

UNIT OVERVIEW

<p>Unit Length</p>	<p>4 weeks</p> <p><i>Educator Note: If taught in its entirety, this layered lesson will take longer than four weeks. It is intended to be taught in whole or in part. Each Focus Text is couched in context, built by way of interactive media, literary texts, primary documents, and supplemental sources. Moreover, this curated collection can be adjusted to suit the academic and social-emotional needs of diverse learners.</i></p>
<p>Grade Levels /Subject</p>	<p>English Literature (9-12)</p>
<p>Unit Overview</p>	<p>“...she was talking about how the place where she’d grown up in Oakland had changed so much, that so much development had happened there, that the <i>there</i> of her childhood, the <i>there</i> there, was gone, there was no <i>there</i> there anymore.”          -<i>There There</i>, Tommy Orange</p> <p><a href="#">Eminent domain</a>. A euphemism for “Get out”.</p> <p>When the residents of Chavez Ravine were told by the ‘City of Angels’ that their hard-earned homes were slums and would be torn down to make way for subsidized housing, the news was wrenching but not without precedent. Through law and lawlessness, America’s storied history is littered with tales of forced displacement. Settler Colonialism. The Weeping Time. Japanese Internment. Redlining. The list goes on. Because of the often covert and insidious nature of racialized discrimination, claims of injustice are often hard to prove. The loss of land, however, can be quantified.</p> <p>In <i>Banished but Unbowed: An American Legacy</i>, students journey through historical points of displacement and dispossession. Such stories are, at best, underreported; at worst, they are systemically erased. In a scholarly sense, then, the <i>who and when</i> are as important as the <i>how and why</i>. No matter the instance, the impacted lives have been deemed ‘outsiders’ to America’s social context and physical landscape. This paradox of rendered invisibility is both cause and effect– ‘they’ are ‘other’ and, therefore, rendered invisible...’ they’ are invisible, and thus rendered ‘other’.</p> <p>By diving into the humanity of the ‘other’ through a range of literary and informational texts, students confront these sobering historical truths. Ultimately, tracing this trajectory leads us to contemporary communities and their continued</p>

	<p>ability to resist while thriving. In this space, students are engaged and empowered by tangible examples of the human capacity to overcome. This lesson, at once personal, academic, and civic, positions students as conscientious, empathetic, global learners.</p>
<p>Objectives &amp; Outcomes</p>	<p>Students will...</p> <ul style="list-style-type: none"> <li>● Research a given topic via various textual and non-textual sources</li> <li>● Compose an expository essay, paying particular attention to thesis statements, developing introductory context, analysis, and meaningful conclusion</li> <li>● Engage in a learner-led formal discussion</li> <li>● Create a digital presentation that explores the history and contemporary reality of select Land-Grant Universities</li> </ul>
<p>Standards</p>	<p><b>English Language Arts Standards (Grades 11-12)</b>  <a href="#">Common Core State Standards</a></p> <p>CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.11-12.R.I.7 Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.11-12.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text.</p> <p><b>Social Justice Standards</b>  <a href="#">(Learning for Justice: The Learning for Justice Anti-Bias Framework)</a></p> <ul style="list-style-type: none"> <li>● Students will develop positive social identities based on their membership in multiple groups in society.</li> <li>● Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.</li> <li>● Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</li> <li>● Students will respond to diversity by building empathy, respect, understanding and connection.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</li> <li>• Students will analyze the harmful impact of bias and injustice on the world, historically and today.</li> <li>• Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</li> <li>• Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</li> </ul>
<p>Unit Resources</p>	<ul style="list-style-type: none"> <li>★ <a href="#">Land-grab universities: Expropriated Indigenous land is the foundation of the land-grant university system</a></li> <li>★ <a href="#">Interactive: See the Lands Sold to Fund Ohio's Land 'Grant' Universities</a></li> <li>★ Additional texts, videos, websites and teacher-created resources linked throughout unit</li> </ul>
<p>Performance Task</p>	<p><b>Formative Assessment</b> Students will complete a routine dialectical journal entry, analyzing the range of media and text explored throughout the unit.</p> <p><b>Summative Assessment</b> <u>Socratic Seminar</u> Students will use dialectical journal entries created throughout the unit to explore the essential question “What are the causes and consequences of prejudice and injustice, particularly as they pertain to issues of land?” Students will also use the following guiding questions throughout the conversation:</p> <p>Banished but Unbowed   Socratic Seminar Questions <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p> <p><u>Student-Curated Digital Presentation</u> Students work together to create a digital museum that identifies tribal communities displaced by The Morrill Act. The website will have a home page that explores the background and history of The Morrill Act and <a href="#">Land-Grab Universities</a>. The website will also include a handful of pages exploring unique universities that benefited from The Morrill Act and the Indigenous communities they displaced.</p> <p>For an example of a completed student-curated digital museum visit <a href="#">The Legacy of Land Grab Universities Through an Equitable Lens. [.pdf]</a> <a href="#">[.docx]</a></p>

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Assessment/Evaluation	<p><b>Formative</b> <a href="#">Annotation and Dialectical Journal Instructions and Rubric</a></p> <p><b>Summative</b> On whose land do we stand? The Legacy of Land-Grant Universities ( A Student-Curated Digital Exploration) <a href="#">[.pdf]</a> <a href="#">[.docx]</a> <a href="#">Socratic Seminar Rubric</a> <a href="#">Socratic Seminar Grading Rubric</a> <a href="#">Socratic Seminar Observation Checklist</a> <a href="#">Exhibition Rubric</a></p>
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UNIT PACING / DAILY LESSONS AND RESOURCES

