

## Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

**HB 198 Lead:** Patti Kobus

**Position:** Dean of Academics and Instruction

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## K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

*Explain how your district or charter school curricula meet the requirements above. Be specific.*

At Positive Outcomes Charter School, we follow the State of Delaware Social Studies Recommended Curriculum, while supplementing with materials from *Facing History and Ourselves*, *New Visions Social Studies*, *iCivics* and Stanford History Education Group, *Thinking Like an Historian*. English Language Arts curriculum units come from *CommonLit 360*. *CommonLit's 360* curriculum has diverse authorship and representation in characters and topics. Though the majority of this work is contained within the Social Studies and English Language Arts content areas, Positive Outcomes Charter School will continue to look for opportunities for cultural responsiveness in all content areas.

## K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- Black figures in national history and in Delaware history.

### Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

*\*Note: As of the time of this report, Positive Outcomes Charter School serves students in grades 7-12.*

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.											X		X
b. The significance of enslavement in the development of the American economy.								X	X		X		X
c. The relationship between white supremacy, racism, and American slavery.								X	X				
d. The central role racism played in the Civil War.								X	X				
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.								X	X	X	X	X	X
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.								X	X		X	X	
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.								X	X	X	X	X	
h. Black figures in national history and in Delaware history.								X	X			X	

### Minimum Content Requirement

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels

you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

Grade-level	Content Area(s)	Lessons/Resources
12th	Social Studies World History	<p><b>Unit 2: OER World History Project The Global Tapestries</b>  <b>2.1 Afro-Eurasia</b>  The communities frame can help us understand the diverse ways that humans in Afro-Eurasia organized themselves during this era. Afro-Eurasia is massive. It's made up of three whole continents, which means we won't be able to examine all the many different ways that people organized into groups like kingdoms, empires, pastoralist societies, city-states, principalities, and—well, you get the picture. Yet, by identifying some major similarities and differences among these different types of communities, we can begin to understand how people interacted with each other and how those interactions changed their societies.</p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>● Evaluate how communities were organized in Afro-Eurasia.</li> <li>● Assess the role of religion in the administration of states and thickening of networks in Afro-Eurasia.</li> <li>● Use the historical thinking practice of contextualization to evaluate historical events and processes.</li> <li>● Evaluate various sources in order to recognize how history is complicated and enriched by multiple perspectives.</li> <li>● Understand the use of graphic biographies as microhistories to support, extend, or challenge course narratives of this time period.</li> <li>● Use graphic biographies as microhistories to support, extend, or challenge the overarching narratives from this region.</li> </ul> <p><b>Unit 3: OER World History Project Transoceanic Connections</b>  <b>3.4 Transatlantic Slave Trade</b>  Slavery was inhumane—that is an unquestionable fact. However, the study of the creation of the plantation system and the Atlantic slave trade, and their role in the booming economies of European empires is among history's most sustained and compelling debates. Historians consider what enslavers could possibly have been thinking, what the enslaved experienced, and how they fought back. Gain perspective by reading first-person accounts of those involved and exploring profound questions about a practice that relied on the belief that one person can be another person's property. There are aspects of history that can seem too unpleasant to face, making it that much more important to face them with compassion, intelligence, and perspective.</p> <p><b>Learning Objectives</b></p>

		<ul style="list-style-type: none"> <li>● Understand how conceptions of race affected communities and labor systems.</li> <li>● Evaluate the motivations for slavery and how people attempted to justify this practice.</li> <li>● Analyze primary source documents to assess different perspectives of those involved in the transatlantic slave trade.</li> <li>● Identify analysis, evidence, and WHP concepts in historical writing.</li> </ul>																		
10th	ELA	<p><b>CommonLit 360 - Unit 3 Things Fall Apart</b></p> <p>This 360 Unit is anchored around the novel <i>Things Fall Apart</i> by Chinua Achebe (Penguin Books 2017 Edition). Throughout this novel study, students examine what it means to be “civilized” and how culture affects the way a person sees the world. During the late 1800s and early 1900s, European countries were competing in a land grab for the continent of Africa and claimed that colonialism would create better lives for the people in these territories. Chinua Achebe’s masterpiece <i>Things Fall Apart</i> is the tragic story of Okonkwo, an Igbo man who navigates his own society’s expectations of a “strong man” and the destruction of his life and culture by British colonizers. To engage with the themes of the unit, students also explore multimedia about society’s expectations of men and engage in a unit discussion about whether Okonkwo was a great man.</p> <p>By the end of this 360 unit, students will be able to analyze the way an author’s culture affects their point of view and how that point of view is reflected in their writing. They will also analyze how characters’ experiences in a particular culture affect their perceptions and decisions, track the development of complex characters, and analyze the development of the plot and theme. To demonstrate this skill, students will write an essay evaluating the Igbo and British cultures based on a given definition of a civilized society.</p> <p><b>Essential Question:</b> What does it mean to be “civilized”? How does culture affect the way a person sees the world?</p> <p><b>Core Unit Texts</b></p> <p>All students engage with these texts throughout the unit.</p> <table border="1"> <thead> <tr> <th>Title, Author &amp; Genre</th><th>Lexile</th><th>Description</th></tr> </thead> <tbody> <tr> <td><i>Things Fall Apart</i> by Chinua Achebe (<i>Novel</i>)</td><td>N/A</td><td>In Chinua Achebe’s masterpiece, <i>Things Fall Apart</i>, students experience the tragic fall of Okonkwo, an Igbo man navigating his own society’s expectations of a “strong man” when his life and culture are destroyed by British colonization.</td></tr> <tr> <td>“The Scramble for Africa” adapted by Bakari Bosa (<i>Informational</i>)</td><td>1280L</td><td>Students learn about European colonization in Africa.</td></tr> <tr> <td>“The Igbo: Their Society, Culture, and Politics” by Thomas Pool (<i>Informational</i>)</td><td>N/A</td><td>Students learn about Igbo titles and social structures, which will help them understand the novel.</td></tr> <tr> <td>“The White Man’s Burden” by Rudyard Kipling (<i>Poem</i>)</td><td>N/A</td><td>This poem portrays a particular attitude toward colonization that was prevalent at the turn of the 20th century: that for white people to colonize the lands held by people of color was a sacred duty.</td></tr> <tr> <td>“The Black Man’s Burden” by H.T. Johnson (<i>Poem</i>)</td><td>N/A</td><td>In this poem, an African-American minister responds to “The White Man’s Burden” by emphasizing the human suffering the colonizers cause.</td></tr> </tbody> </table>	Title, Author & Genre	Lexile	Description	<i>Things Fall Apart</i> by Chinua Achebe ( <i>Novel</i> )	N/A	In Chinua Achebe’s masterpiece, <i>Things Fall Apart</i> , students experience the tragic fall of Okonkwo, an Igbo man navigating his own society’s expectations of a “strong man” when his life and culture are destroyed by British colonization.	“The Scramble for Africa” adapted by Bakari Bosa ( <i>Informational</i> )	1280L	Students learn about European colonization in Africa.	“The Igbo: Their Society, Culture, and Politics” by Thomas Pool ( <i>Informational</i> )	N/A	Students learn about Igbo titles and social structures, which will help them understand the novel.	“The White Man’s Burden” by Rudyard Kipling ( <i>Poem</i> )	N/A	This poem portrays a particular attitude toward colonization that was prevalent at the turn of the 20th century: that for white people to colonize the lands held by people of color was a sacred duty.	“The Black Man’s Burden” by H.T. Johnson ( <i>Poem</i> )	N/A	In this poem, an African-American minister responds to “The White Man’s Burden” by emphasizing the human suffering the colonizers cause.
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12th	ELA	<b>CommonLit 360 Unit 3: Othello</b> Students read Shakespeare’s Othello and consider the imperfections of humanity and the corrosive nature of jealousy. From Iago’s masterful villainy to Othello’s tragic fall, students are immersed in the world of Othello, where appearances are not reality, love turns to hatred, and accusations lead to disastrous outcomes. In addition to reading and analyzing the play, students explore an engaging related media exploration, read poetry and nonfiction, and complete writing lessons. In the related media exploration, students are transported back in time to learn key cultural background information about the accomplishments and history of the Moors.
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**b. The significance of enslavement in the development of the American economy.**

Grade-level	Content Area(s)	Lessons/Resources
8	Social Studies	<b>Enslavement and the Development of the American Economy</b>  <b>Lesson Overview:</b> This lesson guides students through an exploration of primary source evidence, historical interpretations, and economic data in order to uncover the significance of enslavement to the development of the American economy.  <b>Driving Question:</b> <i>How did enslaved Africans' contributions to the U.S. economy change over time?</i>  <b>Emancipation in the North</b>  <b>Lesson Overview</b> At the conclusion of the American Revolution, debates over the existence of slavery raged not only in constitutional conventions, but in state legislatures as well. Eventually, Northern states passed gradual emancipation laws that theoretically ended the institution of slavery. At the same time, certain conditions were placed upon that freedom, and though the population of enslaved people in the North diminished over time, several Northern states were still home to enslaved people well into the nineteenth century.  In this lesson, students will inquire into the process of Northern gradual emancipation, and grapple with the impact of a steady, as opposed to sudden, liberation of enslaved people.  <b>Driving Question:</b> <ul style="list-style-type: none"> <li>• <i>After the American Revolution, how were enslaved people emancipated in the North?</i></li> </ul> <b>Enduring Understanding:</b>

