

UNIT OVERVIEW

Unit Length	10 40-minute lessons over 2 weeks
Grade Level(s)/Subject(s)	4th-6th ELA/Social Studies
Unit Overview	<p>How has racism affected the United States?</p> <p>How can we not only cope with racism/prejudice but also raise awareness?</p> <p>In this unit, students will examine how the kidnapping and forced labor of Black people began the foundation of racism that is still prevalent in society today. Students will examine how Black people were kidnapped and forced into bondage and labor in the United States, which lay the foundation of racism that prevails in contemporary society. Students will discover the historical context of racism by pre-Civil war images of Black and white Americans and reading excerpts from <i>The 1619 Project</i> that capture pivotal events in the evolving relationship between Black and white people in post-Civil war America. By examining the politics around President Abraham Lincoln’s decision to liberate enslaved Black Americans and the treatment of Black veterans almost 200 years later, students will study how Black Americans were often met with violence at the hands of police officers, and legislative limitations, like Jim Crow laws, when they seized opportunities of belonging in America.</p> <p>Students will make connections to the highly-publicized police brutality cases around the US we see today centering violence against Black children. Students will listen to <i>Ghost Boys</i>, a text that tells the story of a young boy that was murdered by a police officer for playing with a toy gun in Chicago. By the end of the unit, students will have read and listened to a variety of literature and informational texts, and they will reference those texts to communicate their understanding of how the past can affect the future. They will leverage their learning to create culminating projects showcasing how to move forward despite the challenges faced due to the long history of racism in this country.</p>
Objectives & Outcomes	<p>Upon completion of this unit, students will be able to:</p> <ul style="list-style-type: none">• Describe the short and long term effects of slavery on society in the past and present

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	<ul style="list-style-type: none">• Analyze excerpts that explore the motivations of historical figures and understand connections to current events.• Design multimedia to show ways to combat racism/prejudice
Standards	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.5.1 Quote Accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas and how they are supported by key ideas; summarize the text.</p> <p>RI.5.3 Explain the relationships, or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.6.1 Cite Textual Evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.</p> <p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).</p>
Unit Resources	<ul style="list-style-type: none">• Ghost Boys by Jewell Parker Rhodes• Excerpts from “The Idea of America” by Nikole Hannah-Jones• Feb. 12, 1946: story by Jacqueline Woodson• "My 12-year-old son, Tamir Rice, was killed by police. I'm not allowed to be normal."

	<ul style="list-style-type: none"> • "Trayvon Martin Case Provokes Justice and Race Debate" • "Britannica: Jim Crow Laws" • Civil War Animated Map (Additional Resource) • Born on the Water by Nikole Hannah-Jones, Renée Watson, Nikkolos Smith • Teacher-created student materials linked throughout the lesson
Performance Task	Students will spread awareness about the harmful effects of racism and prejudice through a range of self-generated mediums which include but are not limited to public service announcements, poetry, fiction, posters, or pamphlets. These ideas can vary but a few ideas are mentioned during Week 2, Days 2-3.
Assessment/Evaluation	Teachers should make rubrics based on the range of projects students brainstorm in class. Two Performance Task Rubrics [.pdf] [.docx] are included as examples.

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> Summary of Lesson Themes				
Day 1	Gallery Walk: Images of Slavery	<p>Students will analyze images and illustrations that depict slavery in America.</p> <p>Students will describe the effects of slavery.</p>	<p>Before the lesson: Print out photos and place them on chart paper around the classroom (Photos can be covered until the appropriate time to keep students from being distracted). Place a collection of sticky notes on students' desks.</p> <p>T: "Today, we will be looking at photos around a topic that we may or may not</p>	<p>Reader Response Journal (pgs 1-4) [.pdf]</p> <p>Reader Response Journal (pgs 1-4) [.docx]</p> <p>Sticky notes</p> <p>Writing utensils</p>