Pacing	Focus texts / resources for today's lesson	Essential Questions	Lesson / Activities	Lesson Materials
<p>Week 1 Gentrification in America</p>				
<p>Day 1</p>	<p><u>Resources for this lesson</u>  <a href="#">Home   Stephanie Mills   The Wiz   Lyrics</a></p> <p><a href="#">Home   Stephanie Mills   The Wiz   Video</a></p> <p><a href="#">Homecoming   Kanye West   Lyrics</a></p> <p><a href="#">Homecoming   Kanye West   Video</a></p> <p><a href="#">Chicago HomeStories</a></p> <p><u>Additional Resources</u>  <a href="#">Don't ask where I'm from, ask where I'm a local   Taiye Selasi   TEDTalk</a></p> <p><a href="#">Home Thoughts by Claude McKay</a></p>	<p>Where and What is Home?</p>	<p><u>Lesson Steps</u></p> <p><b>1. Media Viewing / Listening Session:</b>                      Students listen to one or both of the following songs about home.</p> <ul style="list-style-type: none"> <li>• <a href="#">Home   Stephanie Mills   The Wiz   Video</a></li> <li>○ <a href="#">Home   Stephanie Mills   The Wiz   Lyrics</a></li> <li>• <a href="#">Homecoming   Kanye West   Video</a></li> <li>○ <a href="#">Homecoming   Kanye West   Lyrics</a></li> </ul> <p><i>Educator notes: Students should have access to the lyrics for each song presented. The instructor should review lyrics beforehand and edit as necessary. If the instructor chooses to listen or view Homecoming, the class can explore the song as an extended metaphor. Guided by student interest, the instructor may want to find other songs about Home.</i></p>	

	<p><a href="#">Home by Edgar Albert Guest</a></p> <p><a href="#">Home by Cyrus Armajani</a></p> <p><a href="#">I Don't Feel At Home Where I Am by Regina Derieva</a></p>		<p><b>2. Class Conversation:</b></p> <ol style="list-style-type: none"> <li>Write the definition of “<a href="#">home</a>” on the board.</li> <li>Students brainstorm words that come to mind when thinking of the word <i>home</i> through whole group discussion. Capture student responses on the board.</li> <li>Students engage in either a whole class or small group conversation responding to the essential question, “<i>where and what is home?</i>” Consider using the following prompts:             <ul style="list-style-type: none"> <li><i>What makes a place a home?</i></li> <li><i>Can you feel ‘at home’ without a physical residence of your own?</i></li> <li><i>Describe your ideal home.</i></li> </ul> </li> </ol> <p><b>3. Writing Task:</b></p> <ol style="list-style-type: none"> <li>Introduce Global HomeStories to students, a collection of anecdotes written by everyday folk in celebration of the places they call home.</li> </ol> <p><i>Educator Notes: Though most of the stories are centered in Chicago, there are contributions from around the globe. Use of this site should be cleared by a school community’s administrative team. *If students are unable to use the site, they can complete the task and share with classmates via an approved platform (e.g. an online platform, oral presentation with visuals)</i></p>	
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			<p>b. Through small group conversation or individual reflect, have students respond to the following questions:</p> <ul style="list-style-type: none"> <li>● Who are you?</li> <li>● Where are you from?</li> <li>● Where are you going?</li> <li>● Describe a place or object that feels most like home to you.</li> </ul> <p>c. Students will compose and submit a blurb for the <a href="#">HomeStories</a> website. A blurb contains the following:</p> <ul style="list-style-type: none"> <li>● a written description</li> <li>● an original photo of a space, place or object that feels like home</li> </ul> <p><u>Extension Activity:</u> Review any of the additional resources to further explore the idea of home.</p>	
<p>Day 2</p>	<p><u>Resources for this lesson</u>  <a href="#">“We are building our way to hell’: Tales of gentrification from around the world,” <i>The Guardian</i></a>   <a href="#">"Sunni Patterson," Letters from the Porch</a>   <a href="#">"Gentrification Explained." Urban Displacement Project</a>   <u>Additional Resources</u></p>	<p>What is Gentrification?</p> <p>What are the human, economic, and cultural costs of Gentrification?</p> <p>What are the human, economic, and cultural benefits of Gentrification?</p> <p>What are the causes and consequences of prejudice and injustice, particularly as they pertain to issues of land?</p>	<p><u>Lesson Steps</u></p> <ol style="list-style-type: none"> <li>1. <b>Vocabulary:</b> Review the following terms with students: Terms to Know <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> <li>2. <b>Media Viewing:</b> Screen the following videos:             <ul style="list-style-type: none"> <li>● <a href="#">"Sunni Patterson," Letters from the Porch</a>. (1:35 - 3:45). Educator note: Instructor may want to provide context by speaking specifically to pre- and post-Katrina New Orleans</li> <li>● <a href="#">Gentrification Explained," Urban Displacement Project</a></li> </ul> </li> </ol>	<p>Terms to Know <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>

	<p><a href="#">Decade of Fire, Da Hip-hop Place Latinoamérica</a></p>		<p>3. <b>Read Aloud:</b> Read <a href="#">“‘We are building our way to hell’: Tales of gentrification from around the world,” The Guardian</a> as a class or in small groups.</p> <p>4. <b>3&amp;3:</b> Students select one of the cities from the <a href="#">“‘We are building our way to hell’: Tales of gentrification from around the world,” The Guardian</a> to research independently.</p> <ol style="list-style-type: none"> <li>Students should explore at least 2 online resources about their chosen city. Students should include links to their selected online resources</li> <li>Students compose 3 sentences that capture facts they learned from their research.</li> <li>Students should compose 3 researchable questions sparked while conducting research.</li> </ol> <p>5. <b>Closing:</b> Students share aloud one question and one statement of fact from the <b>3&amp;3</b></p> <p><u>Extension Activity</u> Watch and discuss <a href="#">Decade of Fire, Da Hip-hop Place Latinoamérica</a></p>	
<p>Day 3</p>	<p><a href="#">"How the U.S. Government Segregated Chicago   [Inside Chicago, Part 1]" AJ+</a></p> <p><a href="#">"Pushed Out: Displacement</a></p>	<p>What is Gentrification?</p> <p>What are the human, economic, and cultural costs of Gentrification?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li><b>Media Viewing:</b> Screen the following videos             <ul style="list-style-type: none"> <li><a href="#">"How the U.S. Government Segregated Chicago   [Inside Chicago,</a></li> </ul> </li> </ol>	<p><a href="#">Annotation and Dialectical Journal Instructions and Rubric</a></p>



