

UNIT OVERVIEW

Unit Length	<p>1 - 4 weeks</p> <ul style="list-style-type: none"> ● 5 Introduction Lessons ● 2-5 Research & Learning Lessons ● 2-5 Presentation & Project days
Grade Level(s)/Subject(s)	7th or 8th grade social studies
Unit Overview	<p>Using <i>The 1619 Project</i> as a model, students will explore the legacy of slavery in Chicago. First, students will explore four topics: Healthcare, Labor, Music, and Infrastructure, and answer guiding questions designed to help students understand the claims authors of the <i>The 1619 Project</i> are making about the impact of slavery in the US. Then, students will analyze a series of primary and secondary sources related to those topics in the context of the city they live in - Chicago. Finally students will write a paper and participate in a socratic seminar that examines how the legacy of slavery impacts Chicago today. By the end of the unit, students will be able to describe, in speaking and writing, the ways in which slavery has impacted four key areas of Chicago life and culture.</p>
Objectives & Outcomes	<p><u>Week 1: Introduction to Research Project (Whole Class)</u></p> <ul style="list-style-type: none"> ● Define the central idea of “The Idea of America” and articulate the purpose of the unit ● Review and complete <i>The 1619 Project</i> intro lessons on four topics: <ul style="list-style-type: none"> → Healthcare → Labor → Music → Infrastructure ● Generate student interest in key areas of Chicago life and culture (Healthcare, Labor, Music & Infrastructure). Students will then choose ONE topic from the four to conduct further research on.

	<p><u>Week 2: Research Week</u></p> <ul style="list-style-type: none"> • Students review curated research in small groups and create timelines and engage in historical thinking about their research. • Students write a thesis statement that answers the final essay prompt: How has the legacy of slavery impacted one of the chosen topics (Healthcare, Labor, Music & Infrastructure) for Chicago & Chicagoans? <p><u>Week 3: Writing & Presentation Week</u></p> <ul style="list-style-type: none"> • Students will synthesize their learning over the past two weeks and draft an essay. Students will explore each of the four focus topics in a socratic seminar, using their expertise on their chosen subject to lead class discussions.
Standards	<p><u>Common Core State Standards</u></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RH.6-8.1 • CCSS.ELA-LITERACY.RH.6-8.2 • CCSS.ELA-LITERACY.RI.8.3 • CCSS.ELA-LITERACY.W.8.1 • CCSS.ELA-LITERACY.W.8.7
Unit Resources	<p><u>“Analyze and Discuss: The 1619 Project Video Introduction,” Pulitzer Center Education</u></p> <p><u><i>The 1619 Project of the New York Times Magazine</i>, Media Storm</u></p> <p><u>“Exploring the ‘Idea of America’ by Nikole Hannah-Jones,” Pulitzer Center Education</u></p> <p><u>“The Idea of America” by Nikole Hannah-Jones</u></p> <p><u>“A Broken Health Care System” by Jeneen Interlandi</u></p>

	<p>“Medical Inequality” by Linda Villarosa</p> <p>“How FDR's New Deal Put America Back to Work During the Great Depression,” GPB Education</p> <p>“A Short History: Black Music in America”</p> <p>“American Popular Music” by Wesley Morris</p> <p>“(Night Time Is) The Right Time,” Ray Charles</p> <p>Doowop: The Chicago Scene (Music in American Life) by Robert Pruter</p> <p>Chicago Blues: The City & the Music by Mike Rowe</p> <p>“Sugar” by Khalil Gibran Muhammad</p> <p>“Sometimes It Took Many Police to Protect A Few Wagons,” in Stanley Powekrs, “Chicago’s Strike Ordeal,” <i>World’s Work</i> 10, no. 3 (July 1905): 6381</p> <p>Chicago Race Riots. Special Collections, Daley Library, University of Illinois at Chicago.</p> <p>Additional primary source documents linked and cited in teacher-created student materials.</p>
<p>Performance Task</p>	<p>Students will write an essay (approximately 400-500 words), explaining how the legacy of slavery can be seen in Chicago. Students will focus their research on the following areas of inquiry with a focus on the Chicago community: labor/employment, infrastructure, healthcare, and music.</p> <p><i>Note: This is a DBQ (Document Based Question). This can stay a DBQ for 7th and 8th grade, but be expanded to a research task for high school students.</i></p> <p>WEEK 1: Students will complete four introductory lessons. The lessons will help students understand the impact that slavery and racism have in Chicago for each topic of research. <i>The 1619 Project</i> excerpts will provide students with critical background knowledge about the origin of racist practices seen in Chicago’s</p>