			<p>be familiar with. (The topic is slavery. If you feel like your students will need a heads up to grapple with the severity of the topic, you can name the topic). I want you to do a gallery walk. You and your group will go to one of the photos. You will write down what you notice, and what you wonder on your sticky notes. You will then place the sticky notes around the picture. You will have 5 minutes (or more, depending on students' needs.) When the timer goes off, we will then rotate to the next photo until we have seen all of them and recorded our thoughts.”</p> <p>Offer students opportunities to take breaks and methods for managing challenging emotions: “You might need to have a fidget spinner or something in your hands as you rotate if the photos make you anxious. Feel free to also return to your seat if you need a few moments to yourself to reflect away from the photo.”</p> <p>Groups get the allotted time to walk to each photo, jotting down their thoughts. The gallery walk should take 20 to 30 minutes.</p> <p>When everyone is finished students should take a brain break for 5-10 minutes. Instruct students to write</p>	
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			<p>down their thoughts or do a free write on page 2 of the Reader Response Journal for students.</p> <p>Read a few student responses from the photo gallery for the class. Students can share out to add to their thinking.</p> <p>Confirm that the photos are around the topic of slavery and that the next lessons will help students explore how the effects of slavery are a part of the United States even today.</p> <p>Instruct students to respond to the following questions in the chart on page 3 of their journal:</p> <ul style="list-style-type: none">→What do you know about slavery?→Where did you learn this information? <p>Have students list additional thoughts or questions they have about slavery on page 4 of their journal.</p>	
Day 2	<p>Excerpts from “The Idea of America” by Nikole Hannah-Jones</p> <p>Civil War Animated Map (Additional Resource)</p>	<p>Students will describe the effects of slavery.</p> <p>Students will analyze multiple perspectives on the freedom of Black people after the Civil War.</p>	<p>Read excerpt 1 from the Teacher Materials for Week 1 packet aloud to students, instructing them to listen to what is being described. Instruct students to turn to their partner and discuss what stood out to them. (Student answers: slaves were property, similar to animals, and/or that they had no rights).</p>	<p>Teacher Materials for Week 1 [.pdf]</p> <p>Teacher Materials for Week 1 [.docx]</p> <p>Reader Response Journal [.pdf]</p> <p>Reader Response Journal [.docx]</p>

			<p>Call on volunteers to share out.</p> <p>Read excerpt 2 from the teacher materials packet aloud to students. Instruct students to turn to their partner and discuss what stood out to them. Call on volunteers to share out.</p> <p><i>Educator Notes: Students in grades 4-5 may have a limited knowledge of the time period and slavery. It is important to convey that Blacks were stolen from various parts of Africa and forced to work in America and parts of the Caribbean and South America. It was not easy to run away since they were brought to unfamiliar territory and did not speak or understand the language. Since they were seen as property, violence against them was legal in all situations. They were not paid for their work, so they had to grow their own food and make their own clothing. In Grades 6 and up, students might have a deeper understanding of slavery, but may not understand why slaves did not fight back if they outnumbered the owners. Reiterating that slaves were in unfamiliar territory with limited ability to communicate, read, or write, contributed to their hesitancy. Some slaves did fight back and run away. Fighting back often resulted in death of everyone involved. Though some slaves</i></p>	<p>Chart paper</p> <p>Markers</p> <p>Writing utensils</p>
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			<p><i>ran away successfully, running away resulted in severe punishment if caught. The journey was not easy.</i></p> <p><i>Students might also have an understanding of the Civil War, but two points need to be revisited:</i></p> <ul style="list-style-type: none">→ <i>Lincoln initially did not want slavery to end when he ran for reelection and promised not to end it.</i>→ <i>Lincoln only freed the slaves to hurt the Confederacy during the Civil War, not because he felt they deserved to be freed and have equal rights. Hence why in the next excerpt, students will look at the meeting with Lincoln in the White House and why he tells the men newly freed blacks should leave the country.)</i> <p>T: “Okay, so we understand some of the ways slavery effected Black people in America during this time period. (Write time period on board). This led to a big conflict in America. One reason was that many people in northern states wanted slavery to end, but the plantation owners in southern states were making so much money from the free labor from slaves that they wanted slavery to continue. The slaves were seen as less than</p>	
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			<p>human. This led to the Civil War, a war between two parts of our country. (A map outlining northern and southern states at this time period would be a good reference tool) The President during that time was Abraham Lincoln. (Reference the fourth photo from gallery walk) He invited a group of black men to the White House to discuss a proposition, or a proposal for them. What do you think he wanted them to do?" (Students share answers)</p> <p>T: "Now you will work with a group to read a small excerpt of what President Lincoln told this group of Black men (pgs. 5 – 6 in the Reader Response Journal). After you read, answer the following questions:</p> <ul style="list-style-type: none"> →What did he propose the men should do? →How do you think the men reacted? <p>Have students share their responses to the questions with the class or write their responses in the right-hand column of pages 5 and 6 in their journal.</p> <p>T: "Tomorrow we will look at what happened after that meeting at the White House."</p>	
Day 3	Excerpts from "The Idea of America" by Nikole	Students will describe the effects of slavery.	Writes this quote on the board: "This is our home, and this our country. Beneath	Reader Response Journal [.pdf] Reader Response Journal