		<ul style="list-style-type: none"> <li>• Northern states passed a series of emancipation laws that called for a gradual, not immediate, emancipation of enslaved people in northern states.</li> <li>• Each state's laws abolished slavery in different ways.</li> <li>• Most states, while removing the term "slavery," kept restrictions in place for African Americans, and some required servitude until a particular age.</li> <li>• Though over time the number of enslaved people in northern states decreased dramatically, the nature of these laws ensured that some African Americans would remain enslaved in the North well into the middle of the nineteenth century.</li> </ul> <p><b>Why did the Founders keep slavery in the Constitution?</b></p> <hr/> <p><b>Lesson Overview</b>  At the Constitutional Convention in Philadelphia in the summer of 1788, delegates from twelve of the original thirteen states met to craft a new Constitution. Among the issues debated was that of the institution of slavery, especially provisions regarding the slave trade. Over two days in August, delegates debated whether or not to retain provisions for slavery in the new Constitution. In this lesson students will examine the arguments of two delegates regarding these provisions. Ultimately, the students will determine why the Founders kept slavery in the Constitution.</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• <i>Why did the Founders keep slavery in the Constitution?</i></li> </ul> <p><b>History Standard Two 6-8b:</b> Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p> <p><b>In Pursuit of Freedom in Delaware</b></p> <hr/> <p><i>This lesson was developed from a grant funded project facilitated by the partnership of the Delaware Historical Society and Learning for Justice's Hard History Project.</i></p> <p><b>Lesson Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will build their knowledge of the historical context of this investigation by analyzing a textbook excerpt's account of American slavery.</li> <li>• Using a socratic seminar format, students will analyze excerpts of national and Delaware laws to develop an understanding of the legal framework that empowered enslavers.</li> <li>• Using a jigsaw method, students will examine sets of runaway ads in order to uncover the humanity and agency of freedom seekers who were enslaved in Delaware. Each ad set contains four elements: an enslaver's use of the public jail to capture freedom seekers, a child or teenage freedom seeker, a familial relationship among multiple freedom seekers, and a female freedom seeker.</li> </ul>
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		<p><b>Lesson Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. How did national and Delaware laws combine to empower enslavers?</li> <li>2. What can runaway ads teach us about the humanity and agency of people who were enslaved in Delaware?</li> </ol>
9th	Social Studies	<p><b>Slavery in The Constitution: SHEG Lesson</b></p> <p>Although the Declaration of Independence stated, "All men are created equal," Jefferson and the other Founding Fathers agreed to include slavery in the Constitution. What factors led to this decision? In this lesson, students consider the positions of delegates to the Constitutional Convention along with historians' interpretations to understand this apparent contradiction.</p> <p>Central Historical Question: Why did the Founding Fathers keep slavery in the Constitution?</p>
10th	Social Studies	<p><b><u>Economic Developments in Colonial America</u></b></p> <p>Students will examine different economic developments in Colonial America while also examining the causes and effects of these developments.</p> <ul style="list-style-type: none"> <li>● Economies of the 13 Colonies <ul style="list-style-type: none"> <li>○ Using Evidence: What made the economies of the northern, southern, and middle colonies different?</li> </ul> </li> <li>● Indentured Servitude vs. Slavery <ul style="list-style-type: none"> <li>○ Using Evidence: How did indentured servitude compare to slavery? What was similar? What was different?</li> </ul> </li> <li>● Enslaved Peoples of Colonial America <ul style="list-style-type: none"> <li>○ Analysis: What claims can you make about enslaved peoples in Colonial America?</li> </ul> </li> </ul>
12th	Social Studies	<p><b>Unit 3: OER World History Project</b> Transoceanic Connections</p> <p><b>3.4 Transatlantic Slave Trade</b></p> <p>Slavery was inhumane—that is an unquestionable fact. However, the study of the creation of the plantation system and the Atlantic slave trade, and their role in the booming economies of European empires is among history's most sustained and compelling debates. Historians consider what enslavers could possibly have been thinking, what the enslaved experienced, and how they fought back. Gain perspective by reading first-person accounts of those involved and exploring profound questions about a practice that relied on the belief that one person can be another person's property. There are aspects of history that can seem too unpleasant to face, making it that much more important to face them with compassion, intelligence, and perspective.</p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>● Understand how conceptions of race affected communities and</li> </ul>

		<p>labor systems.</p> <ul style="list-style-type: none"> <li>● Evaluate the motivations for slavery and how people attempted to justify this practice.</li> <li>● Analyze primary source documents to assess different perspectives of those involved in the transatlantic slave trade.</li> <li>● Identify analysis, evidence, and WHP concepts in historical writing.</li> </ul>
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c. **The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
8th	Social Studies	<p><b>Emancipation in the North</b></p> <hr/> <p><b>Lesson Overview</b> At the conclusion of the American Revolution, debates over the existence of slavery raged not only in constitutional conventions, but in state legislatures as well. Eventually, Northern states passed gradual emancipation laws that theoretically ended the institution of slavery. At the same time, certain conditions were placed upon that freedom, and though the population of enslaved people in the North diminished over time, several Northern states were still home to enslaved people well into the nineteenth century.</p> <p>In this lesson, students will inquire into the process of Northern gradual emancipation, and grapple with the impact of a steady, as opposed to sudden, liberation of enslaved people.</p> <hr/> <p><b>Why did the Founders keep slavery in the Constitution?</b></p> <hr/> <p><b>Lesson Overview</b> At the Constitutional Convention in Philadelphia in the summer of 1788, delegates from twelve of the original thirteen states met to craft a new Constitution. Among the issues debated was that of the institution of slavery, especially provisions regarding the slave trade. Over two days in August, delegates debated whether or not to retain provisions for slavery in the new Constitution. In this lesson students will examine the arguments of two delegates regarding these provisions. Ultimately, the students will determine why the Founders kept slavery in the Constitution.</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>● <i>Why did the Founders keep slavery in the Constitution?</i></li> </ul> <hr/> <p><b>Were Nat Turner's actions justified?</b></p> <hr/> <p><b>Lesson Overview</b> The actions of Nat Turner, an enslaved African American preacher, were shocking to many Americans. Beginning in the late summer of 1832, Turner led a band of enslaved people through the south, and they killed many white men, women, and children in the hopes of liberating other enslaved people.</p>



