

UNIT OVERVIEW

Unit Length	3 Weeks (15 days)
Grade Level(s)/Subject(s)	11th grade/United States History
Unit Overview	<p>Our unit focuses on the challenges, experiences, and contribution of the local underrepresented population. How can students gain an understanding of their community’s history? How have the experiences of these groups changed over time? In what ways have the changes been positive or negative? Students will practice synthesis, research, primary source analysis, collaboration, and writing skills. Students will discover individual experiences through guest speakers, alumni, and collaboration with local museums and/or historical societies. This student-centered unit allows students to collaborate with members of the community as well as peers to develop an inquiry-based, reflective project. Students will use their acquired knowledge to create a culminating project that answers the question, “What were the challenges, experiences, and contributions of the local underrepresented population?”</p>
Objectives & Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none">● Respectfully engage with community members sharing personal experiences.● Improve note taking skills with the use of graphic organizers and other tools.● Collaborate in small groups by being open to topics that challenge their beliefs while also working in a diverse group.● Incorporate primary sources to create a product detailing the experiences of underrepresented community populations.
Standards	<p>New Jersey Student Learning Standards</p> <ul style="list-style-type: none">● 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.

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	<ul style="list-style-type: none">● 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.● 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society● 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Facilitation Resources	<ul style="list-style-type: none">● Background knowledge on the historical context of racism and underrepresentation● Partnerships with community members with shared experiences of underrepresentation● Graphic Organizers● Collaborative groups● Designated time for research using library and technology● Clearly-defined instructions and expectations● Final project rubric● Article How Philly Organizers Are Confronting Anti-Asian Racism● Article Hope● Article Why Some Black Puerto Ricans Choose 'White' on the Census● Article One Year After IHOP Incident, St. Louis Teenager Reflects on Racial Profiling Experience● Article A Love for Richmond
Performance Task	<p>Working with community partnerships will provide students with the opportunity to meet and engage with community members that have a shared experience of underrepresentation. While guest speakers share their stories, students will use graphic organizers to actively listen and record the source information. Working in small groups, students will organize speaker experiences into national, local, and school categories focusing on issues for each category. Students will work in the library to research additional information on the issues and themes from a local perspective. This will lead to a student-created culminating project which will include a student choice of either a paper, presentation, or video synthesizing the information gathered through research and/or community members experiences.</p>

	Student submissions will focus on how the underrepresented from the community have faced adversity and overcome their challenges while contributing to their community.
Assessment/Evaluation	Formative: Graphic organizer, notes, national, local, and school issues synthesis chart, exit-tickets. Summative: Culminating project.

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
<i>Week 1</i>				
Day 1	How Philly Organizers Are Confronting Anti-Asian Racism	<ol style="list-style-type: none"> How would you define an “underrepresented group”? What are some underrepresented groups in history? Are there any underrepresented groups in your area? If so, what are they? What makes you think that the groups you named are 	<p>Warm-Up: Ask students: “Was anyone aware of anti-Asian racism in the United States today?” Project article <i>How Philly Organizers Are Confronting Anti-Asian Racism</i>. As a whole group, read the article (either student volunteer or teacher read). Once finished, ask students:</p> <ul style="list-style-type: none"> What group(s) is/are being affected in this article? How are they being affected? What is this group doing to overcome the situation? <p>Lesson: What is an underrepresented group? (Teacher will allow students time</p>	Underrepresented groups scenarios/graphic organizer

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		underrepresented?	<p>to think and then the teacher will write students' responses on the board.) The teacher will share a definition for the term: underrepresented group (Definition - This term refers to groups who have been denied access and/or suffered past institutional discrimination in the United States).</p> <p>The teacher will share that different groups experienced underrepresentation differently at the national, state, and local levels. The teacher will distribute a graphic organizer that provides examples of underrepresentation throughout American history at the different levels. Students will partner up and organize the underrepresentation examples in the corresponding level. After students work in partners, the class will go through each underrepresentation scenario and discuss which level the students placed it in. During each scenario discussion, the teacher will ask the students "How does this affect each group as a whole?"</p> <p>Closure: Students will complete an exit-ticket answering the question: "Are there any underrepresented groups in your area? If so, what are they? And what makes you think that the groups you named are underrepresented?"</p>	

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<p>Day 2</p>	<p>Hope</p> <p>Why Some Black Puerto Ricans Choose ‘White’ on the Census</p> <p>One Year After IHOP Incident, St. Louis Teenager Reflects on Racial Profiling Experience</p> <p>A Love for Richmond</p>	<ol style="list-style-type: none"> 1. What are some challenges that underrepresented groups face in the United States? 2. How have these groups responded to these challenges? 3. Have you personally or through the media experienced or heard of any stories such as these? 	<p>Intro: The teacher will project the <i>Hope</i> photo essay and also provide students with a digital copy (ex. Google Classroom). The class will look through the photo essay and then use the guided reading questions sheet to reflect on and discuss the photo essay.</p> <p>Lesson: Depending on the size of the class, students will get into small groups (max. 3 students per group). Each group will be given one of the three resource articles. The students in each group will read and discuss their respective article while using the article analysis questions sheet.</p> <p>After students have read and completed the article analysis questions in small groups, they will join another group that reads the same article and discuss responses to article analysis questions.</p> <p>When all groups have completed their group share, one member from each group will share their group’s story and responses to questions with the class.</p> <p>Closure: “What is a common theme across the three articles?” The class will openly discuss their answers.</p>	<p>Guiding Reading Questions Sheet</p>
<p>Days 3-4</p>	<p>Members from local</p>	<ol style="list-style-type: none"> 1. What was the local 	<p>Please refer to the “Questions to</p>	