	<p>Hannah-Jones</p>	<p>Students will analyze how the end of slavery in America impacted both freed Black people and white people.</p>	<p>its sod lie the bones of our fathers. . . . Here we were born, and here we will die.” (It is also included on page 6 of their Reader Response Journal)</p> <p>T: “Based on this quote, who do you think is speaking? What do you think happened after the meeting at the White House? Turn and talk to your partner.”</p> <p>Students can record their responses on page 7 of their journal. When time is over, students share out. Write down students’ responses.</p> <p>T: “So now we know that many Black people felt like this land is their home, their country, and they deserved to live here, freely. Yesterday we read President Lincoln’s plan. He freed enslaved Black people and planned to send them far away after the war even though their contributions helped the North win and end slavery.”</p> <p>However, the freed Black people were not shipped out of the country, although some eventually left on their own. Let’s think about how these two different racial groups, newly freed Black people and White people, were feeling at this time.</p>	<p>[.docx]</p> <p>Chart paper</p> <p>Markers</p>
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			<p>Have students write their responses to the following questions on page 7 of their journal:</p> <ul style="list-style-type: none">→ How do you think free blacks were feeling after the war?→ What do you think they wanted to accomplish? <p>Use chart paper to draw a T. Have students share their responses to the questions and record them on the chart paper.</p> <p>Have students write their responses to the following questions on page 7 of their Journal:</p> <ul style="list-style-type: none">→ How do you think white people like Abraham Lincoln felt after the war?→ What do you think they wanted? <p>Have students share out their responses to the questions and record them on the chart paper.</p> <p>T: “So, now we can see the separation. The free blacks wanted to learn to read and get all of the rights they were denied as slaves. On the other hand, the white people wanted the freed Black people to leave the country and still did not consider them as equal or even human. <u>Why would free blacks want the right to</u></p>	
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			<p><u>learn to read? Vote? Get married? Why was that important to them?"</u></p> <p>Students can share out, turn and talk, or spend time writing a response on page 8 of their journal.</p> <p>T: "Yes, learning to read could mean better jobs, not being taken advantage of, or voting so they could have equal rights. That was why it was so important for the newly freed enslaved people to gain those rights. Tomorrow we will look at how these two opposite ways of thinking affected freed Black people as they made a way for themselves in America."</p>	
Day 4	<p>Excerpts from "Feb. 12, 1946: story by Jacqueline Woodson" from <i>The 1619 Project</i></p> <p>"Britannica: Jim Crow Laws"</p>	<p>Students will describe how Jim Crow laws promoted systemic racism.</p> <p>Students will explore the emotions of Black people who endured racism throughout history in America.</p> <p>Students will describe the effects of slavery.</p>	<p>T: "Yesterday, we compared how freed Black people and white people reacted to the end of the Civil War. Today, we are going to look at two texts that explain how and why racism became a part of our legal system and how it limited the lives of Black people. Go to page 9 of your Reader Response Journal to find the first text about the Jim Crow laws which were created after the Civil War ended. As you read, think about why these laws were established."</p> <p>After reading, have students reflect using the following three questions their Reader Response Journal:</p>	<p>Reader Response Journal [.pdf] Reader Response Journal [.docx]</p> <p>Chart paper</p> <p>Markers</p> <p>Writing utensils</p>