		<p>Were their actions a justified response to lives of toil, violence, mistreatment, and hopelessness?</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• <i>Were Nat Turner's actions justified?</i></li> </ul> <hr/> <p><b>Was the Emancipation Proclamation a military strategy or a social reform?</b></p> <hr/> <p><b>Lesson Overview</b></p> <p>Students analyze letters, excerpts, and government documents related to the Emancipation Proclamation to determine if the document was a military strategy to increase the number of soldiers in the Union Army, and cause unrest on Southern plantations, or if it was designed to be a social reform.</p> <p><b>Driving Question:</b></p> <ul style="list-style-type: none"> <li>• <i>Was the Emancipation Proclamation a military strategy or a social reform?</i></li> </ul> <hr/> <p><b>Did the Memphis Riot of 1866 spark the beginning, or foreshadow the end, of Reconstruction in the South?</b></p> <hr/> <p><b>Lesson Overview</b></p> <p>On May 6, 1866, the city of Memphis in Tennessee erupted in violence after a white police officer attempted to arrest a Black ex-soldier. In the three days that followed, African Americans living in the city were butchered by the white population, while their homes, schools and churches were burned down. In the riot's aftermath, public outrage allowed Radical Republicans to seize control of Congress, and enabled the rapid endorsement of the Fourteenth Amendment and other Reconstruction programs. At the same time, the riot underscored escalating racial tensions in the South that only grew over the course of Reconstruction, and revealed the determination of white Southerners to return to their previous way of life.</p> <p>Thus, this lesson looks for students to inquire into two different documents and to determine how the riots should be interpreted. Were they a spark needed to radically alter the identity of the United States? Or did they foreshadow the eventual inconclusive end of Reconstruction, as well as the continued violence against freed people of the period and after?</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• <i>Did the Memphis Riot of 1866 spark the beginning, or foreshadow the end, of Reconstruction in the South?</i></li> </ul> <hr/> <p><b>Did sharecropping violate the 13th Amendment of the United States Constitution?</b></p> <hr/> <p><b>Lesson Overview</b></p> <p>In this lesson students will investigate the system of sharecropping that emerged out of the poverty, uncertainty, and unfulfilled promises of the Reconstruction era. Students are tasked with considering whether or not</p>
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		<p>sharecropping violated the 13th Amendment. At face value, and abstracted from the historical context in which it was practiced, descriptions of sharecropping may not rise to the level of enslavement. However, when considered in combination with the Black Codes (enacted to ensure white supremacy in the post-Civil War Society), the answer is not so simple. In developing their argument, students should be challenged to consider sharecropping within the web of legal restrictions the Black Codes imposed on African Americans.</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• <i>Did sharecropping violate the 13th Amendment of the United States Constitution?</i></li> </ul> <p><b>Were African Americans free during Reconstruction?</b></p> <hr/> <p><b>Lesson Overview:</b> Students will explore the concept of freedom by using excerpts of the Emancipation Proclamation, the 13th Amendment, and a documentary clip produced by Facing History and Ourselves. In part two of this lesson, students will analyze primary source evidence related to Reconstruction in order to participate in a <a href="#">Structured Academic Controversy</a> (SAC) that investigates the extent to which life changed for African Americans during the time of Reconstruction.</p> <p><b>Driving Question:</b></p> <ul style="list-style-type: none"> <li>• <i>Were African Americans free during Reconstruction?</i></li> </ul> <p><b>How did Lincoln’s views on slavery evolve over time and why?</b></p> <hr/> <p><b>Lesson Overview</b></p> <p>This lesson explores Lincoln’s changing views slavery in an attempt to position his views in relation to other abolitionists. Lincoln rejected slavery in many ways but his actions early on seem to be of a man befuddled by alternatives. He morally rejects slavery at times but does not know how to unravel the institution from our society. When emancipation occurs, Lincoln rejects many of his earlier ideas about what to do with those freed. However, the immediate abolition of enslaved people leaves him struggling to cope with what action to take in the waning days of the war. With Lincoln’s support and effort towards passage of the 13th amendment, we get a clearer picture of his vision. Lincoln’s presidency and legacy are tied to the issue of slavery and it is the hope that through this research students can begin to develop a more robust understanding of the freedom movement for enslaved people.</p> <p><b>Driving Question:</b></p> <ul style="list-style-type: none"> <li>• <i>How did Lincoln’s views on slavery evolve over time and why?</i></li> </ul> <p><b>Lesson Title: Challenges to Slavery: How Abolitionism Changed over Time</b></p>
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		<p><b>Time:</b> <i>About 100 minutes</i></p> <p><b>Lesson Overview:</b> Slavery, and efforts to abolish it, date back to the 17th century. This lesson focuses on how the goals and strategies of abolitionists changed over time. In Part I, students will learn about four eras in the history of abolitionism: 1) freedom petitions, 2) colonization, 3) organization and activism, and 4) violence. Students will see examples of primary sources from each era. Students will then analyze primary sources and determine to which era they belong. In Part II, students will consider cause and effect relationships in the Abolition Movement. Students will consider how four events in the early nineteenth century may have led Americans to support or oppose the abolition of slavery.</p> <p><b>Driving Question:</b></p> <ul style="list-style-type: none"> <li>How did abolitionism change over time? What caused Americans to support or oppose Abolitionism?</li> </ul> <p><b>Delaware Standard</b></p> <ul style="list-style-type: none"> <li><b>History Standard One 6-8a:</b> Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</li> </ul>
8th	ELA	<p><b>CommonLit 360: Unit 2: Conveying Courage</b></p> <p><b>Essential Question:</b> What is courage? How do writers share their messages of courage?</p> <p>In some of our darkest moments, words can inspire the courage to forge ahead and change the world.</p>

		<p><b>Core Unit Texts</b></p> <p>All students engage with these texts throughout the unit.</p> <table> <tr> <th>Title, Author &amp; Genre</th><th>Lexile</th><th>Description</th></tr> <tr> <td>"Letter from Frederick Douglass to Harriet Tubman" by Frederick Douglass (<i>Letter</i>)</td><td>1220L</td><td>In his letter to Harriet Tubman, Frederick Douglass juxtaposes his publicly acknowledged acts of courage with Tubman's secret courageous acts.</td></tr> <tr> <td>"Invictus" by William Ernest Henley (<i>Poem</i>)</td><td>Non-Prose</td><td>Henley explores the idea of courage as a choice between giving into fear or continuing on in spite of it.</td></tr> <tr> <td>"Sonnet" by James Weldon Johnson (<i>Poem</i>)</td><td>Non-Prose</td><td>Johnson uses juxtaposition to show that it is courageous to choose hope when it might be easier to give into despair.</td></tr> <tr> <td>"General Eisenhower's Order of the Day" by General Dwight D. Eisenhower (<i>Historical Document</i>)</td><td>860L</td><td>General Eisenhower motivates soldiers in World War II with the message that courage is doing what is right, even when it's dangerous.</td></tr> <tr> <td>"JFK's 'Race to Space' Speech" (excerpted) by President John F. Kennedy (<i>Speech</i>)</td><td>1350L</td><td>In this speech, Kennedy develops the idea that courage is taking risks that others have not taken before.</td></tr> <tr> <td>"A Litany for Survival" by Audre Lorde (<i>Poem</i>)</td><td>Non-Prose</td><td>Lorde demonstrates the courage a person needs to live their life while others attempt to diminish them.</td></tr> <tr> <td>"Still I Rise" by Maya Angelou (<i>Poem</i>)</td><td>Non-Prose</td><td>Angelou explores the idea that courage is having pride in yourself while staring down those who want you to be meek.</td></tr> </table> <p><b>Choice Board Texts</b></p> <p>Students choose from these texts for a portion of this unit.</p> <table> <tr> <th>Title, Author &amp; Genre</th><th>Lexile</th><th>Description</th></tr> <tr> <td>"The Miracle of Morning" by Amanda Gorman (<i>Poem</i>)</td><td>Non-Prose</td><td>In this video, Gorman recites a poem that she wrote during the coronavirus pandemic.</td></tr> <tr> <td>"The Danger of Silence" by Clint Smith (<i>Poem</i>)</td><td>Non-Prose</td><td>In this video, Smith recites a short, powerful poem about finding courage.</td></tr> </table>	Title, Author & Genre	Lexile	Description	"Letter from Frederick Douglass to Harriet Tubman" by Frederick Douglass ( <i>Letter</i> )	1220L	In his letter to Harriet Tubman, Frederick Douglass juxtaposes his publicly acknowledged acts of courage with Tubman's secret courageous acts.	"Invictus" by William Ernest Henley ( <i>Poem</i> )	Non-Prose	Henley explores the idea of courage as a choice between giving into fear or continuing on in spite of it.	"Sonnet" by James Weldon Johnson ( <i>Poem</i> )	Non-Prose	Johnson uses juxtaposition to show that it is courageous to choose hope when it might be easier to give into despair.	"General Eisenhower's Order of the Day" by General Dwight D. Eisenhower ( <i>Historical Document</i> )	860L	General Eisenhower motivates soldiers in World War II with the message that courage is doing what is right, even when it's dangerous.	"JFK's 'Race to Space' Speech" (excerpted) by President John F. Kennedy ( <i>Speech</i> )	1350L	In this speech, Kennedy develops the idea that courage is taking risks that others have not taken before.	"A Litany for Survival" by Audre Lorde ( <i>Poem</i> )	Non-Prose	Lorde demonstrates the courage a person needs to live their life while others attempt to diminish them.	"Still I Rise" by Maya Angelou ( <i>Poem</i> )	Non-Prose	Angelou explores the idea that courage is having pride in yourself while staring down those who want you to be meek.	Title, Author & Genre	Lexile	Description	"The Miracle of Morning" by Amanda Gorman ( <i>Poem</i> )	Non-Prose	In this video, Gorman recites a poem that she wrote during the coronavirus pandemic.	"The Danger of Silence" by Clint Smith ( <i>Poem</i> )	Non-Prose	In this video, Smith recites a short, powerful poem about finding courage.
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7th	Social Studies	<p><b>The Constitution and Enslavement</b></p> <p><b>Lesson Introduction:</b> In this lesson, students will extend their knowledge of the contents of the Constitution by examining provisions in the original document relating to enslavement, then draw conclusions about whether the original Constitution (including the Bill of Rights) was "inconsistent with the principles of the Revolution".</p> <p><b>Delaware Social Studies Standard:</b></p> <ul style="list-style-type: none"> <li>● <b>Civics Standard 2b [Politics]:</b> Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.</li> </ul> <p><b>Essential Question:</b></p>																																	

