

1619 Project Humanities: Building Background

Unit by 7th Grade Humanities Educators at Cherokee Heights Middle School,
part of the 2021 cohort of *The 1619 Project* Education Network

UNIT OVERVIEW

Unit Length	(7 weeks), Class periods are between 60 and 90 minutes
Grade Level(s)/Subject(s)	7th Grade Humanities
Unit Overview	<p>In this unit designed for English Language Immersion (ELI) and Dual Language Immersion (DLI) humanities classes, students explore the five podcast episodes from <i>The 1619 Project</i> and apply annotation skills while closely reading the paired essays. They use this information to answer one of the following essential questions both in writing through CER (claim, evidence, reasoning) responses, and as part of a socratic seminar discussion with peers:</p> <ol style="list-style-type: none">1. How does the legacy of slavery still show up today?2. What would it mean to start our study of American History with the year 1619? Why is that significant?3. Which stories in history are elevated, and which are ignored / overlooked? Why? <p>Each of these essential questions will be discussed weekly via a Socratic Seminar based on the podcast and essay excerpt. The question that students will focus on each week depends on which of the above essential questions aligns best with the content. For example, when reading and discussing “The Idea of America” students tie their thinking to Essential question number 3.</p> <p>The summative assessment will include an analysis of Bryan Stevenson’s essay in the magazine on the criminal justice system through writing and a socratic seminar. The reason for choosing this essay is due to its length and grade-level appropriate language. Students will then apply the knowledge and skills from this unit to complete their own project demonstration of learning in Unit 2.</p> <p>This module outline will meet the objectives of students demonstrating the ability to analyze how <i>The 1619 Project</i>’s overall premise connects to the lasting impact of slavery on contemporary U.S. systems, and their ability to apply critical thinking skills to evaluate common perceptions about U.S. history.</p> <p>Notes from the unit writers:</p>

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	<ul style="list-style-type: none">• We are engaging in the 1619 Project specifically to challenge what students have been taught in elementary school about the founding fathers and democracy, and also to highlight how current events that have had a big impact on our students (the murder of George Floyd, the Black Lives Matter movement) are deeply connected to the foundation of America as we know it today.• Our specific context of learners includes a wide variety of student reading ability, and this is the reason we chose to pair the podcasts with the essay excerpts. Using the background knowledge gained from the podcasts, students can more deeply engage with the challenging and rigorous essay excerpts. In addition, this format allows a scaffold for ELL (English Language Learner) populations.• This unit also gives students experience with collegial discussions, which we felt was very valuable in a middle school classroom to practice.
Objectives & Outcomes	<ul style="list-style-type: none">• I can build basic background knowledge about <i>The 1619 Project</i>• I can explain using evidence from the text how the legacy of slavery impacts society today• I can analyze a complex text independently and use my own background knowledge to write a grade level argumentative response (CER)• I can discuss difficult topics with my peers using discussion protocols
Standards	<p><u>Common Core ELA Standards Addressed:</u></p> <p>CCSS.ELA-LITERACY.RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.W.7.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
Unit Resources	<p><u>Resources for having tough conversations:</u> 1619 Pedagogical Best Practices [.pdf] [.docx] and specifically the Learning for Justice article with sentence stems to teach respectful, active listening.</p> <p>The 1619 Podcast Listening Guide</p>

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	<p><i>The 1619 Project</i> Reading Guide Graphic organizers and essay excerpts are included within the unit plan.</p>
Performance Task	<p>Students independently answer a Claim Evidence Reasoning question [.pdf] [.docx] about the essay ‘Mass Incarceration’ by Bryan Stevenson that address the following standards:</p> <ul style="list-style-type: none">• R.10I can read an excerpt of ‘Mass Incarceration’ independently with accuracy• W.1 Write arguments to support claims with clear reasons and relevant evidence. <p><i>Question: Based on this essay ‘Mass Incarceration’ how does the legacy of slavery still show up today?</i></p>
Assessment/Evaluation	<p>Formative assessments: Note taking, Active reading/annotation, Discussions, Writing</p>