			<ul style="list-style-type: none">→What was the purpose of the Jim Crow laws?→Are separate facilities for blacks and whites fair? Explain your thinking.→What groups of people enforced the laws? <p>T: “Let’s think about the Jim Crow Laws. What groups of people would be responsible for enforcing them?” (Police Officers/ Judges/ Whites)</p> <p>T: “Why would this be a problem for free Black people?” (The cops are supposed to follow the law, but the laws were racist and anti-Black).</p> <p>T: “Jim Crow Laws and the people responsible for ensuring that everyone followed the laws, like police officers and judges, created the foundation of racism in America. These laws and the people who enforced these laws did not allow Black people to truly be free.”</p> <p><i>Educator note: students might begin to make connections between the racism of the judicial system in the past and the racism that still exists today.</i></p> <p>T: “Let’s look at a second text on page 11 of your journal. This passage is about a Black war veteran, Sgt Isaac Woodard.</p>	
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			<p>It recounts what happened as he took the bus home one day.”</p> <p><i>Educator note: give students a warning that this may be a challenging passage because it describes violence.</i></p> <p>T: “As you read, note the responses between Sgt Woodard, who is Black, and the white Chief of Police and other officers who are also white. I want you to underline anything Sgt Woodard said or does and circle anything the white officers say or do.”</p> <p>Give 10-12 minutes to read “Sgt. Woodard’s Story.” When students are done reading, have them share what they underlined and circled in the text. Record their answers on chart paper or a whiteboard. Instruct them to turn to their neighbor and describe what they notice about the words and phrases written on the board. Take volunteers to share their analysis with the class. Encourage them to record their response in their journal.</p> <p>T: “Let’s revisit the two groups we looked at yesterday. It wasn’t 1776 anymore. Sgt. Woodard’s story took place in 1946. How many years passed? (Teacher can do the math on the board.) Yet, how did Black people feel in 1946?”</p>	
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			<p>How about white people?”</p> <p>(Student responses: Black people felt like they were not truly free. They were still treated harshly, almost like they were still slaves. They had some rights, like the ability to have a job or be in the army, but they still had to obey whites. White people felt like Black people should stay in their “place” and that they were personally responsible for keeping Black people in their “place.” White people felt that Black peoples’ rightful place was beneath white people; they considered themselves as better or superior).</p> <p>T: “Do we see the connection? What do we see?”</p> <p>(Student responses: Even though it's 170 years later, blacks still face brutal treatment. They are free but not truly free.)</p> <p>T: “Tomorrow we will move into some events that may be familiar. We will look for commonalities as we continue to understand the long term effects of slavery.”</p>	
<p>Day 5</p>	<p>Ghost Boys by Jewell Parker Rhodes</p>	<p>Students will examine stories of police violence against Black children in</p>	<p>T: “Today we are going to shift back to present day events. I am going to read a chapter from this fictional text, <i>Ghost</i></p>	<p>Reader Response Journal [.pdf] Reader Response Journal [.docx]</p>