	<p>community. After completing all lessons, students will decide which topic they would like to further investigate through reflection and connection questions.</p> <p>WEEK 2: Students will continue their research by completing one of four research packets. Each packet will include 6 to 8 documents about one of the four topics. Students will read each document and analyze how the legacy of slavery influenced the development of Chicago’s community. Students will closely examine each document, identifying details, patterns and practices in Chicago that connect directly or indirectly to the practices of slave ownership, labor, treatment and culture. Finally, students will use their analysis notes from the packet to respond to the research prompt. Students will provide evidence from the given text to support their thesis and response.</p>
<p>Assessment/Evaluation</p>	<p><u>1619 Group Project</u> After students pick the topic that they want to research, students break up into groups to complete the DBQ packets, write a short essay, and craft a PowerPoint to present to the class. Individual students will submit a paper based on their research which will be graded using the <u>KIPP writing rubric</u></p>

UNIT PACING/DAILY LESSONS

Pacing	Focus text(s) / resource(s) for today’s lesson	Lesson Objectives and Essential Questions	Lesson / Activities	Lesson Materials
<p><i>Week 1</i> Examining The Roots of Systemic Racism with <i>The 1619 Project</i></p>				

The Legacy of Slavery in Chicago and Beyond

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<p>Day 1 (75 minutes)</p>	<p>“Analyze and Discuss: The 1619 Project Video Introduction,” Pulitzer Center Education</p> <p>The 1619 Project of the New York Times Magazine, Media Storm</p> <p>“Exploring the ‘Idea of America’ by Nikole Hannah-Jones,” Pulitzer Center Education</p> <p>“The Idea of America” by Nikole Hannah-Jones</p>	<p>Students will analyze how the <i>The 1619 Project’s</i> overall premise connects to the lasting impact of slavery on contemporary U.S. systems.</p>	<p>To build background knowledge necessary to engage with the unit essential question, teachers should assess whether or not students need an introduction to <i>The 1619 Project</i>.</p> <p>Use both or either of the two resources created by the Pulitzer Center to introduce the project:</p> <ul style="list-style-type: none"> • “Analyze and Discuss: The 1619 Project Video Introduction,” Pulitzer Center Education • “Exploring the ‘Idea of America’ by Nikole Hannah-Jones,” Pulitzer Center Education <p>Both resources include student worksheets</p>	<p>Excerpt from “The Idea of America” by Nikole Hannah-Jones</p> <p>Graphic organizer tracking evidence Hannah-Jones provides for her central thesis</p> <p>Graphic organizer tracking new information learned and personal responses to the essay</p>
<p>Days 2 - Healthcare (75 minutes)</p>	<p>“A Broken Health Care System” by Jeneen Interlandi</p> <p>“Medical Inequality” by Linda Villarosa</p> <p>“How FDR’s New Deal Put America Back to Work During the Great Depression,” GPB Education</p>	<p>Objective: Students will be able to cite text evidence to support analysis on the barriers Black Americans have faced accessing quality healthcare in the United States.</p> <p><u>Essential</u></p>	<p>Lesson Steps:</p> <ol style="list-style-type: none"> 1. Warm up: What might stop someone from going to the doctor? 2. Thinking task: Read about the Tuskegee Study on page 2 of the student packet and answer the question: → What effect do you think the Tuskegee Study had on trust between black Americans and the medical community? 3. Notes: Why doesn’t the United States have universal health care? The answer begins with policies 	<p>Day 2 Student Packet [.pdf] [.docx]: Healthcare <i>Educator note: Ensure each student has a copy of this packet for each step in the lesson. The packet contains excerpts from both articles from The 1619 Project, link to YouTube videos, and space for short answers</i></p>