		<ul style="list-style-type: none"> <li>Was Luther Martin correct when he argued that the original Constitution, including the Bill of Rights, was “inconsistent with the principles of the Revolution”? (Luther Martin Quote <a href="#">here</a>)</li> </ul> <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>Students will understand that the Constitution of 1787 and Bill of Rights contained provisions that supported enslavement and was, therefore, partly “inconsistent with the principles of the Revolution.”</li> </ul>
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d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
8	Social Studies	<p><b>Emancipation in the North</b></p> <hr/> <p><b>Lesson Overview</b>  At the conclusion of the American Revolution, debates over the existence of slavery raged not only in constitutional conventions, but in state legislatures as well. Eventually, Northern states passed gradual emancipation laws that theoretically ended the institution of slavery. At the same time, certain conditions were placed upon that freedom, and though the population of enslaved people in the North diminished over time, several Northern states were still home to enslaved people well into the nineteenth century.</p> <p>In this lesson, students will inquire into the process of Northern gradual emancipation, and grapple with the impact of a steady, as opposed to sudden, liberation of enslaved people.</p> <p><b>Driving Question:</b></p> <ul style="list-style-type: none"> <li><i>After the American Revolution, how were enslaved people emancipated in the North?</i></li> </ul> <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>Northern states passed a series of emancipation laws that called for a gradual, not immediate, emancipation of enslaved people in northern states.</li> <li>Each state’s laws abolished slavery in different ways.</li> <li>Most states, while removing the term “slavery,” kept restrictions in place for African Americans, and some required servitude until a particular age.</li> <li>Though over time the number of enslaved people in northern states decreased dramatically, the nature of these laws ensured that some African Americans would remain enslaved in the North well into the middle of the nineteenth century.</li> </ul> <p><b>Were Nat Turner’s actions justified?</b></p> <hr/> <p><b>Lesson Overview</b></p>

		<p>The actions of Nat Turner, an enslaved African American preacher, were shocking to many Americans. Beginning in the late summer of 1832, Turner led a band of enslaved people through the south, and they killed many white men, women, and children in the hopes of liberating other enslaved people. Were their actions a justified response to lives of toil, violence, mistreatment, and hopelessness?</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• <i>Were Nat Turner's actions justified?</i></li> </ul> <p><b>Was the Emancipation Proclamation a military strategy or a social reform?</b></p> <hr/> <p><b>Lesson Overview</b> Students analyze letters, excerpts, and government documents related to the Emancipation Proclamation to determine if the document was a military strategy to increase the number of soldiers in the Union Army, and cause unrest on Southern plantations, or if it was designed to be a social reform.</p> <p><b>Driving Question:</b></p> <ul style="list-style-type: none"> <li>• <i>Was the Emancipation Proclamation a military strategy or a social reform?</i></li> </ul> <p><b>Lesson Title: The Missouri Compromise</b></p> <p><b>Lesson Overview:</b> This lesson draws significantly from the work of Manisha Sinha and her book <i>The Slave's Cause: A History of Abolition</i>. In it, she argued that the Missouri Compromise was an important moment in the abolition movement, as it "reawakened" Northern criticism of slavery and helped to revitalize a movement to end enslavement. Through the interrogation of two primary documents, students will consider the effects of the compromise on the abolition movement and its legacy historically.</p> <p><b>Driving Question:</b> <i>How did the Missouri Compromise intensify debate over slavery?</i></p> <p><b>Lesson Title: Challenges to Slavery: How Abolitionism Changed over Time</b></p> <hr/> <p><b>Time:</b> <i>About 100 minutes</i></p> <p><b>Lesson Overview:</b> Slavery, and efforts to abolish it, date back to the 17th century. This lesson focuses on how the goals and strategies of abolitionists changed over time. In Part I, students will learn about four eras in the history of abolitionism: 1) freedom petitions, 2) colonization, 3) organization and activism, and 4) violence. Students will see examples of primary sources from each era. Students will then analyze primary sources and determine to which era they belong. In Part II, students will consider cause</p>
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		<p>and effect relationships in the Abolition Movement. Students will consider how four events in the early nineteenth century may have led Americans to support or oppose the abolition of slavery.</p> <p><b>Driving Question:</b></p> <ul style="list-style-type: none"> <li>How did abolitionism change over time? What caused Americans to support or oppose Abolitionism?</li> </ul> <p><b>Delaware Standard</b></p> <ul style="list-style-type: none"> <li><b>History Standard One 6-8a:</b> Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</li> </ul>
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e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

Grade-level	Content Area(s)	Lessons/Resources
7th	Social Studies	<p><b>Measures of the Economy Lesson 11: Not the Whole Story - Inflation Disaggregated</b>  Inspiration from <a href="#">Federal Reserve Bank of Minneapolis’ “The widely varied pain of inflation”</a></p> <hr/> <p><b>Lesson Overview:</b>  In this lesson, students compare the inflation experiences of various groups of consumers (rural, low-income, and minority). Through reading and interpreting graphs and articles, students consider that the overall inflation rate does not affect individuals equally.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Explain how inflation affects individuals differently</li> <li>Integrate information from various sources</li> <li>Summarize data to answer questions</li> </ul> <p><b>Macroeconomics Lesson 20: How Does Where You Live Influence How You Live? (Redlining)</b></p> <hr/> <p><b>This lesson is adapted from the Federal Reserve Bank of New York</b>  Students examine historical documents, analyze graphs, watch a video and listen to an interview to determine how the practice of redlining contributed to the household wealth inequalities that exist today between various racial demographics.</p> <p><b>Enduring Understanding:</b>  In the 1930s, the <a href="#">Home Owners’ Loan Corporation</a> (HOLC) drew maps of residential neighborhoods across the United States. The maps classified</p>

		<p>each neighborhood into one of five categories, from least to most likely to default on a mortgage loan. In those maps, the neighborhoods most likely to default were shaded red and over time these neighborhoods had the largest concentrations of African Americans. Because the lending classifications determined individual access to credit, the residents of redlined neighborhoods paid high interest rates and had a hard time becoming homeowners and keeping their homes in good condition. From 1968 to 1974, Congress passed several federal laws and policies preventing lending discrimination by race and gender, and the pattern of residential segregation started to change.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Define redlining.</li> <li>● Analyze original resources and contemporary media to illustrate systematic housing discrimination.</li> <li>● Define wealth and wealth inequality.</li> <li>● Analyze wealth data across various racial demographics.</li> <li>● Examine the link between wealth and homeownership across various racial demographics.</li> </ul> <p><b>Macroeconomics Lesson 21: The Opportunity Atlas</b></p> <hr/> <p><b>This lesson is from Statistics In Schools</b></p> <p>How does your ZIP code affect social mobility? This activity guides students through a demographic analysis of factors that affect social mobility, including race, median income, and sex. Students will use “The Opportunity Atlas” to explore a data set of important statistics. Data sets will be compared by neighborhood and region.</p> <p><b>Learning Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Analyze, compare, and interpret key demographic data in a specific U.S. ZIP code to determine social outcomes for adults in the corresponding census tract.</li> <li>● Identify what factors impact social mobility in specific neighborhoods and regions.</li> <li>● Evaluate data to support a position.</li> <li>● Explore and understand how to use data access tools—such as The Opportunity Atlas—to gather information.</li> </ul> <p><b>Economic Systems Lesson 4: How Cultural Values Affect Production Decisions</b></p> <hr/> <p><b>Driving Question:</b></p>
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		<ul style="list-style-type: none"> <li>How do cultural values affect the way a society might answer the three basic economic questions?</li> </ul> <p><b>Enduring Understanding:</b></p> <p>Cultural values, when applied to economic systems, include religious beliefs, governmental structures, and customs. Religious beliefs can heavily influence the production, allocation, and exchange of goods and services. For example, in an Amish economy, religion dictates how goods and services are produced. Culture also includes government structures and the degree to which government influences the decisions about production, distribution, and exchange. Because the American economic system is a mixed market system, there are instances of government intervention to protect property rights, ensure competition, promote equity in the distribution of goods and services, regulate businesses, provide public goods and services, and correct for externalities. Like religion and government structures, customs will also determine how goods are produced, distributed, and exchanged. Anyone who has ever ordered a favorite food while away from home and received a product that was not anything like what they expected has experienced how customs vary and influence the production of goods and services.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand how cultural values vary and influence production decisions.</li> <li>Understand how cultural values change over time to affect the production decisions of various economic systems.</li> <li>Read and analyze text for impacts of cultural values on production decisions.</li> </ul> <p>Economics 4a: Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.</p>
8th	Social Studies	<p><b>Lesson Title: The Missouri Compromise</b></p> <p><b>Lesson Overview:</b> This lesson draws significantly from the work of Manisha Sinha and her book <i>The Slave's Cause: A History of Abolition</i>. In it, she argued that the Missouri Compromise was an important moment in the abolition movement, as it "reawakened" Northern criticism of slavery and helped to revitalize a movement to end enslavement. Through the interrogation of two primary documents, students will consider the effects of the compromise on the abolition movement and its legacy historically.</p> <p><b>Driving Question:</b> <i>How did the Missouri Compromise intensify debate over slavery?</i></p>

