

UNIT OVERVIEW

Unit Length	10 lessons approx. 50 min each
Grade Level & Subject	8th grade US History
Unit Overview	<p>Guided by the essential question, <i>How could a memorial recognize and remember the role of enslaved people in making America a wealthy and powerful country?</i>, students will examine the rise of the US as a wealthy and powerful country due to enslaved labor. Often the growth of US economic influence in the world is not connected to the pre-Civil War era, and resources of <i>The 1619 Project</i> help us reframe this narrative.</p> <p>Once students understand the impact and importance of enslaved labor in building American wealth and influence, they will be asked to think about ways they can bring awareness about this history through remembrance. In a time when we are pulling down Confederate statues, we want to ask students to think about who we should be memorializing and how. Daniel Bowman’s image on page 96 of <i>The 1619 Project</i> profoundly highlights the lack of memorials for enslaved people.</p> <p>For the culminating activity, students will consider how they want to prompt discussion and remembrance about this topic. Students will analyze the ways in which enslaved labor contributed to the success of Mt. Vernon, and then, one of the following locations: Georgetown University, Wall Street, Monticello, the Capitol Building, and the White House. In groups, students will create a memorial proposal sketch or 3-D model and a design statement to explain their choices. Students will present their memorial proposal to their class section, and the class will vote on the memorial proposal they think best highlights the ways in which enslaved people contributed to American wealth and power at their class’ assigned site. At a full-grade class meeting, the group with the winning proposal from each class will present. Students and faculty who do not have the class are invited to attend.</p> <p>*Note on site locations for the project. We chose sites that were close to our school’s location, and since our school is located near Washington, D.C., we had many to choose from. Mt. Vernon’s website is well-developed and would be useful for students to examine when considering the essential question of the project. In addition, there is a Slave Memorial at Mt. Vernon students can examine. We encourage you to</p>

	<p>examine your local and regional area for sites that students can explore which do not have memorials to the contributions of enslaved people. These are some resources that can help you in thinking about the purpose of the project, the role of memorials, and locations that enslaved people played an integral role in building American wealth and power.</p> <p>Clint Smith, <i>How the Word is Passed</i></p> <p>Rachel Tresiman, <i>What the U.S. can learn from Germany about grappling with dark parts of its history</i></p> <p>Kate Ellis and Stephen Smith, <i>Shackled Legacy: History shows slavery helped build many colleges and universities</i></p> <p>P.R. Lockhart, <i>How Slavery became America's first big business</i></p> <p>Max Cohen, <i>Slavery in America: Some historical sites try to show the horrors. Others are far behind.</i></p>
<p>Objectives & Outcomes</p>	<ul style="list-style-type: none"> ● Students will be able to explain the role enslaved labor played in generating wealth both in the US and internationally. ● Students will understand how enslaved people were dehumanized. ● Students will analyze the ways in which enslaved labor contributed to the success of Mt. Vernon, and then one of the following locations: Georgetown University, Wall Street, Monticello, the Capitol Building, or the White House. ● Students will create a memorial to remember and honor the role of enslaved people in creating US wealth by examining existing memorials, and visiting the remains of an enslaved labor camp.
<p>Standards</p>	<p><u>Learn Well, Live Well, Lead Well standards</u></p> <p>LW3-3c. I validate the importance of the history and lived experiences of others.</p> <p>LW3-4d. I collaborate with others to accomplish a common goal.</p> <p>LW3-5d. I synthesize information to make informed decisions and recognize potential impacts.</p>

	<p>LW3-8d. I demonstrate humility, integrity, and a sense of shared responsibility regarding social justice.</p> <p><u>Middle School History Goals and Competencies</u></p> <p>You are able to use relevant information to answer questions about the past to plan your memorial. You are able to communicate your ideas clearly and effectively. You think critically about the topics you are learning.</p>
<p>Facilitation Resources</p>	<p>1619 Resources</p> <ol style="list-style-type: none"> 1. “Capitalism” by Matthew Desmond <ol style="list-style-type: none"> a. Excerpted reading <p>Additional Books and Articles</p> <ol style="list-style-type: none"> 1. Excerpts from <i>Narratives in the Life of a Slave</i> by Frederick Douglass 2. 14 Famous Monuments and Memorial Buildings Around the World <p>Additional Film and Video</p> <ol style="list-style-type: none"> 1. Frederick Douglass: Orator, Editor and Abolitionist Video 2. Amplify ELA - Chadwick Boseman reads Narrative of the Life of Frederick Douglass 3. Cotton Gin Video 4. What are the challenges of commemorating slavery? <p>Websites and Databases</p> <ol style="list-style-type: none"> 1. Google Earth
<p>Performance Task</p>	<p>Students will create a memorial proposal to remember and honor the role of enslaved people in creating US wealth by examining existing memorials, visiting the remains of an enslaved labor camp and considering perspectives of the descendants of enslaved labor camps.</p>