		<p><u>Question:</u> What barriers have prevented Black Americans from receiving quality healthcare in the United States?</p>	<p>enacted after the Civil War</p> <ol style="list-style-type: none"> a. Read excerpt 1 in the student packet (pg 3) b. Knowledge: Answer the comprehension questions while reading <p>4. Background Building: Watch “How FDR’s New Deal Put America Back to Work During the Great Depression.”</p> <ol style="list-style-type: none"> a. As you watch, write down some of the opportunities provided within the New Deal. <p>5. Notes: Read excerpt 2 starting on page 5 of the packet: “Myths about physical racial differences were used to justify slavery - and are still believed by doctors today.”</p> <ol style="list-style-type: none"> a. Answer the comprehension questions while reading. <p>6. Based on excerpt 2, answer the essential questions on page 7 of the packet.</p> <ul style="list-style-type: none"> → How are these myths present in medicine today? → What barriers currently prevent black Americans from receiving quality healthcare? 	
<p>Day 3 - Music</p>	<p>“A Short History: Black Music in America” “American Popular Music” by</p>	<p><u>Objective:</u> Students will be able to analyze the legacy of</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Warm up: List different types of music you like to listen to on page 1 	<p>Day 3 Student Packet [.pdf] [.docx]: Music <i>Educator note: Ensure each student has a copy of this</i></p>