	<p><a href="#">Today and Lasting Impacts," Urban Displacement Project</a></p> <p><a href="#">Gentrification in Chicago</a></p> <p><a href="#">"Cabrini-Green: A History of Broken Promises," Better Government Association</a></p> <p><a href="#">"Cabrini-Green Residents Were Promised 2,500 Construction Jobs. They Got 40." Better Government Association</a></p> <p><a href="#">"The Lives Erased by Gentrification: When I moved to Franklinton, I told myself I wasn't displacing anyone." Medium.com</a></p> <p><a href="#">"Gentrification doesn't have to force minority residents out of their homes. Activists say there are 3 ways to protect communities." Business Insider</a></p>	<p>What are the human, economic, and cultural benefits of Gentrification?</p> <p>What are the causes and consequences of prejudice and injustice, particularly as they pertain to issues of land?</p>	<p><a href="#">Part 1]," AJ+</a></p> <ul style="list-style-type: none"> <li>• <a href="#">"Pushed Out: Displacement Today and Lasting Impacts," Urban Displacement Project</a></li> <li>• <a href="#">Gentrification in Chicago</a></li> </ul> <p><i>Educator note: Dependent on their location, instructors should identify and present local/regional examples of gentrification</i></p> <p><b>2. Dialectical Journal:</b></p> <ol style="list-style-type: none"> <li>Share the <a href="#">Annotation and Dialectical Journal Instructions and Rubric</a> to introduce students to dialectical journaling.</li> <li>Explain to students that this unit's long assignment demands that they continually collect and analyze text. Their journals will be the substance upon which students will build their Expository Essays and Curated Digital Presentations (<i>see Summative Assessments</i>)</li> </ol> <p><i>Educator note: It may be helpful to set aside specific, daily time to work on this task; can also be assigned as daily homework</i></p> <p><b>3. Close Reading of Focus Texts:</b> Students read all four of the following articles as a whole class, in small groups, or independently:</p>	
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			<ul style="list-style-type: none"> <li>• <a href="#">"Cabrini-Green: A History of Broken Promises," Better Government Association</a></li> <li>• <a href="#">"Cabrini-Green Residents Were Promised 2,500 Construction Jobs. They Got 40," Better Government Association</a></li> <li>• <a href="#">"The Lives Erased by Gentrification: When I moved to Franklinton, I told myself I wasn't displacing anyone." Medium.com</a></li> <li>• <a href="#">"Gentrification doesn't have to force minority residents out of their homes. Activists say there are 3 ways to protect communities." Business Insider</a></li> </ul> <p><i>Educator: Ideally, students will read all four writings; of course, instructors may modify as necessary. These articles all pertain to Chicago. Instructors can choose articles that explore gentrification in their own communities.</i></p> <p><b>4. Closing:</b> Students share aloud either a passage they've pulled and/or their commentary</p>	
<p>Day 4</p>	<p><a href="#">Resources for this lesson</a>  <a href="#">Native Land Digital</a></p> <p><a href="#">The "Indian Problem," Smithsonian National Museum of the American Indian</a></p>	<p>What is forced displacement?</p> <p>What is genocide?</p> <p>What legal and extralegal means were/are used to forcibly displaced Native</p>	<p><u>Lesson Steps:</u></p> <p><b>1. Interactive Media Activity:</b></p> <ol style="list-style-type: none"> <li>Students select a place they consider special (e.g. a residence, shop, church, park)</li> <li>Students will note the exact address of their special place</li> </ol>	<p><a href="#">The Rhetorical Triangle: Understanding and Using Logos, Ethos, and Pathos</a></p>