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	<p>Historical Society Primary Source Speakers</p>	<p>experience for underrepresented groups or individuals?</p> <p>2. What evidence supports experiences of underrepresentation?</p> <p>3. How were groups or individuals impacted by their experiences?</p>	<p>ask yourself prior to inviting an individual to speak to your students”</p> <p>Warm-Up: Prior to the guest speaker’s introduction, the teacher will review expected appropriate behavior for the guest speaker’s talk.</p> <p>Lesson: The teacher will introduce the guest speaker for the day. Students are prepped that the speaker will be discussing sensitive topics and students are reminded to remain open-minded and respectful. While the speaker is sharing their experience, students will record important details that apply to local underrepresented groups.</p> <p>Closure: After the speaker has concluded, students are encouraged to ask questions about the speaker’s experiences. Following, students will share their emotions on the guest speaker’s experiences.</p>	<p>Questions to ask yourself prior to inviting an individual to speak to your students.</p> <p>Top 10 ways to get the most from your guest speaker</p> <p>Guest speaker note sheet</p>
<p>Day 5</p>	<p>Library School’s Media Specialist Access to laptops and internet Library Print Resources Web databases</p>	<p>1. Students will be able to select and research a topic that interests them about locally underrepresented groups.</p> <p>2. Students will</p>	<p>Warm-Up: The students will meet in the library. The teacher will ask “Based on the experiences of the guest speaker, what is an area you would like to learn more about local underrepresentation?”</p> <p>Lesson: Students will receive the instructions, rubrics, and expectations</p>	<p>Culminating Project Instructions and Grading Rubric</p>

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		productively work collaboratively to inform others about locally underrepresented groups.	for the culminating project, due on day 15. Working with the school's media, the media specialist will use this day to show the students how to research, use databases, and give advice on creating their culminating project. Closure: Students will begin researching the underrepresented area that they selected based on the resources provided by the school's media specialist. Students will also submit their topic idea to their teacher prior to leaving.	
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<i>Week 2</i>				
Days 1-3	Library School's Media Specialist Access to laptops and internet Library Print Resources Web databases	<ol style="list-style-type: none"> Students will be able to select and research a topic that interests them about locally underrepresented groups. Students will productively work collaboratively to inform others about locally underrepresented groups. 	<p>Warm Up: The teacher will ask students and their partners to share their topic choice from the previous lesson. This will help encourage students who are struggling deciding on a topic. The teacher will then ask students and their partners to create a brief outline of their research goals while in the library. This is not to be shared or collected, but just as a pacing guide for pairs. The teacher will have an area in the library for the teacher to pull aside struggling students for individualized attention.</p> <p>Lesson: Students will continue working on their culminating project using library resources and the school's media specialist. The teacher will be moving around the area, monitoring student progress to ensure that pairs achieve their set goals.</p> <p>Closure: Students will submit a daily progress report on how well they feel they have accomplished their goal.</p>	<p>Culminating Project Instructions and Grading Rubric</p> <p>Daily progress report check-in</p>

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Days 4-5	Laptops Internet Poster Board Presentation Apps Headphones/microphones	<ol style="list-style-type: none">1. Students will be able to select and research a topic that interests them about locally underrepresented groups.2. Students will productively work collaboratively to inform others about locally underrepresented groups.	<p>Warm Up: Prior to students working in pairs, the teacher reminds students of the project rubric and expectations. The teacher then opens the floor for any questions or clarifications students may have as they begin work.</p> <p>Lesson: Students will use the materials found in the library to create their culminating project in a format of their choice (paper, presentation, video, podcast). Pairs will work in the classroom using laptops and other materials. The teacher will continue assisting student pairs as needed and will work individually with those students needing extra attention.</p> <p>Closure: Students will complete daily progress report check in, adding anything they may need help with the following day. This allows the teacher to be prepared to assist students as they enter the classroom the next day.</p>	<p>Culminating Project Instructions and Grading Rubric</p> <p>Daily progress report check-in</p>
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<i>Week 3</i>				
Days 1-2	Laptops Internet Poster Board Presentation Apps Headphones/microphones	<p>1. Students will be able to select and research a topic that interests them about locally underrepresented groups.</p> <p>2. Students will productively work collaboratively to inform others about locally underrepresented groups.</p>	<p>Warm Up: Prior to students working in pairs, the teacher reminds students of the project rubric and expectations. The teacher then opens the floor for any questions or clarifications students may have as they begin work.</p> <p>Lesson: Students will use the materials found in the library to create their culminating project in a format of their choice (ex: paper, presentation, video, podcast). Pairs will work in the classroom using laptops and other materials. The teacher will continue assisting student pairs as needed and will work individually with those students needing extra attention.</p> <p>Closure: Students will complete daily progress report check in, adding anything they may need help with the following day. This allows the teacher to be prepared to assist students as they enter the classroom the next day.</p>	<p>Culminating Project Instructions and Grading Rubric</p> <p>Daily progress report check-in</p>
Days 3-5	Presentation materials -	1. What have you	Warm Up: The teacher will prepare the	Culminating Project

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	<p>projector, laptop, speakers, whiteboard, etc.</p>	<p>learned about underrepresented groups in your area and has that changed your understanding of others' experiences?</p> <p>2. How do the struggles your underrepresented group faced tie-into the larger picture of institutional discrimination in the United States?</p>	<p>class for student presentations. The teacher will remind students to keep an open-mind and are encouraged to ask questions when the presenters are finished.</p> <p>Lesson: Student pairs will present their presentations and pause at the end for peer questioning.</p> <p>Closure: Students will submit an individual exit-ticket answering the question "What have you learned about underrepresented groups in your area and has that changed your understanding of others' experiences?"</p>	<p>Instructions and Grading Rubric</p>
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