Assessment & Evaluation	<p>Formative Assessments</p> <ul style="list-style-type: none">- Paragraph on <i>how enslaved people were dehumanized?</i> (optional if there is time)- Analysis handout on Memorials <p>Summative Assessments</p> <ul style="list-style-type: none">- Infographic based on the reading by Mathew Desmond, "In Order to Understand the Brutality of American Capitalism, You Have to Start on the Plantation."- Memorial proposal and presentation to class
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UNIT PACING/DAILY LESSONS

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
Week 1 Summary of Lesson Themes				
Day 1	<p>Introduction to Unit 2 and Hard History Slide Show</p> <p>Atlantic Slave Trade handout</p>	<p>Essential Question: How do we approach learning about slavery?</p>	<p>Students will review the SlideShow and discuss the prompts as a whole class.</p> <p>Students will examine the causes and effects of Atlantic Slavery.</p> <p>For homework, students will examine where and why slavery spread in the United States using this handout.</p>	<p>Introduction to Unit 2 and Hard History Slide Show</p> <p>Atlantic Slave Trade handout</p> <p>Spread of slavery in the US Handout</p>
Day 2	<p>Overview of Frederick Douglass</p> <p>Start this in class: Excerpts from Narratives in the Life of a Slave by Frederick Douglass</p>	<p>Essential Question: How were enslaved people dehumanized?</p>	<p>Discuss the Spread of slavery in the US handout</p> <p>Students will gain background information about Frederick Douglass through one of the following resources:</p> <ul style="list-style-type: none"> • Overview of Frederick Douglass • Frederick Douglass: Orator, Editor and Abolitionist Video <p>Students will read and listen to excerpts of an autobiography from Frederick Douglass and discuss questions. For homework, students will examine</p>	<p>Overview of Frederick Douglass</p> <p>Frederick Douglass: Orator, Editor and Abolitionist Video</p> <p>Excerpts from Narratives in the Life of a Slave by Frederick Douglass</p> <p>Amplify ELA - Chadwick Boseman reads Narrative of the Life of Frederick Douglass</p>

			<p>the K-8 infographic “<i>Why should you know about the year 1619.</i>” and note</p> <ul style="list-style-type: none"> • 3 things you learned, • 2 things you found interesting, • 1 question you have 	<p>K-8 infographic</p>
<p>Day 3</p>	<p>Origins and goals of <i>The 1619 Project</i></p> <p>Excerpted reading from <i>The 1619 Project</i> by Matthew Desmond with questions</p> <p>Resources to be used with handout:</p> <ul style="list-style-type: none"> • Slide about the many ways cotton is used today • Cotton Gin Video 	<p>Essential Question: How did enslaved labor contribute to US and Global trade and wealth in the 1800’s?</p>	<p>Students will discuss their homework on the K-8 infographic “<i>Why should you know about the year 1619.</i>” Use the analysis prompts to guide discussion:</p> <ul style="list-style-type: none"> • 3 things you learned • 2 things you found interesting • 1 question you have • What are the benefits and drawbacks of presenting information as an infographic? <p>Contextualize K-8 infographic by explaining the origins and goals of <i>The 1619 Project</i>.</p> <p>Students will read, annotate and discuss the excerpted reading from Matthew Desmond.</p> <p>In pairs, students will create an infographic to emphasize the important data and quotes found in the reading and finish for homework. <i>(summative assessment)</i></p>	<p>K-8 infographic</p> <p>Origins and goals of <i>The 1619 Project</i></p> <p>Excerpted reading from <i>The 1619 Project</i> by Matthew Desmond with questions</p> <p>Resources to be used with handout:</p> <ul style="list-style-type: none"> • Slide about the many ways cotton is used today • Cotton Gin Video <p>Create an infographic</p>