	<p><a href="#">The Indian Removal Act of 1830</a> (Primary Document)</p> <p><a href="#">"Indian Removal." Africans in America, PBS.org</a></p> <p><a href="#">"To the Cherokee Tribe of Indians East of the Mississippi River." President Andrew Jackson, TeachUsHistory.org</a></p> <p><a href="#">Letter from Chief John Ross, "To the Senate and House of Representatives." Africans in America, PBS.org</a></p> <p><u>Additional resources</u>  <a href="#">Indian Removal Act: Primary Documents in American History, Library of Congress</a></p> <p><a href="#">Why Treaties Matter</a></p> <p><a href="#">"U.S. Government Hangs Thirty-Eight Dakota Men in Minnesota." A History of Racial Injustice</a></p> <p><a href="#">"The Traumatic True History and Name List of the Dakota 38," Indian Country Today</a></p>	<p>Americans from their ancestral lands?</p> <p>What are the causes and consequences of prejudice and injustice, particularly as they pertain to issues of land?</p>	<p>c. Using <a href="#">Native Land Digital</a>, students will determine on which Indigenous Tribe's land their special place stands</p> <p>2. <b>Media Viewing:</b> Screen <a href="#">The "Indian Problem." Smithsonian National Museum of the American Indian</a></p> <p>3. <b>Independent Research:</b></p> <p>a. Students research the Indigenous Tribe on whose land their special place stands</p> <p>b. Student compose and submit a 3&amp;3 (see Week 1, Day 2) based upon their independent research</p> <p>4. <b>Direct Instruction:</b> Review <a href="#">The Rhetorical Triangle: Understanding and Using Logos, Ethos, and Pathos</a> with students.</p> <p>5. <b>Close Reading of Focus Texts:</b></p> <p>a. Students read all four of the following articles as a whole class, in small groups, or independently:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Indian Removal Act of 1830</a> (Primary Document)</li> <li>• <a href="#">"Indian Removal." Africans in America, PBS.org</a></li> <li>• <a href="#">"To the Cherokee Tribe of Indians East of the Mississippi River." President Andrew Jackson, TeachUsHistory.org</a></li> <li>• <a href="#">Letter from Chief John Ross, "To the Senate and House of</a></li> </ul>	
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	<p><a href="#">"Largest Mass Execution in US History: 150 Years Ago Today," <i>The Nation</i></a></p>		<p><a href="#">Representatives," Africans in America, PBS.org</a></p> <p>b. For each of the latter texts (<i>letters from President Andrew Jackson and Chief John Ross</i>), students will pull at least 2 passages that illustrate each rhetorical device (totaling 6 pieces of Textual Evidence for each text)</p> <p>c. Add your own commentary to the texts for your daily dialectic journal.</p> <p><u>Extension Activity</u> Complete a dialectic journal entry for the first two close reading texts and/or additional resources.</p>	
<p>Day 5</p>	<p><u>Resources for this lesson</u> <a href="#">"Stolen Children   Residential School survivors speak out." <i>CBS News, The National</i></a></p> <p><a href="#">"Death by Civilization: Thousands of Native American children were forced to attend boarding schools created to strip them of their culture. My mother was one of them." <i>The Atlantic</i></a></p> <p><a href="#">Leaving Tulsa by Jennifer Foerster</a></p>	<p>How can 'education' and the lack thereof be used to harm?</p> <p>What are the Morrill Acts? How do they differ? How are they the same?</p> <p>Which institutions are land-grant universities?</p> <p>What particular harm was caused by the Morrill Acts? What are the benefits? What might restitution look like?</p> <p>What are the causes and</p>	<p><u>Lesson Steps</u></p> <ol style="list-style-type: none"> <li><b>Media Viewing:</b> Screen <a href="#">Stolen Children   Residential School survivors speak out</a></li> <li><b>Close reading and analysis of focus text:</b> <ol style="list-style-type: none"> <li>Students independently read <a href="#">"Death by Civilization: Thousands of Native American children were forced to attend boarding schools created to strip them of their culture. My mother was one of them," <i>The Atlantic</i></a></li> <li>Students identify or compose a central idea statement</li> <li>Students identify and submit 3 pieces of textual evidence that support the stated central idea.</li> </ol> </li> </ol>	<p>On whose land do we stand? The Legacy of Land-Grant Universities (A Student-Curated Digital Exploration) <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>

<p><a href="#">"Land-grab universities: Expropriated Indigenous land is the foundation of the land-grant university system." <i>High Country News</i></a></p> <p><a href="#">"Interactive: See the Lands Sold to Fund Ohio's Land 'Grant' Universities." Pulitzer Center</a></p> <p><b>Additional Resources:</b></p> <p><a href="#">"Indian School: A Survivor's Story" (Documentary)</a></p> <p><a href="#">"The Invisible Nation by Richard Desjardins, Robert Monderie"</a></p> <p><a href="#">Native American Boarding Schools, Library of Congress</a></p> <p><a href="#">"Lost Lives, Lost Culture: The Forgotten History of Indigenous Boarding Schools," <i>The New York Times</i></a></p> <p><a href="#">"The Secret Treaties with California's Indians." <i>Archives.gov</i></a></p>	<p>consequences of prejudice and injustice, particularly as they pertain to issues of land?</p>	<p><b>3. Read Aloud and Dialectic Journal:</b></p> <p>a. As a whole group, read the following:</p> <ul style="list-style-type: none"> <li>• <a href="#">"Leaving Tulsa" by Jennifer Foerster</a></li> <li>• <a href="#">"Land-grab universities"</a></li> <li>• <a href="#">"Land-grab universities: Expropriated Indigenous land is the foundation of the land-grant university system," <i>High Country News</i></a></li> </ul> <p>b. While listening, having students complete dialectic journal annotations and text analysis.</p> <p><b>4. Digital Exhibit Performance Task:</b></p> <p>Introduce the performance task and rubric. Teachers can use the project description and class example in <a href="#">On whose land do we stand? The Legacy of Land-Grant Universities (A Student-Curated Digital Exploration)</a> for their presentation. <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p> <p>a. Students submit their selection for the curated exhibit from the list of Land-Grant universities found in the Focus Text (assignment can be completed in small groups or independently)</p> <p><b>Extension Activity:</b></p> <p>Complete a dialectic journal entry for any of the additional resources listed.</p>	
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**BANISHED BUT UNBOWED: AN AMERICAN LEGACY**

Unit by Heather Renée Ingram, 2021-2022 Pulitzer Center Teacher Fellow

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Pacing	Focus text(s) / resource(s) for today's lesson	Essential Questions	Lesson / Activities	Lesson Materials
<p><i>Week 2</i> Discrimination and Land Rights</p>				
Day 1	<p><a href="#">Bury Me in a Free Land by France Ellen Watkins Harper</a></p> <p><a href="#">Songs for the People by France Ellen Watkins Harper</a></p> <p><a href="#">Learning to Read by France Ellen Watkins Harper</a></p> <p><a href="#">Eliza Harris by France Ellen Watkins Harper</a></p> <p><a href="#">The Slave Mother by France Ellen Watkins Harper</a></p> <p><a href="#">The Slave Auction by France Ellen Watkins Harper</a></p> <p><a href="#">In remembrance of 30 million victims of slavery. United Nations Office of the High Commissioner</a></p>	<p>Approximately how many people were forcibly displaced (kidnapped/sold) during the Trans-Atlantic Slave Trade?</p> <p>What is the Middle Passage?</p> <p>What were the conditions on slave-carrying vessels during the Trans-Atlantic Slave Trade?</p> <p>How did enslaved Africans resist during the Trans-Atlantic Slave Trade?</p> <p>What were the lived experiences of enslaved Africans on American plantations?</p> <p>What are the causes and consequences of prejudice and injustice, particularly as</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. <b>Media Viewing:</b> Screen <a href="#">Roots: The Middle Passage   History Life Aboard a Slave Ship   History</a></li> <li>2. <b>Read and Analyze Poetry by Frances Ellen Watkins</b> <ol style="list-style-type: none"> <li>a. Read the series of poems by Frances Ellen Watkins Harper as a class or in small groups:                             <ul style="list-style-type: none"> <li>• <a href="#">Bury Me in a Free Land   poets.org</a></li> <li>• <a href="#">Songs for the People   Poetry Foundation</a></li> <li>• <a href="#">Learning to Read   Poetry Foundation</a></li> <li>• <a href="#">Eliza Harris   Poetry Foundation</a></li> <li>• <a href="#">The Slave Mother   Poetry Foundation</a></li> <li>• <a href="#">The Slave Auction   Poetry Foundation</a></li> </ul> </li> <li>b. Students select one of Harper's poems and complete a literary</li> </ol> </li> </ol>	<p><a href="#">Resource Materials on Learning and Teaching of Poetry</a></p>

