowledge and Ideas:</p> <ul style="list-style-type: none"><li>• Communicate in sentences or multi-word expressions relevant to a task or topic.</li></ul> <p>Knowledge of Language:</p>

	<ul style="list-style-type: none"> <li>• Apply conventions of language to communicate</li> </ul>
<p>Facilitation Resources</p>	<p><b><u>Texts from <i>The 1619 Project</i></u></b>  <u><a href="#">Born on the Water</a></u> by Nikole Hannah-Jones &amp; Renée Watson. Learn more about this book and how to access it <a href="#">here</a>.</p> <p><b><u>Teaching Materials</u></b>            Character trait organizer [<a href="#">.pdf</a>][<a href="#">.docx</a>]            Connection organizer [<a href="#">.pdf</a>][<a href="#">.docx</a>]            Visual connection organizer [<a href="#">.pdf</a>][<a href="#">.docx</a>]  <a href="#">Feeling chart</a>  <a href="#">Zone of regulation: Feelings</a>            Feelings organizer [<a href="#">.pdf</a>][<a href="#">.docx</a>]  <a href="#">Setting and event graphic organizer</a>            Feelings organizer [<a href="#">.pdf</a>][<a href="#">.docx</a>]  <a href="#">Poem feeling organizer</a>            Character analysis questions [<a href="#">.pdf</a>][<a href="#">.docx</a>]  <a href="#">Problem Solution Organizer</a>  <a href="#">Compare and Contrast Venn Diagram</a> with image prompts  <a href="#">Summary questions to ask organizer</a>  <a href="#">BME setting, character, and plot organizer</a>            Text analysis questions [<a href="#">.pdf</a>][<a href="#">.docx</a>]  <a href="#">“Where I’m From” poem organizer</a>  <a href="#">“Where I’m From” video by Kwame Alexander</a>  <a href="#">Five senses brainstorm to prepare for final poems</a>  <a href="#">I Am From Poem - Freeology</a>  <b><u>Focus Poem: Where I’m From by George Ella Lyon.</u></b>            YouTube: <a href="#">Schmucker students recite their "Where I'm From" poems based on the poem by George Ella Lyon</a></p>
<p>Performance Task</p>	<p>Students will have three choices to pick from to reflect their analysis throughout the unit:</p> <ol style="list-style-type: none"> <li>1. Students will write a story map that names characters, setting, and plot using pictures supports such as a communication board and story illustrations.</li> <li>2. Students will describe the experience of riding The White Lion using their five senses using pictures supports such as a communication board and story illustrations.</li> </ol>

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	<p>3. Students will summarize a poem read aloud that includes the problem and the solution using pictures supports such as a communication board and story illustrations.</p>
Assessment/ Evaluation	<p>Students will be graded based on an assignment rubric that includes the student’s level of independence.</p> <p>Rubric Significantly Modified [<a href="#">.pdf</a>][<a href="#">.docx</a>]</p>

UNIT PACING/DAILY LESSONS

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson Materials	Lesson / Activities
<p><i>Week 1</i></p> <p>Students analyze the first four poems from <i>Born on the Water</i> and practice identifying character traits, plot, and their own text-to-self connections to the texts.</p>				
Week 1 Day 1	<b>Focus Text:</b> <i>Born on the Water</i> by Nikole Hannah-Jones and Renee Watson	<b>Lesson Objective:</b> Communicate in verbal sentences. -Level 2 will communicate messages in multi-word responses.	<i>Born on the Water</i> book	<b>Lesson Activities:</b> <u>I do:</u> Teacher (TC) will ask students to tell of a time they did something hard. Tc will introduce the book through a picture walk and describe how the book reflects people navigating hard things.  <u>We do:</u> Tc will once again ask students to share a time when they met a challenge.  <u>You do:</u> Students (St) will share a time when they were faced with a challenge.
Week 1 Day 2	<b>Focus Poems from <i>Born on the Water</i>:</b> Questions and They Had a Language	<b>Lesson Objective:</b> Describe characters; Ask and answer questions	<b>Lesson materials:</b> 1. <i>Born on the Water</i> book 2. Map of continent of Africa 3. Character trait organizer <a href="#">[.pdf]</a> <a href="#">[.docx]</a>	<b>Lesson Activities:</b> <u>I do:</u> Tc will read the poems “Questions” and “They Had a Language” from <i>Born on the Water</i> . Tc will show a map of Africa. Students will help find where the Ndongo people lived. (Now Angola) Tc will analyze illustration on p12 and infer character traits using the illustration and