	<p>Wesley Morris</p> <p>“(Night Time Is) The Right Time.” Ray Charles</p> <p>Doowop: The Chicago Scene (Music in American Life) by Robert Pruter</p> <p>Chicago Blues: The City & the Music by Mike Rowe</p> <p>Interstate Highway Act of 1956, Daily Dose Documentary</p> <p>“Traffic” by Kevin Kruse</p> <p>“Displaced: When the Eisenhower Expressway Moved in, Who Was Forced Out?” by Robert Loerzel, WBEZ Chicago</p> <p>How the U.S. Government Segregated Chicago [Inside Chicago, Part 1], Al Jazeera</p> <p>“The Case for Reparations by Ta-Nehisi Coates,” The Atlantic</p>	<p>slavery and racism seen in the creation of Chicago Blues music.</p>	<p>of your student packet.</p> <ol style="list-style-type: none"> 2. Thinking Task: How is the legacy of slavery and racism seen in the creation of Chicago Blues music? <ol style="list-style-type: none"> a. Rewrite the objective question b. List the historical thinking skills needed to understand and interpret texts about how American slavery and racism inspired the creation of American music and the evolution of Blues music in Chicago. 3. Watch “A Short History: Black Music in America”. <ol style="list-style-type: none"> a. Take notes as you watch b. Answer the following questions: <ul style="list-style-type: none"> → RECALL: What did T.D. Rice do that made him a popular stage performer? → REMEMBER: What event in history encouraged African Americans to express themselves through art? → UNDERSTAND: How did Hip-Hop and Rap become a popular genre of music? → EVALUATE: Name at least 3 to 5 songs you really like. Identify what genre those songs are. <p><i>Educator Note: Teacher should preview</i></p>	<p><i>packet for each step in the lesson. The packet contains excerpts from both articles from The 1619 Project, link to Youtube videos, and space for short answers</i></p>
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			<p><i>questions with students before playing the video.</i></p> <p>4. Knowledge: Read a series of passages from “American Popular Music” by Wesley Morris on pages 3 and 4 of your packet to understand how minstrelsy influenced the development of Black music. <i>Educator Note: Teachers should preview each question before students read.</i></p> <p>5. Background Building: Students will review explanations of Blues and R&B music and define the genres using the following question: a. Blues music was developed from what kinds of music? How did Blues music change over time?</p> <p>6. Independent Activity: Listen to “(Night Time Is) The Right Time” by Ray Charles and evaluate the song by describing what makes the song “R&B”</p> <p>7. Background Building: Read about the history of R&B music in Chicago on pages 5 and 6 in your packets. <i>Educator Note: Teachers should preview questions before students read.</i></p> <p>8. Independent Activity: Listen to “Voodoo Woman” by Koko Taylor and “Rolling in the</p>	
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			<p>Deep” by Adele and analyze how both songs are similar and different. Use the guiding questions to describe, compare and contrast what they hear in each song:</p> <ul style="list-style-type: none"> → What instruments do you hear? → Does the artist sing in high pitch/low pitch/both? → Do you hear shouts, chanting, a repeating rhythm? → What sounds the same/different in each song? <p><i>Educator Note: Students should think about how earlier Blues/R&B music influenced current Blues/R&B music.</i></p> <p>9. Exit Ticket: How did Chicago Blues music from artists like Koko Taylor help inspire present-day R&B music from artists such as Adele?</p>	
<p>Day 4 - Labor</p>	<p>“Sugar” by Khalil Gibran Muhammad</p> <p>“Sometimes It Took Many Police to Protect A Few Wagons,” in Stanley Powekrs, “Chicago’s Strike Ordeal,” <i>World’s Work</i> 10, no. 3 (July 1905): 6381</p> <p><i>Chicago Race Riots</i>. Special Collections, Daley Library, University of Illinois at Chicago.</p>	<p><u>Objective:</u> Students will be able to analyze the legacy of slavery and racism in Chicago’s labor and employment practices.</p>	<ol style="list-style-type: none"> 1. Warm up: Analyze the image on page of your student packet of a group of workers protesting by answering the following questions: <ul style="list-style-type: none"> → Why is this group of people protesting? → How will this protest, if successful, help workers? 2. Thinking Task: Rewrite the objective prompt and determine the historical thinking skills needed to understand and interpret the texts about labor 	<p>Day 4 Student Packet [.pdf] [.docx]: Labor</p> <p><i>Educator note: Ensure each student has a copy of this packet for each step in the lesson. The packet contains excerpts from both articles from <i>The 1619 Project</i>, link to YouTube videos, and space for short answers</i></p>

			<p>practices in the U.S.</p> <p>3. Review: Examine the image at the bottom of page 2 in your packet which contradicts the reality of enslaved people and analyze the author’s purpose by answering the following questions:</p> <ul style="list-style-type: none">→ How does the picture contradict the reality of enslaved people?→ If the picture contradicts the reality of slavery, why would someone create that picture? <p>4. Background Building: Read excerpts from “Sugar” by Khalil Gibran Muhammad, which captures the history of Black labor and slavery in America on pages 3 and 4 of the student packet and answer corresponding comprehension questions.</p> <p><i>Educator Notes: Teachers should preview questions before students read.</i></p> <p>5. Review: Read several excerpts about the experiences of African Americans working in Chicago on pages 5 and 6 in your student packet. Answer the corresponding comprehension questions.</p> <p><i>Educator Note: Teachers should preview questions before students read.</i></p>	
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			<p>6. Independent Activity: Analyze two primary sources on page 6 of your packet and evaluate the experiences of Black laborers, Black strikebreakers and the connection between labor practices and racism in Chicago by answering the analysis question.</p> <p>7. Exit Ticket: Explain how racism has impacted the work experience of African Americans in the U.S.</p>	
<p>Day 5 - Infrastructure</p>	<p>Interstate Highway Act of 1956, Daily Dose Documentary</p> <p>“Traffic” by Kevin Kruse</p> <p>“Displaced: When the Eisenhower Expressway Moved in, Who Was Forced Out?” by Robert Loerzel, WBEZ Chicago</p> <p>How the U.S. Government Segregated Chicago [Inside Chicago, Part 1], Al Jazeera</p> <p>“The Case for Reparations by Ta-Nehisi Coates,” The Atlantic</p>	<p>Objective: Students will be able to describe the legacy of slavery and racism seen in the creation of Chicago’s highways.</p>	<p>1. Warm up: Analyze images of areas on the West side of Chicago on page one of your packet and answer the following questions:</p> <ul style="list-style-type: none"> → What changes do you notice between the before and after pictures? → How did this highway impact the neighborhood it was built in? <p>2. Thinking Task: Rewrite the objective question/prompt and determine historical thinking skills needed to understand texts about the influence of racism on the creation of Chicago’s highways</p> <p>3. Background Building: Watch Interstate Highway Act of 1956, Daily Dose Documentary and answer the following questions:</p>	<p>Day 5 Student Packet [.pdf] [.docx]: Infrastructure</p> <p><i>Educator note: Ensure each student has a copy of this packet for each step in the lesson. The packet contains excerpts from both articles from The 1619 Project, link to YouTube videos, and space for short answers</i></p> <p>Supplemental Material: Redlining Lesson [.pdf] [.docx]</p>