	<p><a href="#">"The Weeping Time: A forgotten history of the largest slave auction ever on American soil." <i>The Atlantic</i></a></p> <p><a href="#">Great auction sale of slaves, at Savannah, Georgia, March 2d and 3d, 1859</a> (First Person Account)</p> <p><a href="#">"'Blighted homes, crushed hopes and broken hearts:' An account of The Weeping Time from 1859." <i>Savannah Morning News</i></a></p> <p><a href="#">"The Weeping Time," <i>PBS</i></a></p>	<p>they pertain to issues of land?</p>	<p>analysis paragraph using the <a href="#">Resource Materials on Learning and Teaching of Poetry</a>.</p> <p>3. <b>Read Aloud:</b> As a whole group, read <a href="#">In remembrance of 30 million victims of slavery, United Nations Office of the High Commissioner</a></p> <p>4. <b>Close Reading of Focus Texts and Dialectic Journal.</b></p> <p>a. In small groups or independently, students should read one of the following texts:</p> <ul style="list-style-type: none"> <li>• <a href="#">"The Weeping Time: A forgotten history of the largest slave auction ever on American soil." <i>The Atlantic</i></a></li> <li>• <a href="#">Great auction sale of slaves, at Savannah, Georgia, March 2d and 3d, 1859</a> (First Person Account)</li> <li>• <a href="#">"'Blighted homes, crushed hopes and broken hearts:' An account of The Weeping Time from 1859." <i>Savannah Morning News</i></a></li> <li>• <a href="#">"The Weeping Time," <i>PBS</i></a></li> </ul> <p><i>Educator note: These texts are differentiated versions of the same account. Instructors should choose the text that works best for all students or group students into reading levels and share the appropriate, differentiated text.</i></p> <p>b. Students should complete a</p>	
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			dialectical journal entry for the chosen text.	
Day 2	<p><a href="#">"The dark history of the Chinese Exclusion Act," Robert Chang, TED-Ed</a></p> <p><a href="#">"What was the impact of the Chinese Exclusion Act? The Chinese Exclusion Act," American Experience, PBS</a></p> <p><a href="#">Chinese Exclusion Act</a> (primary source document)</p> <p><a href="#">Mark Twain's Observations about Chinese Immigrants in California</a></p> <p><a href="#">In the Land of the Free by Sui Sin Far</a> (Short Story)</p> <p><a href="#">Read Write Think - Defining Characterization</a></p>	<p>What is the Chinese Exclusion Act?</p> <p>What socio-political circumstances prompted its issuance?</p> <p>How did the Chinese Exclusion Act shape the lives of Chinese Americans in 1882?</p> <p>Are the effects of the Chinese Exclusion Act still reverberating today?</p> <p>What are the causes and consequences of prejudice and injustice, particularly as they pertain to issues of land?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li><b>Media Viewing:</b> Screen the following videos: <ul style="list-style-type: none"> <li><a href="#">"The dark history of the Chinese Exclusion Act," Robert Chang, TED-Ed</a></li> <li><a href="#">"What was the impact of the Chinese Exclusion Act? The Chinese Exclusion Act," American Experience, PBS</a></li> </ul> </li> <li><b>Read Aloud:</b> As a class, read the following: <ul style="list-style-type: none"> <li><a href="#">Chinese Exclusion Act</a> (primary source document)</li> <li><a href="#">Mark Twain's Observations about Chinese Immigrants in California</a></li> </ul> </li> <li><b>Direct Instruction:</b> Review or teach characterization using <a href="#">Read Write Think - Defining Characterization</a></li> <li><b>Close Reading of Focus Text:</b> <ol style="list-style-type: none"> <li>As a whole group, in small groups, or independently, students read the short story "<a href="#">In the Land of the Free</a>" by <a href="#">Sui Sin Far</a></li> <li>Students choose a character trait presented in the story using the <a href="#">List of Challenging Character Trait Words</a></li> </ol> </li> </ol>	<p><a href="#">List of Challenging Character Trait Words</a></p>