		<p><b>In Pursuit of Freedom in Delaware</b></p> <hr/> <p><i>This lesson was developed from a grant funded project facilitated by the partnership of the Delaware Historical Society and Learning for Justice's Hard History Project.</i></p> <p><b>Lesson Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will build their knowledge of the historical context of this investigation by analyzing a textbook excerpt's account of American slavery.</li> <li>• Using a socratic seminar format, students will analyze excerpts of national and Delaware laws to develop an understanding of the legal framework that empowered enslavers.</li> <li>• Using a jigsaw method, students will examine sets of runaway ads in order to uncover the humanity and agency of freedom seekers who were enslaved in Delaware. Each ad set contains four elements: an enslaver's use of the public jail to capture freedom seekers, a child or teenage freedom seeker, a familial relationship among multiple freedom seekers, and a female freedom seeker.</li> </ul> <p><b>Lesson Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. How did national and Delaware laws combine to empower enslavers?</li> <li>2. What can runaway ads teach us about the humanity and agency of people who were enslaved in Delaware?</li> </ol> <p><b>Did the Memphis Riot of 1866 spark the beginning, or foreshadow the end, of Reconstruction in the South?</b></p> <hr/> <p><b>Lesson Overview</b></p> <p>On May 6, 1866, the city of Memphis in Tennessee erupted in violence after a white police officer attempted to arrest a Black ex-soldier. In the three days that followed, African Americans living in the city were butchered by the white population, while their homes, schools and churches were burned down. In the riot's aftermath, public outrage allowed Radical Republicans to seize control of Congress, and enabled the rapid endorsement of the Fourteenth Amendment and other Reconstruction programs. At the same time, the riot underscored escalating racial tensions in the South that only grew over the course of Reconstruction, and revealed the determination of white Southerners to return to their previous way of life.</p> <p>Thus, this lesson looks for students to inquire into two different documents and to determine how the riots should be interpreted. Were they a spark needed to radically alter the identity of the United States? Or did they foreshadow the eventual inconclusive end of Reconstruction, as well as the continued violence against freed people of the period and after?</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• <i>Did the Memphis Riot of 1866 spark the beginning, or foreshadow the end, of Reconstruction in the South?</i></li> </ul>
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		<p><b>Did sharecropping violate the 13th Amendment of the United States Constitution?</b></p> <hr/> <p><b>Lesson Overview</b>  In this lesson students will investigate the system of sharecropping that emerged out of the poverty, uncertainty, and unfulfilled promises of the Reconstruction era. Students are tasked with considering whether or not sharecropping violated the 13th Amendment. At face value, and abstracted from the historical context in which it was practiced, descriptions of sharecropping may not rise to the level of enslavement. However, when considered in combination with the Black Codes (enacted to ensure white supremacy in the post-Civil War Society), the answer is not so simple. In developing their argument, students should be challenged to consider sharecropping within the web of legal restrictions the Black Codes imposed on African Americans.</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• <i>Did sharecropping violate the 13th Amendment of the United States Constitution?</i></li> </ul> <p><b>Were African Americans free during Reconstruction?</b></p> <hr/> <p><b>Lesson Overview:</b> Students will explore the concept of freedom by using excerpts of the Emancipation Proclamation, the 13th Amendment, and a documentary clip produced by Facing History and Ourselves. In part two of this lesson, students will analyze primary source evidence related to Reconstruction in order to participate in a <a href="#">Structured Academic Controversy</a> (SAC) that investigates the extent to which life changed for African Americans during the time of Reconstruction.</p> <p><b>Driving Question:</b></p> <ul style="list-style-type: none"> <li>• <i>Were African Americans free during Reconstruction?</i></li> </ul>
9th	Social Studies	<p><b><a href="#">Equal protection under the law:The Civil Rights Act of 1964</a></b></p> <p>Essential Question:</p> <ul style="list-style-type: none"> <li>• How have American ideals of rights and equality changed over time?</li> <li>• How have interpretations of Constitutional amendments changed over time?</li> <li>• How did citizens use the First Amendment rights to expand liberties to previously disenfranchised Americans?</li> </ul> <p><b>Learning Objectives:</b>  <b>Substantive:</b> <i>Students will/will be able to...</i></p> <ul style="list-style-type: none"> <li>• Identify the protections afforded to Americans under the Civil Rights Act of 1964</li> <li>• Identify the media's role in highlighting in the racial injustices</li> </ul>

		<p>occurring in the United States in the 1950s and 1960s</p> <ul style="list-style-type: none"> <li>Describe how a free press was essential to the passage of the Civil Rights Act of 1964</li> </ul> <p>Civics 3a: Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.</p> <p>Civics 4a: Students will develop and employ the skills necessary to work with government programs and agencies.</p> <p>Civics 4b: Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.</p> <p><b>Framework Content Connections</b></p> <p>The contributions of Black people to American life, history, literature, economy, politics, and culture.</p> <p>Black figures in national history and in Delaware history.</p> <p>Prepare students to be responsible citizens in a pluralistic democracy.</p> <p>Examine the ramifications of prejudice, racism, and intolerance.</p>
10th	Social Studies	<p><b>Economics:</b></p> <p>Economics 1a: Students will demonstrate how economic choices are made in a market economy in which markets and the actions of the government influence the production and distribution of goods and services.</p> <p><a href="#">Economic Developments in Colonial America</a></p> <p>Students will examine different economic developments in Colonial America while also examining the causes and effects of these developments.</p> <ul style="list-style-type: none"> <li>Economies of the 13 Colonies <ul style="list-style-type: none"> <li>Using Evidence: What made the economies of the northern, southern, and middle colonies different?</li> </ul> </li> <li>Indentured Servitude vs. Slavery <ul style="list-style-type: none"> <li>Using Evidence: How did indentured servitude compare to slavery? What was similar? What was different?</li> </ul> </li> <li>Enslaved Peoples of Colonial America <ul style="list-style-type: none"> <li>Analysis: What claims can you make about enslaved peoples in Colonial America?</li> </ul> </li> </ul> <p><b>Harlem's Journey</b></p> <p>This lesson follows the rise and fall of Harlem in New York City, New York, from the promise of the Harlem Renaissance in the 1920s to the neglect after WWII that that led to declines in residents' quality of life. Today, Harlem is experiencing a revitalization, and this lesson traces the evolution of its social, economic, and cultural history.</p> <p><b>Compelling Question</b></p>

		<p>How did discrimination and wealth inequality contribute to the eventual decline of the Harlem Renaissance?</p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>● explain the importance of the Great Migration in transporting some of the brightest minds in America to Harlem in the early twentieth century,</li> <li>● analyze the contributions that a few individuals made in alerting the world to the Harlem Renaissance,</li> <li>● distinguish between the shining façade of the Harlem Renaissance and the grinding everyday life for average residents,</li> <li>● explain how the devastation of the Great Depression exacerbated the racial inequities in</li> <li>● America and initiated a rapid decline in the quality of life in Harlem, and</li> <li>● demonstrate how a revitalized interest in Harlem is creating economic challenges for longtime residents, including how to preserve the unique culture in the community.including how to preserve the unique culture in the community</li> </ul> <p><b>The Origins of Wealth Inequality in America</b>  The economic collapse of the 1930s caused the U.S. government to develop new policies to put Americans back on their feet again. Many of these programs centered on growing the housing stock and providing tools for households to begin generating wealth. Discrimination did not allow for Black Americans to have an equal opportunity at building a middle-class lifestyle—the bedrock of the American Dream. These inequities began an ever-widening wealth gap that has impacted generations far removed from the original policies.</p> <p><b><i>Compelling Question</i></b>  How did housing policies lead to the wealth gap between White and Black households?</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● recognize that a multitude of federal, state, and local government and private housing policies were initiated in the early twentieth century to keep Black Americans from homeownership,</li> <li>● describe the use of redlining maps and the implications for Black American financial opportunities, and</li> <li>● connect the government policies of the past to the significant wealth disparity that exists between White and Black households today.</li> </ul> <p>Economics 4a: Students will analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to</p>
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		encourage or discourage trade, and the flow of investment on patterns of international trade.
11th	Social Studies	<p>History 1a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>History 2a: Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p>History 2b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p> <p>History 3a: Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p>Reconstruction brought important changes including an end to slavery, enfranchisement, and greater autonomy for freedmen. However, political and economic inequality remained a fact of life for African Americans, particularly after the withdrawal of federal troops from the South. Interpretations of Reconstruction range from highly critical to a recognition of its significant achievements. There is general agreement that Reconstruction was a period of remarkable effort undermined by white Southerners and a disinterested Northern electorate. Legal, political, and economic opportunities would be delayed for another century.</p> <p><a href="#">The Reconstruction Era and the Fragility of Democracy</a> from Facing History and Ourselves</p> <p><b><u>Essential Question</u></b></p> <ul style="list-style-type: none"> <li>What can we learn from the history of Reconstruction as we work to strengthen democracy today?</li> </ul> <p><b>Lesson 1: The Power of Names</b></p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What do names reveal about a person's identity?</li> <li>What do names suggest about our agency and freedom in society?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Students will reflect on the notion that names can simultaneously project ideas about our identity to others, conceal parts of our identity from others, and represent values and traditions that have influenced our identity.</li> <li>Students will recognize that the ability to choose or change one's name represents a level of freedom and agency that has been</li> </ul>