			<ul style="list-style-type: none">→ What was the purpose of the Interstate Highway Act?→ What was the IMPACT of the Interstate Highway Act? <p><i>Educator Note: Teachers should preview questions before students watch the video.</i></p> <p>4. On pages 4 and 5 in your packe, read an excerpt from “Traffic” by Kevin Kruse about how the creation of highways impacted communities, specifically communities of color, and answer the corresponding questions.</p> <p><i>Educator note: Teachers should preview questions before students read.</i></p> <p>5. Read “Displaced: When the Eisenhower Expressway Moved in, Who Was Forced Out?” by Robert Loerzel on pages 6 -8 of your packet, which describes how the creation of the Eisenhower expressway impacted Chicago’s community. Answer the corresponding questions.</p> <p><i>Educator Note: Teachers should preview questions before students read.</i></p> <p>6. Exit Ticket: How is the legacy of slavery and racism seen in the creation of Chicago’s highways?</p>	
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 2</i> Researching Racial Inequality in Chicago</p>				
<p>Days 1-2 (75 minutes each)</p>	<p>Focus texts for this week's lessons are cited in the research packets listed in the right-hand column.</p>	<p><u>Objective:</u> Students will be able to choose a topic they learned in the previous week (healthcare, labor, music, or infrastructure) and analyze the primary and secondary sources in the research packet.</p>	<p><i>Educator Note: This is a two day lesson that is self guided. Students need to complete the annotations and questions in the DBQ packet they choose.</i></p> <p><u>Day 1 - Lesson Steps</u></p> <ol style="list-style-type: none"> 1. Review the summaries of topics in the PDN Topic Selection worksheet <ol style="list-style-type: none"> a. Choose a topic to explore in a DBQ packet. b. Read each document and complete the corresponding questions in the selected DBQ packet. <p><i>Educator note: Students need to be done with 2-3 documents by the end of day 1.</i></p> <p><u>Day 2 - Lesson Steps</u></p> <ol style="list-style-type: none"> 1. Continue working on the same packet, reviewing all documents and 	<p>PDN Topic Selection Worksheet [.pdf] [.docx]</p> <p>1619 DBQ Packet - Healthcare [.pdf] [.docx]</p> <p>1619 DBQ Packet - Labor [.pdf] [.docx]</p> <p>1619 DBQ Packet - American Sound [.pdf] [.docx]</p> <p>1619 DBQ Packet - Infrastructure [.pdf] [.docx]</p>