			<p>c. Students select and submit 3 pieces of textual evidence that support the character trait as named.</p> <p>5. <b>Dialectical Journal:</b> students can complete a dialectic journal on any or all of the texts reviewed throughout the lesson</p>	
<p>Day 3</p>	<p><u>Resources for this lesson:</u>  <a href="#">Photographs and Postcards of Lynching in America, Without Sanctuary</a></p> <p><a href="#">The Red Summer</a>          (documentary)</p> <p><a href="#">Race Riot, Tulsa, 1921 by Sharon Olds</a></p> <p><a href="#">"How a Brutal Race Riot Shaped Modern Chicago," The New York Times</a></p> <p><a href="#">What the Tulsa Race Massacre Destroyed   The New York Times</a></p> <p><a href="#">"THE OFFENSE," Excerpt from Ida B. Wells, Southern Horrors, 1892.</a></p> <p><u>Additional Resources</u></p>	<p>What are the causes and consequences of prejudice and injustice, particularly as they pertain to issues of land?</p>	<p><u>Lesson Steps:</u></p> <p>1. <b>Image Study:</b> As a whole class or in small groups, review the images in <a href="#">Photographs and Postcards of Lynching in America, Without Sanctuary</a>.</p> <p><i>Educator note: Instructors should preview these photos and review them all or make a selection. Encourage students to write a reflection in their dialectical journals.</i></p> <p>2. <b>Media Viewing:</b> Screen <a href="#">The Red Summer</a> for students.</p> <p>3. <b>Read Aloud:</b> As a class, read the poem and article about Black resistance to anti-Black racism.</p> <ul style="list-style-type: none"> <li>• <a href="#">Race Riot, Tulsa, 1921 by Sharon Olds</a></li> <li>• <a href="#">"How a Brutal Race Riot Shaped Modern Chicago," The New York Times</a></li> </ul> <p>4. <b>Interactive Media:</b> Students review <a href="#">What the Tulsa Race Massacre Destroyed   The</a></p>	<p><a href="#">Identifying Rhetorical Strategies: Logos, Pathos, and Ethos</a></p>

	<p><a href="#">The Red Record by Ida B. Wells-Barnett, The Project Gutenberg</a></p> <p><a href="#">Chicago 1919: Confronting the Race Riots</a></p> <p><a href="#">Chicago Race Riot of 1919</a></p> <p><a href="#">"Goin' Back to T-Town   American Experience," PBS</a></p> <p><a href="#">Rosewood (film, 1977)</a></p> <p><a href="#">How can we win? Kimberly Jones (references Tulsa and Rosewood)</a></p> <p><a href="#">Ida B. Wells: A Chicago Stories Special Documentary, WTTWChicago</a></p>		<p><a href="#">New York Times</a> in small groups or independently.</p> <p>5. <b>Review and practice identifying rhetorical strategies:</b></p> <ol style="list-style-type: none"> <li>a. Advance student understanding of logos, pathos, and ethos by reviewing <a href="#">Identifying Rhetorical Strategies: Logos, Pathos, and Ethos</a></li> <li>b. <b>Close Reading of Focus Text:</b> Read "<a href="#">THE OFFENSE," Excerpt from Ida B. Wells, Southern Horrors</a>" as a whole group, in small groups, or independently.</li> <li>c. Students should compose a Central Idea statement drawn from the text.</li> <li>d. Students should pull at least 2 passages that illustrate each Rhetorical Device (totaling 6 pieces of Textual Evidence)</li> </ol> <p>6. <b>Dialectical Journal:</b> Students should complete a dialectic journal reflection on any or all of the texts or media reviewed in today's lesson.</p>	
<p>Day 4</p>	<p>Resources for this lesson:  <a href="#">Beyond Tulsa: The Secret History of Flooding Black Towns to Make Lakes   The Amber Ruffin Show</a></p>	<p>What are the causes and consequences of prejudice and injustice, particularly as they pertain to issues of land?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. <b>Media Viewing Research Activity:</b> <ol style="list-style-type: none"> <li>a. Screen <a href="#">Beyond Tulsa: The Secret History of Flooding Black Towns to Make Lakes   The Amber Ruffin Show</a></li> <li>b. Students select one of the towns that</li> </ol> </li> </ol>	

	<p><a href="#">Before Central Park: The Story of Seneca Village</a></p> <p><a href="#">The 'Racial Cleansing' That Drove 1,100 Black Residents Out Of Forsyth County, Ga.</a></p> <p><u>Additional Resources:</u>  <a href="#">Is Lake Lanier Haunted? The Eerie History Of The Georgia Lake Built Over An Entire Town   Travel Noire</a></p> <p><a href="#">Mysteries and Death at Georgia's Cursed Lake</a></p>		<p>disappeared in the media clip for an independent research activity. Students should use at least 2 online resources for their research.</p> <p>c. Students compose a brief summary of the town's history and how and why it "disappeared".</p> <p>2. <b>Close Reading of Focus Texts:</b> Students read the following texts independently, in small groups, or as a class:</p> <ul style="list-style-type: none"> <li>• <a href="#">Before Central Park: The Story of Seneca Village</a></li> <li>• <a href="#">The 'Racial Cleansing' That Drove 1,100 Black Residents Out Of Forsyth County, Ga.</a></li> </ul> <p>3. <b>Dialectical Journal:</b> Students can complete a dialectic journal entry on any of the resources reviewed in today's lesson</p> <p><u>Extension Activity:</u>                  Complete a dialectic journal entry for any of the additional resources listed.</p>	
<p>Day 5</p>	<p><u>Resources for this lesson:</u>  <a href="#">"Diary Reveals Reality of Living in a WWII Japanese Internment Camp." NowThis News</a></p> <p><a href="#">"Why the US photographed its own WWII concentration</a></p>	<p>What are the causes and consequences of prejudice and injustice, particularly as they pertain to issues of land?</p>	<p><u>Lesson Steps:</u></p> <p>1. <b>Media Viewing.</b> Screen the following videos:</p> <ul style="list-style-type: none"> <li>• <a href="#">Diary Reveals Reality of Living in a WWII Japanese Internment Camp   NowThis</a></li> <li>• <a href="#">Why the US photographed its own WWII concentration camps</a></li> </ul>	