		<p>denied to many oppressed peoples throughout history.</p> <p><b>Lesson 2: Enacting Freedom</b></p> <p>In the last lesson, students examined the choices of freedpeople in naming themselves and reflected on how the beliefs and expectations of the society we are born into can influence how we think about others and ourselves. In this lesson, they will consider the frequently used but rarely defined concept of freedom. By learning about the choices and aspirations of freedpeople immediately after Emancipation, students will consider what it means to be free, and they will consider what role freedom plays in their own lives. They will also begin to reflect on the question of whether one who is excluded from full and equal membership in society is truly free.</p> <p><b>Guiding Question</b></p> <ul style="list-style-type: none"> <li>• What is freedom? What does it mean to be free?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will understand that freedom is difficult to capture in a single definition, but individuals often experience it as independence in their daily choices about work, family, and religion, as well as in their exercise of political, economic, and social rights.</li> <li>• Students will recognize that both laws and customs, as well as individuals' choices, influence a society's definition of freedom.</li> </ul> <p><b>Lesson 4: Healing and Justice</b></p> <p>In the previous lesson, students learned about two unresolved challenges facing the United States immediately after the Civil War: how to define freedom and how to reunite two parts of the country torn apart by a miserable and bitter war. In this lesson, students will look closely at the actions of President Andrew Johnson to resolve these dilemmas through his plan for Reconstruction, as well as the ensuing debate his plan provoked with Congress. In the process, they will reflect on deeper issues of healing and justice in the aftermath of both a devastating war and a profound transformation of society.</p> <p><b>Guiding Question</b></p> <ul style="list-style-type: none"> <li>• After a civil war, how can a nation simultaneously heal and provide justice to all of its inhabitants?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will know that achieving the goals of healing and justice simultaneously after a civil war is a significant challenge for any country.</li> <li>• Students will realize that in times of crisis, questions about belonging and power in a nation can become a significant source of conflict and reveal the fragility of democracy.</li> </ul>
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		<p><b>Lesson 5: The Union as it Was</b></p> <p>In the last lesson, students learned about the opposing visions for Reconstruction offered by President Andrew Johnson and the Radical Republicans in Congress. In this lesson, students will examine documents that shed light on life in the South under the policies of Presidential Reconstruction in 1865 and 1866. In particular, they will see evidence of the reestablishment of the South “as it was,” a society based on white supremacy, which led many of Presidential Reconstruction’s opponents to wonder whether the Northern victory would bring about the changes in American society they desired.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• What does it mean to be free?</li> <li>• What rights and opportunities does one need in order to maintain and defend their freedom?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will understand that victory in a war does not necessarily mean that its underlying causes have been resolved.</li> <li>• Students will recognize that different groups sometimes have competing claims on justice. During Reconstruction, white Southern planters equated justice with protection of property they obtained in accordance with the laws at the time. Freedpeople equated justice with the right to possess land that they made valuable through their labor as slaves.</li> </ul> <p><b>Lesson 6: Radical Reconstruction and the Birth of Civil Rights</b></p> <p>In the previous two lessons, students analyzed the Reconstruction policies of President Andrew Johnson and learned about the conditions for freedpeople that emerged in Southern states under Presidential Reconstruction. In this lesson, they will learn about the responses to Johnson’s policies by Republicans in Congress. In particular, they will look closely at the Fourteenth Amendment that overturned Presidential Reconstruction. The Fourteenth Amendment introduced the concepts of national citizenship, civil rights, and equality into federal law and the US Constitution.</p> <p><b>Guiding Question</b></p> <ul style="list-style-type: none"> <li>• What can a nation’s laws reveal about that nation’s universe of obligation?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will acknowledge that one way a nation can define, both explicitly and implicitly, its universe of obligation is through its constitution and laws.</li> <li>• Students will recognize that a nation’s requirements for citizenship are one way that it uses laws to define who belongs, but nations do</li> </ul>
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		<p>not always treat citizens as equals.</p> <p><b>Lesson 7: Expanding Democracy</b>  In the previous lesson, students examined the laws and amendments that were signal achievements of the Reconstruction era. While doing so, they reflected on the ways that nations determine who belongs and express who is included in their universe of obligation. In this lesson, students will explore the consequences of the laws passed as part of Radical Reconstruction, and they will reflect on how the revolutionary changes that occurred because of these laws in the late 1860s and early 1870s affected the strength of American democracy.</p> <p><b>Guiding Question</b></p> <ul style="list-style-type: none"> <li>• What are the consequences of who a nation determines is entitled to equal rights and freedoms?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will see that the success of a democracy is dependent upon its definition of citizenship, how opportunities to participate in civic life are granted and protected, and how citizens choose to participate in its civic life.</li> <li>• Students will understand that democracy can be understood as an aspiration that nations strive toward. At the same time, nations can successfully become more democratic without fully achieving the goals of equality and justice.</li> </ul>
7th	ELA	<p><b>CommonLit 360: Unit 3: Brown Girl Dreaming</b>  This 360 Unit is centered on Jacqueline Woodson’s memoir Brown Girl Dreaming. In this unit, students examine Woodson’s early life in the 1960s and 1970s and how the world around her influences her dreams for the future. Students participate in Related Media Explorations to build key background knowledge about this historic time period. They read interviews with two activists who participated in the nonviolent movement to protest segregation and analyze an iconic painting depicting important events of the time period. While students build this important historical knowledge, they consider how Woodson was influenced by the people and events in the world around her and share their ideas through discussion and writing.</p>

		<p><b>Core Unit Texts</b></p> <p>All students engage with these texts throughout the unit.</p> <table> <tr> <th>Title, Author &amp; Genre</th><th>Lexile</th><th>Description</th></tr> <tr> <td><i>Brown Girl Dreaming</i> by Jacqueline Woodson (Memoir)</td><td>990L</td><td>In <i>Brown Girl Dreaming</i>, Jacqueline Woodson tells the story of her childhood in the 1960s and 1970s. In beautiful poems, Woodson describes life growing up in South Carolina and New York. She writes of her growing awareness of the world around her, the influential figures in her life, and the joy of finding passion in storytelling. <i>Brown Girl Dreaming</i> has won multiple awards, including the Coretta Scott King Book Award and the National Book Award for Young People's Literature.</td></tr> </table> <p><b>Choice Board Texts</b></p> <p>Students choose from these texts for a portion of this unit.</p> <table> <tr> <th>Title, Author &amp; Genre</th><th>Lexile</th><th>Description</th></tr> <tr> <td>The First Time John Lewis and I Integrated the Buses by Bernard Lafayette Jr. (Interview)</td><td>970L</td><td>In this interview, Civil Rights Activist Bernard Lafayette, Jr. describes his experiences working with late Senator John Lewis to desegregate public buses in the South during the Freedom Rides.</td></tr> <tr> <td>Transcript of Full Joseph McNeil Interview by <i>Newsday</i> (Interview)</td><td>970L</td><td>In this interview, Joseph McNeil, a retired major general in the United States Air Force, describes his experience participating in the sit-in movement at a Woolworth's lunch counter in North Carolina.</td></tr> </table> <p><b>CommonLit 360 Unit 5: Influential Voices</b></p> <p>In this 360 Unit, students learn about the techniques effective speakers use to appeal to and engage their audiences. This unit features a wide range of speeches: from Sojourner Truth's well known "Ain't I a Woman?" speech on women's rights, to Oprah Winfrey's eulogy for Rosa Parks, to Steve Jobs's inspirational commencement address at Stanford University. Students read and watch videos of speeches and analyze the speakers' rhetoric. Writing lessons focus on summarizing evidence and analyzing tone. In preparation for the unit's Culminating Task, students independently read and watch a video of a speech they select from a curated set. Students demonstrate their mastery of the unit's reading and writing skills by writing an explanatory essay about how that speaker uses rhetoric to persuade their audience. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.</p>	Title, Author & Genre	Lexile	Description	<i>Brown Girl Dreaming</i> by Jacqueline Woodson (Memoir)	990L	In <i>Brown Girl Dreaming</i> , Jacqueline Woodson tells the story of her childhood in the 1960s and 1970s. In beautiful poems, Woodson describes life growing up in South Carolina and New York. She writes of her growing awareness of the world around her, the influential figures in her life, and the joy of finding passion in storytelling. <i>Brown Girl Dreaming</i> has won multiple awards, including the Coretta Scott King Book Award and the National Book Award for Young People's Literature.	Title, Author & Genre	Lexile	Description	The First Time John Lewis and I Integrated the Buses by Bernard Lafayette Jr. (Interview)	970L	In this interview, Civil Rights Activist Bernard Lafayette, Jr. describes his experiences working with late Senator John Lewis to desegregate public buses in the South during the Freedom Rides.	Transcript of Full Joseph McNeil Interview by <i>Newsday</i> (Interview)	970L	In this interview, Joseph McNeil, a retired major general in the United States Air Force, describes his experience participating in the sit-in movement at a Woolworth's lunch counter in North Carolina.
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8th	ELA	<p><b>CommonLit 360: Unit 2: Conveying Courage</b></p> <p><b>Essential Question:</b> What is courage? How do writers share their messages of courage?</p> <p>In some of our darkest moments, words can inspire the courage to forge ahead and change the world.</p>															

## Core Unit Texts

All students engage with these texts throughout the unit.