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UNIT PACING/DAILY LESSONS

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 1</i> Introducing <i>The 1619 Project</i> Content and Themes				
Day 1	1619 Project Video/Outline Introduction [.pdf] Introduction [.docx]	I can build basic background knowledge about <i>The 1619 Project</i>	1. Introduce Essential Questions: <ul style="list-style-type: none"> • How does the legacy of slavery still show up today? • What would it mean to start our study of American History with the year 1619? Why is that significant? • Which stories in history are elevated, and which are ignored / overlooked? Why? 2. Watch video 3. Describe the unit outline/overview	Analyze and Discuss: The 1619 Project Video Introduction
Days 2-4	Gallery Walk Images 1619 Timeline Timeline for History of African Kingdoms and Civilizations	I can complete the Graphic Organizer analyzing the timeline with a partner	1. Make partner appointments 2. Complete Timeline organizer by reviewing the <i>1619 Project</i> timeline and anticipation guide with your partner 3. Discussion with the following guiding question: Which parts of this timeline are new or surprising to you?	Anticipation Guide Graphic Organizer [.pdf] Anticipation Guide Graphic Organizer [.docx] Analyzing the Timeline

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			4. Review the Timeline for History of African Kingdoms and Civilizations (address gap in knowledge that some students might not have)	African Civilizations worksheet [.pdf] African Civilizations worksheet [.docx]
Day 5		I can understand the journey we are about to take in Humanities class and can state the goals of this unit	-Review unit outline/overview -Complete exit ticket (goals for this unit) and any questions -Set up Tough Conversations Expectations this day (Using Teaching Tolerance Resources)	

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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
<i>Week 2</i> Analyzing "The Idea of America" essay and "The Fight for True Democracy" podcast episode				
Day 1	"The Idea of America" by Nikole Hannah-Jones (excerpt here) and timeline from <i>The New York Times</i>	R.1 I can read and use text to support my claims and ideas when reading "The Idea of America" R.2 I can read and use the key ideas and details of "The Idea of America"	1. Review timeline and discuss: What stood out to you and why? 2. See lesson plan-Warm Up, Introductory Reading and reflection "Connecting to Structure" 3. Guide students in exploring the essay "The Idea of America"	Lesson Plan: The Idea of America
Days 2-4	Podcast Episode 1: The Fight for a True Democracy "The Idea of America" essay excerpt	R.2 I can read and use the key ideas and details of "The Fight for a true Democracy" R.10 I can read an excerpt of "The Idea of America" independently with accuracy W.1 Write arguments to support claims with clear reasons and relevant evidence.	1. Discuss "before listening questions" from the podcast guide in think, pair, share. 2. Students listen to the podcast in parts, annotating and answering the CFU (check for understanding) questions from the listening guide in both speaking/writing along with the teacher. 3. Students apply their learning by writing a CER (Claim, Evidence,	Podcast Guide: Episode 1 (visual guide) CER (claim, evidence, reasoning) formative assessment [.pdf] CER [.docx]

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			<p>Reasoning Paragraph) in response to the essay excerpt that pairs with the podcast episode. Give opportunities for students to demonstrate understanding in multiple formats in addition to CER.</p> <p>4. After reviewing the reading questions that accompany the essay excerpt, students the following questions using the CER format:</p> <ul style="list-style-type: none"> • Why did the assignment Nikole Hannah-Jones’ teacher gave her make her feel ashamed? • How could the teacher have improved the assignment with the history of her Black students in mind? 	
Day 5	<p>Podcast Episode 1: The Fight for a True Democracy</p> <p>“The Idea of America” essay excerpt</p>	<p>SL.1 I can discuss what I have read with peers and build on ideas clearly and persuasively in a socratic seminar</p>	<ol style="list-style-type: none"> 1. Review discussion norms and protocols 2. Review the troubleshooting guide 3. Share Socratic Seminar rotations with student jobs (both listeners and speakers) and facilitate discussions 	<p>Socratic Seminar Stems</p> <p>Discussion protocols</p> <p>Developing Norms</p> <p>Discussion troubleshooting guide</p> <p>Socratic Seminar rotations [.pdf]</p> <p>Socratic Seminar rotations</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
<i>Week 3</i> Analyzing "Capitalism" essay and "The Economy that Slavery Built" podcast episode				
Day 1	Episode 2: Building Background	R.1 I can read and use text to support my claims and ideas when reading 'Capitalism' R.2 I can read and use the key ideas and details of 'Capitalism'	Share "Before Listening" questions from the podcast guide for "The Economy that Slavery Built"	Podcast Guide
Days 2-4	Podcast Episode 2: The Economy that Slavery Built Excerpt: "Capitalism" by Matthew Desmond [.pdf] Excerpt: "Capitalism" by Matthew Desmond [.docx]	R.2 I can read and use the key ideas and details of 'The Economy that Slavery Built' R.10 I can read an excerpt of 'Capitalism' independently with accuracy W.1 Write arguments to support claims with clear reasons and	As students explore the podcast, pause as indicated in the podcast guide to review check-for-understanding (CFU) questions: <ul style="list-style-type: none"> parts 1-3 (0-20 min) CFU part 4-5 (20-32 min) After reviewing the reading questions that accompany the essay excerpt, students the following questions using the CER format : What is the conclusion	Podcast Guide CER format: Episode 2 [.pdf] CER format: Episode 2 [.docx]