				<p>text.</p> <p><u>We do:</u> We will analyze illustration on p14 and infer character traits using the illustration and text</p> <p><u>You do:</u> St will analyze illustration on p15 and infer character traits using the illustration and text on the character trait organizer.</p>
<p>Week 1 Day 3</p>	<p><b>Focus Poem:</b> Their Hands Had a Knowing from <i>Born on the Water</i></p>	<p><b>Lesson Objective:</b> Make a text to self connection; Ask and answer questions</p>	<p><b>Lesson materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Born on the Water</i> book</li> <li>• Connection organizer <a href="#">[.pdf]</a><a href="#">[.docx]</a></li> <li>• Visual connection organizer <a href="#">[.pdf]</a><a href="#">[.docx]</a></li> </ul>	<p><b>Lesson Activities:</b></p> <p><u>*I do:</u> Tc will read poems and will verbally make a text-to-self connection.</p> <p><u>We do:</u> The Tc will make other connections and the class will help fill out the organizer.</p> <p><u>You do:</u> The St will make a text-to-self connection and fill out the organizer. Students will draw or assistants will scribe</p>
<p>Week 1 Day 4</p>	<p><b>Focus Poem:</b> And They Danced from <i>Born on the Water</i></p>	<p><b>Lesson Objective:</b> Describe characters and events</p>	<p><b>Lesson materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Born on the Water</i> book</li> <li>• <a href="#">Feeling chart</a></li> <li>• <a href="#">Zone of regulation: Feelings</a></li> <li>• Feelings organizer <a href="#">[.pdf]</a><a href="#">[.docx]</a></li> </ul>	<p><b>Lesson Activities:</b></p> <p><u>I do:</u> Tc will review feelings zones as posted on the wall. Tc will ask students to pay attention to how the poem and the illustrations they are reading and seeing makes them feel</p> <p><u>We do:</u> We will verbally share what feeling was provoked and the part of the poem that provoked said feeling.</p> <p><u>You do:</u> St will draw or write/scribe the</p>

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				feeling and the part of the poem/illustration that caused the feeling.
Week 1 Day 5	<b>Focus Poem:</b> Reread the poems of the week	<b>Lesson Objective:</b> Name characters, settings and events from a story	<b>Lesson materials:</b> <ul style="list-style-type: none"><li>• <i>Born on the Water</i></li><li>• <a href="#">Setting and event graphic organizer</a></li></ul>	<b>Lesson Activities:</b> <u>I do:</u> Tc will reread the poems of the week  <u>We do:</u> St will verbally answer questions about the setting, characters and events from the poems read  <u>You do:</u> Students will fill out the organizer answering questions about the setting, characters and events from the poems read.