	<p><a href="#">camps," VOX</a></p> <p><a href="#">"Dorothea Lange's Censored Photographs of FDR's Japanese Concentration Camps," Anchor Editions</a></p> <p><a href="#">"Japanese Internment Camp Survivors: In Their Own Words," Biography</a></p> <p><a href="#">"One Person's Story About Japanese Internment: 'Collective Experience That Seared the Consciousness.'" Los Angeles Times</a></p> <p><u>Additional Resources:</u>  <a href="#">Japanese Americans Interned During World War II, Telling Their Stories: Oral History Archives Project</a></p> <p><a href="#">"The Ghosts of No-No Boy in a Nation That Still Imprisons Immigrants," A World Without Cages</a></p>		<p>2. <b>Image Study:</b> As a whole class or in small groups, review the images in <a href="#">Dorothea Lange's Censored Photographs of FDR's Japanese Concentration Camps</a></p> <p>3. <b>Read Aloud:</b> Read the following articles as a whole class:</p> <ul style="list-style-type: none"> <li>• <a href="#">Japanese Internment Camp Survivors: In Their Own Words   Biography</a></li> <li>• <a href="#">One Person's Story About Japanese Internment: 'Collective Experience That Seared the Consciousness'   Los Angeles Times</a></li> </ul> <p>4. <b>Dialectical Journaling:</b> Students can complete a dialectic journal entry on any of the resources reviewed in today's lesson.</p> <p><u>Extension Activity:</u>                  Complete a dialectic journal entry for any of the additional resources listed.</p>	
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Pacing	Focus text(s) / resource(s) for today's lesson	Essential Questions	Lesson / Activities	Lesson Materials
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Week 3  
Diving into Text

*Educator note: Daily reading and dialectical journaling at this point in the lesson are particularly purposeful; students are gathering textual evidence and analyzing the material in preparation for participating in a Socratic Seminar and crafting their Curated Presentations. Furthermore, the streamlined daily tasks this week allow students to make-up for any missing work.*

Day 1	<p><u>Resources for this lesson:</u>  <a href="#">"How Redlining Segregated Chicago, and America," Chicago Magazine</a></p> <p><u>Additional resources:</u>  <a href="#">Mapping Inequality: Redlining in New Deal America</a></p> <p><a href="#">"Restrictive Covenants · Racial Restriction and Housing Discrimination in the Chicagoland Area," Digital Chicago</a></p> <p><a href="#">"Illinois Homeowners Can Now Remove Racist Clauses From Their Property Deeds," The New York Times</a></p>	<p>What are the causes and consequences of prejudice and injustice, particularly as they pertain to issues of land?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. <b>Direct Instruction:</b> <ol style="list-style-type: none"> <li>a. Introduce the Socratic Seminar method of discussion using the following resources:                             <ul style="list-style-type: none"> <li>● <a href="#">Teaching Strategy: Socratic Seminar, Facing History</a></li> <li>● <a href="#">Socratic Seminar Guidelines and Rubric</a></li> <li>● Socratic Seminar Questions</li> </ul> </li> <li>b. Explain to students that they will be gathering textual evidence and analyzing material in preparation for a Socratic Seminar and their curated presentations.</li> </ol> </li> <li>2. <b>Close Reading of Focus Texts:</b> <ol style="list-style-type: none"> <li>a. Read <a href="#">"How Redlining Segregated Chicago, and America," Chicago Magazine</a> as a whole group, in small groups, or independently.</li> <li>b. <b>Dialectical Journal.</b> Students can complete a dialectic journal entry on the article.</li> </ol> </li> </ol>	<p><u>Teaching Strategy:</u>  <a href="#">Socratic Seminar, Facing History</a></p> <p><a href="#">Socratic Seminar Guidelines and Rubric</a></p> <p>Socratic Seminar Questions <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>
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			<p><u>Extension Activity:</u> Complete a dialectic journal entry for any of the additional resources listed.</p>	
Day 2	<p><u>Resources for this lesson</u> <a href="#">"How Redlining Segregated Chicago, and America," Chicago Magazine</a></p> <p><a href="#">"The Ugly, Violent Clearing Of Chavez Ravine Before It Was Home To The Dodgers," The LAist</a></p> <p><u>Additional resources:</u> <a href="#">Chávez Ravine: A Los Angeles Story</a> (Documentary)</p> <p><a href="#">"The dark legacy of this iconic baseball stadium," VOX</a></p> <p><a href="#">"Once Upon a Time in Chavez Ravine," KCET</a></p>	<p>What are the causes and consequences of prejudice and injustice, particularly as they pertain to issues of land?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li><b>1. Close Reading of Focus Texts:</b> As a whole group, in small groups, or independently, read the following texts: <ul style="list-style-type: none"> <li><a href="#">"How Redlining Segregated Chicago, and America," Chicago Magazine</a></li> <li><a href="#">"The Ugly, Violent Clearing Of Chavez Ravine Before It Was Home To The Dodgers," The LAist</a></li> </ul> </li> <li><b>2. Dialectical Journal:</b> Students can complete a dialectic journal entry on one or all of the resources explored in this lesson.</li> </ol> <p><u>Extension Activity:</u> Complete a dialectic journal entry for any of the additional resources listed.</p>	
Day 3	<p><u>Resources for this lesson:</u> <a href="#">"Where Is LA's Eastside? A Brief History Of Class, Gentrification And Maps," LAist</a></p> <p><a href="#">"Justice for Greenwood calls for U.S. Department of</a></p>	<p>Exploration of contemporary communities that were historically displaced, paying close attention to the ways in which they resist and thrive</p> <p>What are the causes and consequences of prejudice</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li><b>1. Close Reading of Focus Texts:</b> As a whole group, in small groups, or independently, read the following texts: <ul style="list-style-type: none"> <li><a href="#">"Where Is LA's Eastside? A Brief History Of Class, Gentrification And Maps," LAist</a></li> </ul> </li> </ol>	