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		relevant evidence.	Desmond ultimately comes to about American capitalism?	
Day 5	<p>Podcast Episode 2: The Economy that Slavery Built</p> <p>Excerpt: “Capitalism” by Matthew Desmond [.pdf]</p> <p>Excerpt: “Capitalism” by Matthew Desmond [.docx]</p>	SL.1 I can discuss what I have read with peers and build on ideas clearly and persuasively in a socratic seminar	<ol style="list-style-type: none">1. Review discussion norms from the previous week.2. Share and facilitate Socratic Seminar rotations with student jobs (both listeners and speakers)	<p>Socratic Seminar Stems</p> <p>Socratic Seminar rotations [.pdf]</p> <p>Socratic Seminar rotations [.docx]</p>

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<i>Week 4</i> Analyzing “American Popular Music” essay and “The Birth of American Music” podcast episode				
Day 1	Episode 3: Building Background	R.1 I can read and use text to support my claims and ideas when reading ‘American Popular Music’ R.2 I can read and use the key ideas and details of ‘American Popular Music’	Share “Before Listening” questions from the podcast guide for “The Birth of American Music”	Podcast Guide
Days 2-4	Podcast Episode 3: The Birth of American Music Excerpt: American Popular Music, essay 12 [.pdf] Excerpt: American Popular Music, essay 12 [.docx]	R.2 I can read and use the key ideas and details of ‘The Birth of American Music’ R.10 I can read an excerpt of ‘American Popular Music’ independently with accuracy W.1 Write arguments to support claims with	1. As students explore the podcast, pause as indicated in the podcast guide to review check-for-understanding (CFU) questions. 2. Review the essay excerpt and accompanying questions. 3. After reviewing the reading questions that accompany the essay excerpt,	Podcast Guide Guiding Questions CER question for this lesson [.pdf] CER question for this lesson [.docx]

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		clear reasons and relevant evidence.	students the following questions using the CER format : How have popular musical and performance trends throughout history used traditions and styles developed by Black Americans?	
Day 5	<p>Podcast Episode 3: The Birth of American Music</p> <p>Excerpt: American Popular Music, essay 12 [.pdf]</p> <p>Excerpt: American Popular Music, essay 12 [.docx]</p>	SL.1 I can discuss what I have read with peers and build on ideas clearly and persuasively in a socratic seminar	<ol style="list-style-type: none">1. Review discussion norms2. Socratic Seminar rotations with student jobs (both listeners and speakers)	<p>Socratic Seminar Stems</p> <p>Week 3-Socratic Seminar [.pdf]</p> <p>Week 3-Socratic Seminar [.docx]</p>

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<i>Week 5</i> Analyzing "A Broken Healthcare System" essay and "How the Bad Blood Started" podcast episode				
Day 1	Episode 4: Building Background	R.1 I can read and use text to support my claims and ideas when reading 'A Broken Healthcare System' R.2 I can read and use the key ideas and details of 'A Broken Healthcare System'	Share "Before Listening" questions from the podcast guide for "How the Bad Blood Started"	Podcast Guide
Days 2-4	Podcast Episode 4: How the Bad Blood Started Essay Excerpt 8: A Broken Health Care System by Jeneen Interlandi [.pdf] Essay Excerpt 8: A Broken Health Care System by	R.2 I can read and use the key ideas and details of 'How the Bad Blood Started' R.10 I can read an excerpt of 'A Broken Healthcare System' independently with accuracy	1. As students explore the podcast, pause as indicated in the podcast guide to review check-for-understanding (CFU) questions. <ul style="list-style-type: none"> • CFU parts 1-3 (0-20 min) • CFU part 4-5 (20-32 min) 2. Review the essay excerpt and accompanying questions.	Podcast Guide Guiding Questions CER questions for week 5 [.pdf] CER questions for week 5 [.docx]