	<p>"My 12-year-old son, Tamir Rice, was killed by police. I'm not allowed to be normal."</p>	<p>contemporary fiction and nonfiction texts.</p>	<p><i>Boys</i>. As you listen, think about the event being described. See if it reminds you of anything else you've seen or heard."</p> <p>Read Chapter 1 of <i>Ghost Boys</i> aloud to students. Instruct students to use the free space on page 13 to jot down thoughts and feelings as they listen. Ask students the following questions after reading:</p> <ul style="list-style-type: none"> → What event is being described? How do you know? (Someone being shot and killed by the police) → Does this remind you of anything you have seen or heard? (George Floyd, Trayvon Martin, Tamir Rice, etc.) <p>T: "This chapter reminds me of Tamir Rice. With a partner, I want you to read an article written by Tamir's mother that details his life. As you read, jot down your wonderings, questions, or comments on the bottom half of page 13 of your Reader Response Journal."</p> <p>Give students about 15-20 mins to read, discuss, and respond in their journals. When students are finished reading and discussing, ask them the following questions:</p> <ul style="list-style-type: none"> → Tell me about Tamir. What 	<p>Writing utensils</p>
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			<p>are some things he enjoyed doing? → What happened to him? → What are your thoughts around how the police responded? → Do you think Tamir's skin at 12 years old was viewed as dangerous? Or were the police justified in their thinking?</p> <p>T: Next week, we are going to look at another part of <i>Ghost Boys</i>. Jerome is going to explain what happens, and the police officer is going to share his side. We will analyze both sides and draw conclusions.</p>	
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UNIT OVERVIEW

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> Summary of Lesson Themes</p>				
Day 1	<p>“December 8” from Ghost Boys by Jewell Parker Rhodes</p> <p>"Trayvon Martin Case Provokes Justice and Race Debate"</p>	<p>Students will analyze stories of police violence against Black children in fiction and nonfiction texts.</p>	<p>T: “Today we are going to look at another chapter from Ghost Boys. As you listen, think about Jerome’s friend Carlos, and what he decides to do.”</p> <p>Read “December 8” from <i>Ghost Boys</i> to students. Ask students the following questions:</p> <ul style="list-style-type: none"> → What does Carlos decide to do? (Student response: trick the bullies with a fake gun) → Do you think this is a good idea or a bad idea and why? <p>T: “Today, we are going to look at an incident that does not include a gun, but a pack of skittles and a can of Arizona tea. I want you to think about why George Zimmerman considered Trayvon Martin dangerous. Do you think he had a right to confront Trayvon?”</p>	<p>Reader Response Journal [.pdf] Reader Response Journal [.docx]</p> <p>Writing utensils</p>

			<p>Have students read the article in small groups or pairs. Instruct students to discuss the questions about George Zimmerman and Trayvon Martin with their partners and then jot down their thoughts on page 14 of their journals.</p> <p>Encourage a couple of volunteers to share their thoughts.</p> <p>T: “Now we have looked at 2 incidents. One incident involved police officers and the other involved a man acting like he was a police officer, even though he was not. Do you think skin color played a part in the deaths of Tamir and Trayvon? Write your response in your journal.”</p>	
Day 2	<p>“Preliminary Hearing April 18,” Ghost Boys by Jewell Parker Rhodes</p>	<p>Students will make connections between past and present stories of anti-Black racism.</p> <p>Students will examine multiple perspectives in stories about police violence against Black children.</p> <p>Students will describe the effects of slavery.</p>	<p>T: “Today we are going to look at the officer’s side of the story in our novel, <i>Ghost Boys</i>. Notice what the officer says happened that day.”</p> <p>Read “Preliminary Hearing April 18” from <i>Ghost Boys</i> aloud to students. Encourage students to jot down notes in the reflection space at the top of page 15 of their journal. Ask students the following questions:</p> <ul style="list-style-type: none"> • What did the officer say about Jerome? (Jerome was 24 years old, 	<p>Reader Response Journal [.pdf] Reader Response Journal [.docx]</p> <p>Chart paper</p> <p>Markers</p>

