

1619 Project Humanities: Research Extension

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	Three weeks, or 15 class periods
Grade Level(s)/Subject(s)	7th grade/Humanities
Unit Overview	<p>In this unit, students build on what they learned in the unit The 1619 Project: Building Background by reading the book ‘Born on the Water’ by Nikole Hannah-Jones and Renee Watson, making connections to themes from the unit The 1619 Project: Building Background, and then completing a project that demonstrates their learning from both units. Students will select a project that will require them to apply details from the unit, and their own research, to respond to one of the following essential questions for the unit:</p> <p>Essential Questions:</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 hidden? Why? <p>Students will choose from four project options outlined below, and then will evaluate each other’s final projects using a peer evaluation form. Students can also demonstrate their learning in their own way if approved by the teacher.</p>
Objectives & Outcomes	<p>I can...</p> <ul style="list-style-type: none">• Explain (in writing and speaking) an answer to ONE of the essential questions above using evidence from my research• Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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	<ul style="list-style-type: none">● Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.● Determine the central ideas or information of a primary or secondary source
Standards	<p><u>Common Core Standards:</u> RI 7.1, RI 7.2 (Evidence from the text, summary of the text) SL 7.1 (engage in collaborative discussion).</p> <p><u>Wisconsin social studies standards addressed:</u></p> <p>Inquiry Practices and Processes (all project choices)</p> <ol style="list-style-type: none">1. Construct meaningful questions that initiate an inquiry.2. Gather and evaluate sources.3. Develop claims using evidence to support reasoning.4. Communicate and critique conclusions.5. Be civically engaged. <p>History (all project choices)</p> <ol style="list-style-type: none">1. Use historical evidence for determining cause and effect.2. Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.3. Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.4. Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author’s point of view (Historical Methodology). <p>Geography (project choices 1 and 2)</p> <ol style="list-style-type: none">1. Use geographic tools and ways of thinking to analyze the world.2. Analyze human movement and population patterns.3. Examine the impacts of global interconnections and relationships.4. Evaluate the relationship between identity and place.

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	5. Evaluate the relationship between humans and the environment.
Unit Resources	<p>Resources for having tough conversations: 1619 Pedagogical Best Practices [.pdf] [.docx] Activities to Extend Student Engagement Born on the Water by Nikole Hannah-Jones and Renée Watson, illustrations by Nikkolos Smith (published by Penguin Randomhouse and available for purchase here) Project Packet [.pdf] [.docx] and rubric [.pdf] [.docx] Project Choices (each with their own graphic organizers to support project planning) Peer evaluation form [.pdf] [.docx]</p>
Performance Task	<p>Students use the project packet [.pdf] [.docx] and one of the project choices to complete one of the following projects:</p> <ol style="list-style-type: none">1. Choice 1: Mapping Your Community's Connections to Slavery (Graphic organizer) [.pdf] [.docx]2. Choice 2: Constructing Your Family History: Oral or Imagined History (Graphic organizer) [.pdf] [.docx]3. Choice 3: Highlighting Black American Innovators: Research, Visuals, and Presentations (Graphic organizer) [.pdf] [.docx]4. Choice 4: Writing your own Children's Book (Credit to Engage NY for Graphic Organizers)<ol style="list-style-type: none">a. Graphic Organizer for Born on the Water [.pdf] [.docx]b. Organizing your own book [.pdf] [.docx]c. Storyboard [.pdf] [.docx] <p>Students are also invited to explore one of the following stories that connect to themes from The 1619 Project to use as the inspiration for their own projects: Shot: Caught a Soul by Gloria Browne-Marshall After Lockdown, Challenges Remain for North Carolina's Ex-Offenders by Herb Analysis of Police Misconduct Record Laws in All 50 States Residential school survivors reflect on a brutal legacy: 'That could've been me.' by Daniella Zalzman</p>

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Assessment/Evaluation	Projects are presented in small groups, with some students being nominated to present their project to parents/community members in support of the work. Students review each other’s work using a peer feedback form . Educators use this rubric [.pdf] [.docx] to evaluate students’ final projects.
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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>				
<i>Reviewing and Selecting Research Projects Exploring Themes from The 1619 Project</i>				
Day 1	Chromebooks	Reset Expectations	<ol style="list-style-type: none"> Review class expectations Review 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? 	N/A
Day 2	Project Packet Born on the Water by Nikole Hannah-Jones and Renée Watson, illustrations by	I can construct meaningful questions that initiate an inquiry.	<ol style="list-style-type: none"> Introduce the Project and annotate key details in the rubric. Read Aloud: Born on the Water Discussion: Born on the Water 	Project Packet [.pdf] Project Packet [.docx]

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	Nikkolas Smith (published by Penguin Randomhouse and available for purchase here)			
Day 3-4	Project Packet	I can construct meaningful questions that initiate an inquiry.	<p>Work day for students to choose their Projects</p> <ul style="list-style-type: none"> • Have students spend half of the class choosing a topic/writing a topic of their choice. • Organize students into groups based on project theme/choice 	<p>Project Packet [.pdf] Project Packet [.docx]</p> <p>Project Choices [.pdf] Project Choices [.docx]</p>
Day 5	Project Packet (review checklist)	<p>I can construct meaningful questions that initiate an inquiry.</p> <p>I can gather and evaluate sources.</p> <p>I can develop claims using evidence to support reasoning.</p> <p>I can communicate and critique conclusions.</p>	<p>Students start their research.</p> <p>In themed groups, students will then start completing project checklists individually, but also connecting with their peers for support.</p>	Project Packet and other independent research materials

Pacing	Focus text(s) / resource(s)	Lesson Objective(s) or	Lesson / Activities	Lesson Materials
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	for today's lesson	Essential Question(s)		
<i>Week 2</i>				
Students research and develop their projects, and then workshop their projects with peers				
Day 1-2	Project Packet <i>The 1619 Project</i> texts and podcasts explored in the unit The 1619 Project: Building Background Students' independent research	I can make progress on project checklist I can check-in with my teacher about my progress	Students continue their research and project development. In themed groups, students will then continue completing project checklists individually, but also connecting with their peers for support.	Project Packet and other independent research materials
Days 3-5	Project Packet <i>The 1619 Project</i> texts and podcasts explored in the unit The 1619 Project: Building Background Students' independent research	I can make progress on project checklist I can check-in with my teacher about my progress	Students continue their research and project development. In themed groups, students will then continue completing project checklists individually, but also connecting with their peers for support. Teacher completes group check-ins	Project Packet and other independent research materials

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
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<i>Week 3</i> Students finish and present their projects. They also provide feedback for each other using a peer evaluation form.				
Day 1-2	Project Packet <i>The 1619 Project</i> texts and podcasts explored in the unit The 1619 Project: Building Background Students' independent research Peer evaluation form	I can present my project to my small group I can evaluate my peers' presentations	This could be a make-up work day for students to complete their projects and finish their project checklists in the Project Packet. If projects are complete, introduce students to the peer evaluation form. Then, students can begin presenting to their peers. These presentations will happen in students' small groups. As students listen to each other's presentations, they should fill out one peer evaluation form for each student.	Project Packet and other independent research materials Peer evaluation form [.pdf] Peer evaluation form [.docx]
Days 3-5	Project Packet Peer evaluation form	I can present my project to my small group I can evaluate my peers' presentations	Students continue presentations to their peers. As students listen to each other's presentations, they should fill out one peer evaluation form for each student.	Project Packet and other independent research materials Peer evaluation form [.pdf] Peer evaluation form [.docx]