	<p><a href="#">Justice probe into Tulsa Race Massacre,” <i>TulsaWorld</i></a></p> <p><u>Additional resources:</u>  <a href="#">The Chicano Collection / La Colección Chicana</a>                  Documentary Film</p>	<p>and injustice, particularly as they pertain to issues of land?</p>	<ul style="list-style-type: none"> <li>• <a href="#">“Justice for Greenwood calls for U.S. Department of Justice probe into Tulsa Race Massacre,” <i>TulsaWorld</i></a></li> </ul> <p>2. <b>Dialectical Journaling:</b> Students can complete a dialectic journal entry on one or all of the resources explored in this lesson.</p> <p><u>Extension Activity:</u>                  Complete a dialectic journal entry for any of the additional resources listed.</p>	
<p>Day 4</p>	<p><u>Resources for this lesson:</u>  <a href="#">“I live with Standing Rock in my heart’: Massive pipeline protest resonates 5 years later,” <i>MPR News</i></a></p> <p><a href="#">“City camp is site of Native American homelessness, heroin ... and hope.” <i>The Guardian</i></a></p> <p><a href="#">“In Minneapolis, a Thriving Center for Indigenous Art,” <i>NYTimes</i></a></p> <p><u>Additional resources:</u>  <a href="#">The Trail of Broken Treaties: A March on Washington, DC 1972</a></p>	<p>Exploration of contemporary communities that were historically displaced, paying close attention to the ways in which they resist and thrive</p> <p>What are the causes and consequences of prejudice and injustice, particularly as they pertain to issues of land?</p>	<p><u>Lesson Steps:</u></p> <p>1. <b>Close Reading of Focus Texts:</b> As a whole group, in small groups, or independently, read the following texts:</p> <ul style="list-style-type: none"> <li>• <a href="#">“I live with Standing Rock in my heart’: Massive pipeline protest resonates 5 years later,” <i>MPR News</i></a></li> <li>• <a href="#">“City camp is site of Native American homelessness, heroin ... and hope.” <i>The Guardian</i></a></li> <li>• <a href="#">“In Minneapolis, a Thriving Center for Indigenous Art,” <i>NYTimes</i></a></li> </ul> <p>2. <b>Dialectical Journaling:</b> Students can complete a dialectic journal entry on one or all of the resources explored in this lesson.</p> <p><u>Extension Activity:</u>                  Complete a dialectic journal entry for any of</p>	



			the additional resources listed.	
Day 5	<p><u>Resources for this lesson:</u>  <a href="#">“The Asian American Activism You Won't See On Instagram,” Refinery29</a></p> <p><a href="#">Seattle's Asian American Movement, Seattle Civil Rights and Labor History Project</a></p> <p><u>Additional resources:</u>  <a href="#">“Asian Americans Have A Long History Of Activism In The US,” AJ+</a></p> <p><a href="#">“Why Do We Call Asian Americans The Model Minority?” AJ+</a></p> <p><a href="#">“Making and Unmaking the Asian American Movement,” The Margins</a></p>	<p>Exploration of contemporary communities that were historically displaced, paying close attention to the ways in which they resist and thrive</p> <p>What are the causes and consequences of prejudice and injustice, particularly as they pertain to issues of land?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li><b>Close Reading of Focus Texts:</b> As a whole group, in small groups, or independently, read the following texts: <ul style="list-style-type: none"> <li><a href="#">“The Asian American Activism You Won't See On Instagram,” Refinery29</a></li> <li><a href="#">Seattle's Asian American Movement, Seattle Civil Rights and Labor History Project</a></li> </ul> </li> <li><b>Dialectical Journal:</b> Students can complete a dialectic journal entry on one or all of the resources explored in this lesson.</li> </ol> <p><u>Extension Activity:</u>  Complete a dialectic journal entry for any of the additional resources listed.</p>	

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 4</i></p> <p>Socratic Seminar and Digital Museum of Indigenous Communities</p>				
Day 1		<p><u>Essential Question:</u> What are the causes and consequences of prejudice and injustice, particularly as they pertain to issues of land?</p> <p><u>Objectives:</u> Students will research a given topic via various textual and non-textual sources.</p> <p>Students will participate in a learner-led formal discussion</p>	<p><u>Socratic Seminar:</u></p> <ol style="list-style-type: none"> <li>1. Review any directions and norms for today's Socratic seminar.</li> <li>2. Remind students of the essential question and focus of the seminar: <i>What are the causes and consequences of prejudice and injustice, particularly as they pertain to issues of land?</i> Also Review the Socratic Seminar Questions <a href="#">[.pdf]</a> <a href="#">[.docx]</a> with students.</li> <li>3. Remind students that they can use any claims, reflections, or research gathered throughout the unit and in their dialectical journals.</li> </ol>	<p><a href="#">Socratic Seminar Guidelines and Rubric</a></p> <p>Socratic Seminar Questions <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>
Day 2 -4	<p><a href="#">The Legacy of Land Grab Universities Through an Equitable Lens</a></p>	<p><u>Essential Question:</u> What are the causes and consequences of prejudice and injustice, particularly as they pertain to issues of land?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. Review the performance task with students using On whose land do we stand? The Legacy of Land-Grant Universities ( A Student-Curated Digital Exploration) <a href="#">[.pdf]</a> <a href="#">[.docx]</a></li> </ol>	<p>On whose land do we stand? The Legacy of Land-Grant Universities ( A Student-Curated Digital Exploration) <a href="#">[.pdf]</a> <a href="#">[.docx]</a></p>

		<p><b>Objectives:</b> Students will research a given topic via various textual and non-textual sources.</p> <p>Students will compose an Expository Essay , paying particular attention to thesis statements, developing introductory context, analysis, and meaningful conclusion.</p>	<p><b>2. Work Time for Performance Task:</b> Hold two days for students to create their assigned or selected curated pages for your digital museum.</p> <p><i>Educator note: Refer to this example created by our class: <a href="#">The Legacy of Land Grab Universities Through an Equitable Lens</a></i></p>	
Day 5		<p>What are the causes and consequences of prejudice and injustice, particularly as they pertain to issues of land?</p>	<p><b>Digital Land Grab Museum Presentation:</b> Each small group should present their page on the group website.</p>	