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson Materials	Lesson / Activities
<p><i>Week 2</i></p> <p>Students analyze seven poems from <i>Born on the Water</i> and evaluate character traits, plot, and how to identify their own feelings when engaging with the text.</p>				
Week 2 Day 1	<b>Focus Poem:</b> Stolen from <i>Born on the Water</i>	<b>Lesson Objective:</b> Describe characters and events based on illustrations from a story.	<b>Lesson materials:</b> <ul style="list-style-type: none"> <li>• <i>Born on the Water</i></li> <li>• Feelings organizer <a href="#">[.pdf]</a><a href="#">[.docx]</a></li> <li>• <a href="#">Poem feeling organizer</a></li> </ul>	<b>Lesson Activities:</b> <u>I do:</u> Tc will read Stolen Tc will review the feelings organizer used last week. Tc will ask students to pay attention to how the poem and the illustrations they are reading and seeing makes them feel.  <u>We do:</u> We will verbally share what feeling was provoked and the part of the poem that provoked said feeling.  <u>You do:</u> St will draw of write/scribe the feeling and the part of the poem/illustration that caused the feeling.
Week 2 Day 2	<b>Focus Poem:</b> White Lion from <i>Born on the Water</i>	<b>Lesson Objective:</b> Analyze the characters and events based on illustrations from a story. Communicate in sentences.	<b>Lesson materials:</b> <ul style="list-style-type: none"> <li>• <i>Born on the Water</i></li> <li>• Character analysis questions <a href="#">[.pdf]</a><a href="#">[.docx]</a></li> <li>• <a href="#">Problem Solution Organizer</a></li> </ul>	<b>Lesson Activities:</b> <u>I do:</u> Tc will read White Lion. During the reading, Tc will ask questions that analyze the characters (enslaved people on the White Lion) to guide students to see the problem that was created.  <u>We do:</u> We will discuss what the problem



				<p>is and the possible solution. We will identify, through class discussion, the characters and the setting.</p> <p><b>You do:</b> Students will have small group discussions recalling what was mentioned in the whole class group. They will fill out the Problem Solution Organizer as a small group.</p>
<p>Week 2 Day 3</p>	<p><b>Focus Poem:</b> Point Comfort from <i>Born on the Water</i></p>	<p><b>Lesson Objective:</b> Describe similarities and differences of the characters.</p>	<p><b>Lesson materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Born on the Water</i></li> <li>• <a href="#">Compare and Contrast Venn Diagram</a> with image prompts</li> </ul>	<p><b>Lesson Activities:</b></p> <p>I do: Tc will read Point Comfort. Afterwards Tc will flip back to the section that occurred prior to 1619. Tc will then flip to the section that is after 1619 and will begin a compare and contrast discussion about the setting.</p> <p>We do: Tc will continue the discussion with student input about the events and feelings of the characters.</p> <p>You do: Students will go into small groups and fill out the Venn Diagram describing the similarities and differences of the characters.</p>
<p>Week 2 Day 4</p>	<p><b>Focus Poem:</b> Tobacco Fields and How to Make a Home from <i>Born on the Water</i></p>	<p><b>Lesson Objective:</b> Ask and answer questions; Communicate in Sentences</p>	<p><b>Lesson materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Born on the Water</i></li> <li>• <a href="#">Summary questions to ask organizer</a></li> </ul>	<p><b>Lesson Activities:</b></p> <p>I do: Tc will read Tobacco Fields and How to Make a Home. Tc will verbally ask questions and show St how to find the answer in the text and/or illustrations.</p> <p>We will: Tc will ask questions and St will</p>

				<p>find the answer in the text.</p> <p>You will: St will get into small groups and will dictate or draw their answers in the ask and answer questions organizer</p>
<p>Week 2 Day 5</p>	<p><b>Focus Poem:</b> The Tuckers of Tidewater, Virginia and William Tucker from <i>Born on the Water</i></p>	<p><b>Lesson Objective:</b> Ask and answer questions; Communicate in Sentences.</p>	<p><b>Lesson materials:</b></p> <ul style="list-style-type: none"> <li>• Born on the Water</li> <li>• Character trait organizer <a href="#">[.pdf]</a><a href="#">[.docx]</a></li> <li>• Character analysis questions <a href="#">[.pdf]</a><a href="#">[.docx]</a></li> </ul>	<p><b>Lesson Activities:</b></p> <p>I do: Tc will read The Tuckers of Tidewater, Virginia and William Tucker.</p> <p>We do: Tc will ask questions from the Character Analysis chart.</p> <p>You do: Students will go into small groups and will work on forming complete verbal sentences using the poems to find the answers.</p>