Title, Author & Genre	Lexile	Description
"Letter from Frederick Douglass to Harriet Tubman" by Frederick Douglass ( <i>Letter</i> )	1220L	In his letter to Harriet Tubman, Frederick Douglass juxtaposes his publicly acknowledged acts of courage with Tubman's secret courageous acts.
"Invictus" by William Ernest Henley ( <i>Poem</i> )	Non-Prose	Henley explores the idea of courage as a choice between giving into fear or continuing on in spite of it.
"Sonnet" by James Weldon Johnson ( <i>Poem</i> )	Non-Prose	Johnson uses juxtaposition to show that it is courageous to choose hope when it might be easier to give into despair.
"General Eisenhower's Order of the Day" by General Dwight D. Eisenhower ( <i>Historical Document</i> )	860L	General Eisenhower motivates soldiers in World War II with the message that courage is doing what is right, even when it's dangerous.
"JFK's 'Race to Space' Speech" (excerpted) by President John F. Kennedy ( <i>Speech</i> )	1350L	In this speech, Kennedy develops the idea that courage is taking risks that others have not taken before.
"A Litany for Survival" by Audre Lorde ( <i>Poem</i> )	Non-Prose	Lorde demonstrates the courage a person needs to live their life while others attempt to diminish them.
"Still I Rise" by Maya Angelou ( <i>Poem</i> )	Non-Prose	Angelou explores the idea that courage is having pride in yourself while staring down those who want you to be meek.

## Choice Board Texts

Students choose from these texts for a portion of this unit.

Title, Author & Genre	Lexile	Description
"The Miracle of Morning" by Amanda Gorman ( <i>Poem</i> )	Non-Prose	In this video, Gorman recites a poem that she wrote during the coronavirus pandemic.
"The Danger of Silence" by Clint Smith ( <i>Poem</i> )	Non-Prose	In this video, Smith recites a short, powerful poem about finding courage.

## CommonLit 360 Unit 3 Twelve Angry Men

This 360 Unit is centered around Reginald Rose's play *Twelve Angry Men*, an exploration of how a single juror can influence the outcome of a case. In this unit students examine how each of the jurors grapple with the responsibility of finding a defendant "guilty" or "not guilty". Students have the opportunity to read the play aloud as a class, while tracking the development of specific jurors as the drama unfolds. Students participate in Related Media Explorations that expose them to the jury deliberation process and the effects of a diverse jury on case outcomes. In addition, they read informational texts that provide knowledge building for major concepts in the play. As the unit culminates, students engage in a discussion about character development to inform their understanding of the benefits and challenges of a jury. To demonstrate their learning, students will craft a literary analysis essay by learning how to incorporate academic language and context for their evidence within their writing.

## Core Unit Texts

All students engage with these texts throughout the unit.

Title, Author & Genre	Lexile	Description
<i>Twelve Angry Men</i> by Reginald Rose (Drama)	Non-Prose	Reginald Rose's <i>Twelve Angry Men</i> is a drama about twelve jurors deliberating the fate of a young man accused of murdering his father. As students read the play, they analyze how characters interact and develop throughout a text, and how dialogue develops character and builds theme.
"Presumption of Innocence" by New York Courts (Informational)	1020L	This text from NY Courts explains what is meant by "presumption of innocence" and explicitly states that it is the job of the prosecution to prove that a defendant is guilty in any trial. The text also clearly defines "burden of proof" and "beyond a reasonable doubt" and helps students understand more about the expectations of jurors to ensure that the verdict is fair and impartial.
"What is Confirmation Bias?" by Shahram Heshmat, Ph.D (Informational)	1040L	In this article from <i>Psychology Today</i> , the author discusses confirmation bias, which can lead people to ignore or misrepresent evidence from the world around them. Through this informational text, students gain an understanding of confirmation bias and how it affects both our perceptions of others and our decision-making.
"False Memories and How They Form" by Kendra Cherry (Informational)	960L	Kendra Cherry explores the ways in which the human brain recalls past experiences, and how these may not be accurate due to an array of neurological and psychological reasons. Cherry suggests that the possibility of false memories poses a challenge when examining eyewitness testimonies in a court of law.

## CommonLit 360 Unit 5: Not That Different

Essential Question: How does "othering" affect individuals and humanity in general? What does the way a person treats others reveal about them?

In this 360 Unit, students explore the phenomenon of othering, or treating someone as if they don't fit into the norm. They consider its impact on both individuals and society. Students read texts that illustrate othering in multiple settings and contexts, including realistic fiction, science fiction, nonfiction, and poetry. These different genres give students opportunities to discuss and contemplate what their treatment of others might reveal about themselves. Students strengthen their writing through lessons that support precision of word choice, analysis, and revision. As students consider the impact of othering, they strengthen their analytical reading, writing, and discussion skills and learn new vocabulary that helps them articulate their ideas in more sophisticated ways. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.

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9th	ELA	<p><b>English Language Arts:</b></p> <p><b>Taking a Stand: Expeditionary Learning Education</b></p> <p>To Kill a Mockingbird is one of the most commonly taught books in American schools. Beloved by many readers and educators as a story of moral courage, it has also been criticized for its limited portrayal of Black characters, dated treatment of racism, and promotion of a "white savior" narrative. This complex novel can be the entry point for meaningful learning, but it demands a careful and intentional approach in the classroom.</p> <p>At a time when many in the United States and around the world are reckoning with systemic racism, responsibly teaching Mockingbird involves setting Harper Lee's fictional story in its historical context, centering Black voices that are missing from the text, and examining the story and its messages with a critical lens.</p> <p>Students will continue to develop their ability to closely read text while studying the theme of taking a stand. During the first half of Unit 1, students will read two speeches reflecting examples of real people taking a stand. By reading these speeches they will build background knowledge about the module's overarching theme, engage in a study of the speaker's perspective, and analyze the craft of forming an argument. In the second half of Unit 1, students will read Part 1 of To Kill a Mockingbird by Harper Lee and continue to study the theme of taking a stand as it is revealed in the novel. Students will engage in a character study of Atticus by analyzing his actions and words, and what others say about him, to better understand him as a character. This analysis will provide details and evidence for students to use in their end of Unit 2 argument essay. In addition to reading and studying the text, students will view excerpts of the To Kill a Mockingbird film that strongly convey the novel's themes, and they will analyze how the film remains true to the original text as well as how it veers</p>																					

		<p>from the original. In Unit 2, students will continue to study the theme of taking a stand as they finish the novel. They will develop their argument writing skills through scaffolded writing lessons, culminating in a literary analysis essay in which they argue whether or not it made sense, based on Atticus's character, for him to have taken a stand and defend Tom Robinson. In Unit 3, having finished the novel, students will return to key quotes from the novel that relate to the themes of the Golden Rule and Taking a Stand. Final Performance task, after viewing "The Danger of a Single Story," students will form groups to create a Readers Theater text to illustrate the narrative from Tom Robinson's point of view. Reader's theater text will include references from the text and social issues Tom Robinson and his family would have encountered in the setting of To Kill a Mockingbird.</p> <p>Central Texts 1. Harper Lee, To Kill a Mockingbird (New York: Warner Books, 1982), ISBN: 978-0-446-31486-2. 2. Shirley Chisholm, "Equal Rights for Women," speech made on May 21, 1969. 3. Sojourner Truth, "Ain't I a Woman?" speech made in May 1851. 4. Lyndon Johnson, "The Great Society," speech made on May 22, 1964. 5. To Kill a Mockingbird, film directed by Robert Mulligan (and starring Gregory Peck), 1962. 6. Robert Hayden, "Those Winter Sundays," 1966. 7. Countee Cullen, "Incident," 1925. 8. Ella Wheeler Wilcox, "Solitude," 1883, Danger of A Single Story, Chimamanda Ngozi Adichie</p>
10th	ELA	<p><b>CommonLit 360 Unit 1: Coming of Age</b></p> <p>Essential Question: What experiences lead us from childhood into adulthood?</p> <p>This 360 Unit is anchored around five engaging short stories that illuminate both the exhilaration and the pain inherent in the transition from adolescence to adulthood: "Safety of Numbers," "Through The Tunnel," "American History," "Eraser Tattoo," and "Marigolds." In their struggles to become independent, the protagonists in each of these stories often come to painful realizations about adults and the world around them. To help students further engage with the coming of age themes in the unit, students read "Growing Up: Key Moments," an informational text about the pivotal experiences that we undergo during the transition from childhood to adulthood. Students also read an informational text about the impact of the assassination of John F. Kennedy to build background knowledge for the short story "American History." Students work collaboratively during a Related Media Exploration featuring videos that explore the role of risk-taking and peer relationships in a person's coming of age journey.</p>