<p>Day 4</p>	<p>Mt. Vernon Field Trip Preparation Handout</p>	<p>Essential Question: How did enslaved people contribute to Mt. Vernon’s wealth and power (influence)?</p>	<p>Students will prepare to visit Mt. Vernon by exploring the Mt. Vernon website.</p> <p>In preparation for visiting both the Mt. Vernon Slave Memorial and the Vietnam Veterans Memorial, students will consider the role and function of historical memorials by watching video clips featuring Renee Ater. (backside of handout)</p>	<p>Mt. Vernon Field Trip Preparation Handout</p>
<p>Day 5</p>	<p>Field Trip! Field Trip Note-taker</p>	<p>Essential Question: How did enslaved people contribute to Mt. Vernon’s wealth and power (influence)? What can we learn about the role of memorials in recognizing and remembering the contributions of Americans by examining the Mt. Vernon Slave Memorial and the Vietnam Veterans Memorial?</p>	<p>Students will begin the day with a full class meeting to set the tone of the day by reviewing the Field Trip SlideShow.</p> <p>Students will visit Mt. Vernon and participate in the enslaved person’s tour, Slave Memorial Wreath Laying ceremony, and tour the mansion home.</p> <p>Students will then visit and examine the Vietnam Veterans Memorial as well as the two memorials nearby and built in response to the VVM, <i>The Three Serviceman’s Statue</i> and the <i>Women’s Vietnam Memorial</i>.</p>	<p>Field Trip Note-taker Field Trip SlideShow</p>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
Week 2 Summary of Lesson Themes				
Day 1	<p>Resources for each site</p> <p>Google Earth- useful resource to examine sites to help in choosing location of memorial</p>	<p>Essential Question: How did enslaved people contribute to the wealth and power of the US through building one of the following locations: <i>Monticello, the White House, Georgetown University, Wall Street, and the Capitol Building?</i></p>	<p>Students will debrief the Field Trip by discussing how enslaved people contributed to Mt. Vernon's wealth and power (influence)?</p> <p>Students will then reflect on the four different memorials they saw by discussing the message, as well as their likes and dislikes of each monument.</p> <p>Students will start researching their assigned class' assigned location using these resources and guiding questions. Students should finish the investigation for homework.</p>	

<p>Day 2</p>	<p>What are the challenges of commemorating slavery?</p> <p>Memorial Planning Document</p> <p>Memorial Resources Architectural Digest: 14 Famous Monuments and Memorial Buildings Around the World</p>	<p>Essential Question: How can we recognize and remember the contributions of enslaved people in building American wealth and influence?</p>	<p>Students will begin planning a memorial in small groups by brainstorming individual ideas and then sharing with their group to build a shared idea.</p>	<p>What are the challenges of commemorating slavery?</p> <p>Memorial Planning Document</p> <p>Memorial Resources Architectural Digest: 14 Famous Monuments and Memorial Buildings Around the World</p>
<p>Day 3</p>	<p>Memorial Planning Document</p>	<p>Essential Question: How can we recognize and remember the contributions of enslaved people in building American wealth and influence?</p>	<p>Students will continue to work on their proposals and give feedback to another group.</p> <p>Students need to finalize their proposal and presentation for the following class.</p>	<p>Memorial Planning Document</p>

Paying Tribute

Unit by HOLTON FORWARD, part of the 2022 cohort of *The 1619 Project* Education Network

Day 4	Memorial Planning Document and Rubric	Essential Question: How can we recognize and remember the contributions of enslaved people in building American wealth and influence?	Students will present their memorial proposal to their history class. Students will vote on one proposal to represent their class at the all-grade convening.	Memorial Planning Document and Rubric
Day 5	All grade convening SlideShow (winning proposals with brief introduction of each site) Memorial Proposals from each class with Design Statement Student Reflection	Essential Question: What do you learn from other students' memorials and what you have learned in the process of creating a memorial proposal?	Students will participate in the all grade convening by listening to their peers, asking questions and providing feedback. Students will complete a reflection.	All grade convening SlideShow (winning proposals with brief introduction of each site) Student Reflection

[Extra Lesson and Resources](#)