<i>Week 3</i>				
Students analyze how <i>Born on the Water</i> reflects the origin story for the authors and many in the Black community. They then plan and create their own “Where I am from” poems to describe their own origin stories.				
Week 3 Day 1	<b>Focus Poem:</b> Resist from <i>Born on the Water</i>	<b>Lesson Objective:</b> Make a text to self connection	<b>Lesson materials:</b> <ul style="list-style-type: none"> <li><i>Born on the Water</i> book</li> </ul>	<b>Lesson Activities:</b> <u>I do:</u> Tc will define the word ‘Resist’ and the word “Perseverance”. Tc will ask students to think of a time when they resisted and persevered.  <u>We do:</u> St will share their experiences, their connections to the text by sharing times they resisted  <u>You do:</u> St will draw a picture after dictating their text to self connection.
Week 3 Days 2	<b>Focus Poem:</b> Legacy and Pride from <i>Born on the Water</i>	<b>Lesson Objective:</b> Retell a text, including the main idea and details; Distinguish the beginning of a story from the ending of a story.	<b>Lesson materials:</b> <ul style="list-style-type: none"> <li><i>Born on the Water</i></li> <li><a href="#">BME setting, character, and plot organizer</a></li> </ul>	<b>Lesson Activities:</b> <u>*I do:</u> Tc will read the last two poems from <i>Born on the Water</i> .  <u>We do:</u> Tc will ask students to identify the beginning, middle and end of the poem ‘Legacy’.  <u>You do:</u> St will work in small groups and complete the BME organizer.
Week 3 Days 3	<b>Focus text:</b> <i>Born on the Water</i>	<b>Lesson Objective:</b> Ask and answer questions	<b>Lesson materials:</b> <ul style="list-style-type: none"> <li><i>Born on the Water</i></li> </ul>	<b>Lesson Activities:</b> <u>*I do:</u> Tc will reread favorite poems based on student preference. Tc will

			<ul style="list-style-type: none"> <li>Text analysis questions [.pdf][.docx]</li> </ul>	<p>remind St that the book was written so that Black children had examples of an origin story.</p> <p><u>We do:</u> Tc will ask text analysis questions and students will come to the board to show where to find the answer.</p> <p><u>You do:</u> St will go into small groups and write in their journal if they think the text ‘Born on the Water’ gives black children an origin story.</p>
<p>Week 3 Days 4</p>	<p><b>Focus Poem:</b> <a href="#">Where I’m From by George Ella Lyon.</a></p> <p>YouTube: <a href="#">Schmucker students recite their "Where I’m From" poems based on the poem by George Ella Lyon</a></p>	<p><b>Lesson Objective:</b> Make text to self connections; Use complete sentences</p>	<p><b>Lesson materials:</b></p> <ul style="list-style-type: none"> <li>“Where I’m From” poem</li> <li><a href="#">“Where I’m From” poem organizer</a></li> <li><a href="#">Where I’m From video by Kwame Alexander.</a></li> </ul>	<p><b>Lesson Activities:</b></p> <p><u>*I do:</u> Tc will ask St if they can tell where they are from. Tc will explain that we are all formed from our experiences. That is where we are from.</p> <p><u>We do:</u> Tc will read the poem ‘Where I’m From’ asking students to notice about where she is from. Afterwards introduce a video where kids recite their own poems inspired by ‘Where I’m From’.</p> <p><u>You do:</u> St will begin to fill out the organizer asking students to think about their experiences and personal spaces, people, etc.</p>
<p>Week 3 Days 5</p>	<p><b>Focus Poem:</b></p>	<p><b>Lesson Objective:</b> Students will be able to create a “Where I am from”</p>	<p><b>Lesson materials:</b></p> <ul style="list-style-type: none"> <li><a href="#">Five senses brainstorm to</a></li> </ul>	<p><b>Lesson Activities:</b> Students will fill out an online template with items they listed in their ‘Where I</p>

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		poem reflecting their analyses throughout the unit.	<a href="#">prepare for final poems.</a> <ul style="list-style-type: none"><li>• <a href="#">“Where I’m From” poem organizer</a></li><li>• <a href="#">I Am From Poem - Freeology</a></li></ul>	am From’ organizer. Students will be asked to share their original poems.
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