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			<p>completing the corresponding questions.</p> <ol style="list-style-type: none"> Put each document on a timeline. Create an initial thesis statement based on the information gathered from the documents. 	
Day 3 (75 minutes)		<p><u>Objective:</u> Students will be able to complete a graphic organizer for writing</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> Review documents, timeline, and initial thesis from yesterday’s DBQ packet. Use the DBQ packet to fill out the 1619 Graphic Organizer. Make sure to have the following thoroughly completed: <ul style="list-style-type: none"> → 2-3 pieces of historical context per document used. Make sure the historical context fits the time period of the document. → Explicitly stated how the document answers their prompt/adds to their thesis. <p><i>Educator Note: Be sure to check over student work.</i></p>	<p>1619 Graphic Organizer [.pdf] [.docx]</p>
Day 4 (75 minutes)		<p><u>Objective:</u> Students will be able to write their introductory</p>	<p><u>Lesson Steps:</u></p>	<p>Laptops Paper</p>

		and first body paragraphs for their drafts.	On laptops or by hand, use your graphic organizers to write the introduction and first body paragraph of your paper.	
Day 5 (75 minutes)		<u>Objective:</u> Students will be able to write their second body paragraph and concluding paragraph for their drafts.	<u>Lesson Steps:</u> On laptops or by hand, use your graphic organizers to write the second body paragraph and conclusion of your paper.	Laptops Paper

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 3</i> Exploring Racial Inequality in Chicago				
Day 1 (75 minutes) Peer Review		<u>Objective:</u> Students will be able to give feedback on word choice, use of details, organization, sentence length, topic, grammar, and punctuation to a teammate.	1. Teacher preparation: Pair students appropriately based on reading level and writing ability. → Review the four C's to peer editing: → Compliment - What did you like about the author's writing? → Constructive Criticism- What specific suggestions could make the author's word choice, use of details, organization, sentence length, and topic stronger?	Peer Review Sheet [.pdf] [.docx] Peer Editing Sentence Starters Anchor Chart [.pdf] [.docx]

			<ul style="list-style-type: none">→ Corrections - What spelling, grammar, and punctuation errors need to be corrected? <p>2. Model: Begin by modeling the peer revision process using one paragraph from the teacher's exemplar essay.</p> <ul style="list-style-type: none">→ Make sure to revise the teacher essay to include common errors in word choice, use of details, organization, sentence length, topic, grammar, and punctuation in preparation for this activity.→ Write feedback about the paragraph on a Peer Review Sheet. Use provided sentence starters during the teacher model. <p>3. Peer Review: With assigned partners, have students read their teammates essays, then provide at least three pieces of feedback per category.</p> <ul style="list-style-type: none">→ Students should write their feedback on their peer review sheet.→ Corrections for grammar, spelling, and punctuation should be written directly on the teammate's document.	
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<p>Days 2-3 (75 minutes each) Revise and Publish</p>		<p><u>Day 2 Objective:</u> Students will be able to revise an essay based on peer feedback for appropriate word choice, use of details, organization, sentence length, topic, grammar, and punctuation.</p> <p><u>Day 3 Objective:</u> Students will be able to publish an essay with appropriate word choice, use of details, organization, sentence length, topic, grammar, and punctuation</p>	<ol style="list-style-type: none"> 1. Model: Use the Peer Review Sheet from the teacher model, along with the teacher exemplar essay to model revising the teacher draft paragraph. 2. Revise: Students should revise their drafts. <ol style="list-style-type: none"> a. Review the comments from peers yesterday on the Peer Review Sheet. b. Students rewrite their essays based on the feedback they received. 3. If time permits, have students complete two rounds of peer review before beginning to type their essays. Students should type their final draft and do an independent read for any noticeable errors. 	<p>Peer Review Sheet [.pdf] [.docx]</p> <p>Peer Editing Sentence Starters Anchor Chart [.pdf] [.docx]</p>
<p>Day 4 Preparing for Socratic Seminar</p>		<p><u>Objectives:</u> Students will be able to prepare initial responses to the questions: How does the legacy of Slavery impact (labor/music/healthcare/infrastructure) in Chicago? How do you believe it's impacted you and/or your community?</p>	<ol style="list-style-type: none"> 1. Warm Up: Explain to students that today they'll be engaged in an academic discussion. Ask students the following questions: <ol style="list-style-type: none"> a. Why are conversations important? b. In what ways do having discussion skills impact you and your life? c. What should an academic discussion feel like? 	<p>Seminar Prep Worksheet [.pdf] [.docx]</p>