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	Jeneen Interlandi [.docx]	W.1 Write arguments to support claims with clear reasons and relevant evidence	3. After reviewing the reading questions that accompany the essay excerpt, students the following questions using the CER format : How have healthcare policies, city planning, and other government systems in the U.S. limited who has access to healthcare services?	
Day 5	Podcast Episode 4: How the Bad Blood Started Essay Excerpt 8: A Broken Health Care System by Jeneen Interlandi [.pdf] Essay Excerpt 8: A Broken Health Care System by Jeneen Interlandi [.docx]	SL.1 I can discuss what I have read with peers and build on ideas clearly and persuasively in a socratic seminar	1. Review discussion norms 2. Socratic Seminar rotations with student jobs (both listeners and speakers)	Socratic Seminar Stems Week 5 Socratic Seminar rotations [.pdf] Week 5 Socratic Seminar rotations [.docx]

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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
<i>Week 6</i> Analyzing “The Wealth Gap” essay and “The Land of our Fathers” podcast episode				
Day 1	Episode 5: Building Background	R.1 I can read and use text to support my claims and ideas when reading “Sugar” R.2 I can read and use the key ideas and details of ‘Sugar’	“Before Listening Questions” (See guide)	Podcast Guide
Days 2-4	Podcast Episode 5 (part 1 and 2)- “The Land of our Fathers” “The Wealth Gap” by Trymaine Lee	R.2 I can read and use the key ideas and details of “The Land of Our Fathers” R.10 I can read an excerpt of ‘The Wealth Gap’ independently with accuracy W.1 Write arguments to support claims with clear reasons and	1. As students explore the podcast, pause as indicated in the podcast guide to review check-for-understanding (CFU) questions. <ul style="list-style-type: none"> • CFU parts 1-4 • CFU parts 5-8 2. Review the essay excerpt and accompanying questions. 3. After reviewing the reading questions	Podcast Guide Guiding Questions CER questions for week 6 [.pdf] CER questions for week 6 [.docx]

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		relevant evidence	that accompany the essay excerpt, students the following questions using the CER format : Racism and discrimination are often discussed as existing within legal and social systems. This means that the way a system is set up allows for easy discrimination against certain people. In what ways is the Pigford case a demonstration of systemic racism?	
Day 5	Podcast Episode 5 (part 1 and 2)- “The Land of our Fathers” “The Wealth Gap” by Trymaine Lee	SL.1 I can discuss what I have read with peers and build on ideas clearly and persuasively in a socratic seminar	1. Review discussion norms 2. Socratic Seminar rotations with student jobs (both listeners and speakers)	Socratic Seminar Stems Week 6 Socratic Seminar rotations [.pdf] Socratic Seminar Stems Week 6 Socratic Seminar rotations [.docx]

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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
<i>Week 7</i> Analyzing “Mass Incarceration” essay, and applying analysis to final performance task				
Day 1	“Mass Incarceration” by Bryan Stevenson	R.1 I can read and use text to support my claims and ideas when reading “Mass Incarceration” R.2 I can read and use the key ideas and details of ‘Mass Incarceration’	1. Students explore the warm up from the lesson plan “Exploring the Legacy of Slavery in Mass Incarceration” 2. Students partner-read the essay “Mass Incarceration” and complete a graphic organizer to track their understanding	Exploring the Legacy of Slavery in Mass Incarceration
Days 2-4	“Mass Incarceration” by Bryan Stevenson	R.10 I can read an excerpt of ‘Mass Incarceration’	Independent Reading and annotating	Exploring the Legacy of Slavery in Mass Incarceration Guiding Questions
Day 5	“Mass Incarceration” by Bryan Stevenson	R.10 I can read an excerpt of ‘Mass Incarceration’ independently with accuracy	Students write a CER independently: Based on this essay ‘Mass Incarceration’ how does the legacy of slavery still show up today?	Exploring the Legacy of Slavery in Mass Incarceration CER performance task for week 7 [.pdf]

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		W.1 Write arguments to support claims with clear reasons and relevant evidence.		CER performance task for week 7 [.docx]
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