			<p>threatening, pointed the gun at him. We know Jerome is a young boy, 12, and his tells us that he did not do any of that)</p> <ul style="list-style-type: none"> ● What does this tell us about the officer in this situation? (The officer is lying to cover his tracks) ● Why do you think he's doing that? (Racism, they made a mistake, etc.) <p>T: "Let's look back at every event we've covered and see if we notice any common ideas."</p> <p>Draw a timeline that includes:</p> <ul style="list-style-type: none"> →The slavery mentioned in 1776 →The meeting with Lincoln and outcome →Sgt Woodard's story from 1946 →Tamir Rice and Trayvon Martin <p>T: "What do we notice?"</p> <p>Students should discuss their reflections in groups or partners. They should respond to the questions on page 16 of their journals. Take a few volunteers to share their thoughts with the class.</p> <p>T: "So now that we see a little bit of how</p>	
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			<p>racism began in our country and how and why it continues today, how can we deal with this? We shouldn’t run from the police or be scared to go outside. How can we use our voices to make sure everyone is respected and know what to do when we encounter racism or prejudice?”</p> <p>Give students 10 minutes to brainstorm ideas in small groups. They can use page 17 in their journals to take notes. Students can start brainstorming in small groups and then share their ideas aloud to the class.</p> <p><i>Educator’s note: Encourage students to work in groups for this project. Students can suggest several ways to broadcast their ideas: a poem, a poster, a PSA, a play, etc. Students will use the next three days to work on their projects and present their ideas on day 5.</i></p>	
<p>Day 3 - 4</p>			<p>T: Let’s listen to what led up to the events of Jerome encountering the officers.</p> <p>Read from <i>Ghost Boys</i>, “December 8 School”. Encourage students to write reflections and notes in the free space for reflection on page 18 of their journals. Ask students the following</p>	

			<p>questions:</p> <p>T: How did Carlos influence Jerome? (He convinces him to take the gun with him since it's just a toy and so he won't get bullied.)</p> <p>T: Would you consider Carlos a friend? (Responses may vary)</p> <p>Give students the rest of the instructional time to work on their projects.</p>	
<p>Day 5</p>			<p>Allow students time for finishing touches and time to present their ideas.</p> <p><i>Educator note: rubrics should be created by the teacher to evaluate project ideas that students brainstorm together. An example of rubrics I created for students are included in the Performance Task Rubrics document.</i></p> <p>Have students complete the list of questions in the Final Reflection Assessment.</p> <p><i>Educator notes: You can choose some of the questions or all of the questions for students to answer.</i></p> <ul style="list-style-type: none"> ● In your own words, what is slavery? ● How were Black people treated 	<p>Performance Task Rubrics [.pdf]</p> <p>Performance Task Rubrics [.pdf]</p> <p>Final Reflection Assessment [.pdf]</p> <p>Final Reflection Assessment [.docx]</p>

			<p>during slavery in America? Provide any examples you can remember.</p> <ul style="list-style-type: none"> • What did white Americans want freed blacks to do after the war? What really happened? • Describe how life was like after Black Americans gained their freedom. • What can we do to combat racism in our everyday life? • Are there any additional questions you would still like to explore? 	
<i>Extension Activity</i>				
Day 1	Born on the Water by Nikole Hannah-Jones, Renée Watson, Nikkolas Smith	<p>Students will analyze an underrepresented story about enslaved Africans and their ancestors.</p> <p>Students will discuss themes of resilience, freedom, culture and identity.</p>	<p>Teacher Read Aloud: While reading, the teacher can ask the following questions to foster discussion and text engagement.</p> <p>Before reading <i>Born in the Water</i>, ask students: A young girl gets an assignment in class asking her to trace her roots. The assignment has her confused about her background, until she talks to her grandmother. Have you ever wondered what country your family originated from?</p> <p>Share the Comprehension Questions for <i>Born in the Water</i> with students to</p>	<p>Comprehension Questions for <i>Born in the Water</i> [.pdf] Comprehension Questions for <i>Born in the Water</i> [.docx]</p>

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			<p>complete or reference as they listen to the book.</p> <p><i>Educator note: I completed this task as a read aloud activity, stopping to ask the comprehension questions. You are welcome to use the comprehension questions to encourage small group conversation or individual reflection.</i></p>	
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