		<p>Students will be able to draft questions for your peers about the topics you did not research and study.</p>	<ul style="list-style-type: none"> d. What words would you use to describe it? e. Debrief student responses, guiding as needed <p>2. Introduction to the Seminar: Explain that today, they will prepare for a socratic seminar, a type of academic discussion. Explain that this is an exciting way for us to share and build our knowledge of the topic of this unit.</p> <ul style="list-style-type: none"> a. Define a socratic seminar and ask students to restate what it is in their own words. b. Emphasize that this is a student led activity, and that as a teacher you'll only jump in when needed. c. Ask students what they are most excited and most nervous for thus far. <p>3. Norms & Commitments: Establish some norms and expectations with students.</p> <ul style="list-style-type: none"> a. Return to the question from the warm up. <ul style="list-style-type: none"> → What do we want our discussion to feel like? 	
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			<ul style="list-style-type: none">→ Now how do we all need to act in order to make sure our seminar feels like that?b. Ask students to brainstorm expectations. Narrow the expectations to 3 or 4 key actions. Some expectations to consider encouraging may be:<ul style="list-style-type: none">→ Be prepared and engaged→ Be respectful and don't interrupt→ Listen supportively4. Initial Responses: Explain that the topic of our seminar will drive our presentations. This way we will be able to share our thoughts and learning with our peers.<ul style="list-style-type: none">a. Pose the following two questions:<ul style="list-style-type: none">→ How does the legacy of Slavery impact (labor/music/healthcare/infrastructure) in Chicago?→ How do you believe it's impacted you and/or your community?	
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			<ul style="list-style-type: none"> b. Remind students to use their previous work in research/DBQ packets and their essays to help them answer the first question. c. Prompt them to think about what they'd want to explain to someone who has not learned about this topic. <p><i>Educator note: The second question should take the bulk of this time. Students should reflect on their own identities and lived experience. Teachers should circulate and help to guide and give feedback as students respond.</i></p> <ul style="list-style-type: none"> 5. Draft Questions: Develop questions on the four issue areas for the Socratic seminar. <ul style="list-style-type: none"> a. Remind students of the intro topics and the thesis of each of the 1619 essays articles. b. Prompt them to think of 5-7 questions for someone who has spent their time learning about each of the other three questions. Each student should have a total of 15 questions, 5 for each of the topics they didn't study. 	
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			<p>6. Close Out: Have students turn in their questions so you can review them. Ask students to reflect on how prepared they feel for the seminar.</p>	
<p>Day 5</p>		<p><u>Objective:</u> Students will be able to present their thesis and learn about other topics in the unit through discussion.</p>	<p><u>Warm Up:</u></p> <ol style="list-style-type: none"> 1. List the behavioral expectations, values, or norms students created yesterday. Ask students to explain which is more important to them and why. 2. Pass back questions with feedback from yesterday. <p><u>Seminar Rounds 1-4:</u></p> <ol style="list-style-type: none"> 1. Beginning with a topic of your/students choice, arrange the desks or seats in a fishbowl shape. <ol style="list-style-type: none"> a. The students who studied the topic should sit in the middle. b. Other students should be sitting on the outside. 2. Students should state their thesis and their information for question one. 3. The outer circle of students should ask their questions as student “experts” respond. 	<p>Seminar Notes Page [.pdf] [.docx]</p> <p>Sample Reflection [.pdf] [.docx]</p>

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			<ol style="list-style-type: none">4. Ask students to take notes as they discuss and listen.5. Repeat for all four topics, for 10-15 minutes each. <p><u>Reflection:</u> Ask students to reflect on their performance and that of their classmates.</p>	
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