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12th	ELA	<p><b>CommonLit 360 Unit 1: Memoirs</b></p> <p>In this 360 Unit, students learn how to write memoirs and application essays that capture their personal stories. Students first read engaging memoirs and consider how important moments, people, and places shape who we are and teach us important life lessons. They also read model student application essays to understand how writers can use a variety of techniques to promote their best traits. Students then brainstorm defining moments and experiences that tell the story of who they are. As students move through the writing process, they will strengthen their narrative writing skills and learn techniques to structure their writing, incorporate voice, and address a specific audience. Through discussion, freewriting, drafting, peer review exercises, and multiple rounds of revision, students produce memoirs and application essays that they can use beyond the classroom.</p>																								

		<b>Core Unit Texts</b> All students engage with these texts throughout the unit.		
		Title, Author & Genre	Lexile	Description
		"Crying in H Mart" by Michelle Zauner ( <i>Memoir</i> )	1150	This poignant memoir explores the important link between culture and identity. Writer Michelle Zauner describes how visits to H Mart grocery stores evoke joyful memories of her mother and reconnect her with her Korean roots. As students read, they will analyze how the author develops relationships between characters.
		"Chameleon" by Trevor Noah ( <i>Memoir</i> )	650	"Chameleon," from Trevor Noah's best-selling memoir <i>Born a Crime</i> , explores how identity can be shaped by several factors. Noah describes his experience as a mixed-race child in South Africa and reflects on how his identity developed. As students read, they will analyze how the author uses scenes to develop multiple themes.
		"The Monster of Kings Island" by Christopher Bollen ( <i>Memoir</i> )	1020	In this lighthearted memoir, a writer looks back on the moment when he overcame a childhood fear and learned about the universal nature of fear. As students read, they will analyze how the author uses structure to develop meaning.
		"Model Application Essay 1" by Brittany Stinson ( <i>Essay</i> )	1170	In this engaging application essay, a student uses her childhood trips to Costco to demonstrate her love for learning and adventure. As students read, they will analyze how the author's use of imagery and diction develops theme and purpose.
		"Model Application Essay 2" by Anonymous ( <i>Essay</i> )	N/A	This application essay drops readers right into a dramatic scene as the writer recounts their experience handling a family health crisis and how it contributed to their personal growth. As students read, they will analyze how the author's use of structure develops meaning.

f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Grade-level	Content Area(s)	Lessons/Resources
7th	Social Studies	<p><b>Economic Spotlight</b> Economic Spotlight focuses on women and minorities who have made major contributions to the field of economics.</p> <p><b>Dr. Sadie T. M. Alexander, born 1898</b> First African American woman to earn a Ph.D. from Univ. of Pennsylvania and second African American woman in the United States with a Ph.D. An economist and lawyer Dissertation: The Standard of Living Among One Hundred Negro Migrant Families in Philadelphia</p> <p><b>Dr. Willene A. Johnson, born 1947</b> Attended Bronx HS of Science, the only technical school in NYC that accepted girls to study math. Earned Ph.D. in economics at Columbia University Are women economically active in Tanzanian cities?</p> <p><b>Dr. Raphael William Bostic, born 1966</b> Graduated from Harvard in 1987 with majors in psychology and economics. Earned his Ph.D. in economics from Stanford University. First African American and openly gay person to be president of a Federal Reserve Bank. Research for Dr. Bostic's Dissertation found that lenders were influenced by the borrower's skin color.</p> <p><b>Dr. Belinda Archibong</b> A native of Nigeria, she graduated from Columbia University studying economics and philosophy. Focuses on sustainable development to protect people and the environment.</p>



		Could a lack of access to public services in a school have a direct relationship to violent activity in the area later?
7th	ELA	<p><b>The Harlem Renaissance: Curriculum Unit from Expeditionary Learning Education:</b></p> <p>Can we “find fuel for the future in the past”? Poet Nikki Grimes asks this question in her poem “Emergency Measures,” the first in her collection <i>One Last Word: Wisdom from the Harlem Renaissance</i>. As Grimes does in her book, students will spend the module pondering the wisdom from works created during the Harlem Renaissance. First students will explore scenes and songs from a play, poems, and artwork to experience the explosion of creativity and ideas of collaboration and innovation. Then students examine political artwork and cartoons, informative articles, and short stories to explore the social and political context of the Harlem Renaissance. Finally, students explore the legacy of the Harlem Renaissance, turning back to Nikki Grimes and her collection of poems crafted with lines from Harlem Renaissance poets. Students consider whether they and contemporary writers, singers, and musicians truly can “find fuel for the future in the past.”</p> <p>In Unit 1, students explore collaboration in the Harlem Renaissance, noting how the Harlem Renaissance was an explosion and confluence of art, music, and literature. Students first examine scenes and songs from the Broadway musical <i>Shuffle Along</i>, experiencing this celebratory text that transformed American musical theater and was created through the collaboration of Eubie Blake, Noble Sissle, F. E. Miller, and Aubrey Lyles. Students analyze how the musical and textual techniques in the play affect meaning and develop themes such as love persevering through tough times. Similarly, students explore the thematic connections of triumph over hardships in the poem “Lift Every Voice and Sing” by James Weldon Johnson and the song and sculpture inspired by the text. Students then analyze iconic poems such as “The Negro Speaks of Rivers” by Langston Hughes, “Calling Dreams” and “Hope” by Georgia Douglas Johnson, and Claude McKay’s “I Shall Return.” In each of these poems, students analyze the structure, figurative language, and themes such as drawing strength from the past and overcoming adversity to fulfill one’s dreams. Students conclude their exploration of collaboration and cultural confluence in a collaborative discussion comparing McKay’s poem to artwork by Meta Warrick Fuller and Winold Reiss for thematic connections around drawing strength from and longing for home or Africa.</p> <p>In Unit 2, students explore the social and political context of the Harlem Renaissance by reading short informational texts and examining visual art. Students learn how the Harlem Renaissance occurred during the era of the Great Migration, Jim Crow laws, and the racial violence of post-Civil War America. They then read two short stories, “His Motto” by Lottie Burrell Dixon and “The Boy and the Bayonet” by Paul Laurence Dunbar, analyzing point of view and the interactions between story elements, such as character, plot, and setting. Additionally, students discuss how both stories develop themes about working hard to achieve dreams and how community</p>

		<p>helps to bring out our best selves. Students continue their exploration of the Harlem Renaissance context by engaging with literary argument writing. Students examine a model literary argument essay then write pair and independent essays, discussing how three pieces of work from the Harlem Renaissance are connected by themes such as looking to the past for strength, collaboration and community to bring out one's best self, and dreams giving life meaning and purpose. In Unit 3, students explore the contemporary legacy of the Harlem Renaissance by examining short informational and literary texts, visual art, and performances to further develop their sense of how the Harlem Renaissance continues to impact us today. To develop their background knowledge about this legacy, students analyze Nikki Grimes' poem "Emergency Measures," original artwork associated with the poem, and Alvin Ailey American Dance Theater's ballet, "Uptown," which was inspired by the people, places, art, music, and writing of the Harlem Renaissance. Then students study several of Nikki Grimes' poems in conjunction with the poetry of the Harlem Renaissance, learning how Grimes uses lines from poets such as Langston Hughes and Georgia Douglas Johnson to create her own poems which develop themes similar to those of the Harlem Renaissance but in a contemporary context. Students continue their exploration of the legacy of the Harlem Renaissance by creating a museum exhibit, which includes three pieces from the Harlem Renaissance and one contemporary piece that they have studied or created themselves. Students write a curator's statement explaining how the works are connected by theme and create labels discussing the details of structure, language, and theme in each piece. Students practice and revise the presentation of their curator's statements and labels preparing for the Harlem Renaissance museum, in which students contribute to making a better world by sharing these important works with their community.</p> <p>The texts for the module contain references to sensitive topics such as racism, oppression, racial violence, and life challenges. The poems, short stories, and artwork address these complex issues of racism. The supplemental texts examined throughout the module help to explain the collaboration, socio-political context, and legacy of the Harlem Renaissance. In tackling issues of racism, oppression, racial violence, and life challenges, the texts examined across this module raise issues that may be upsetting, painful, or confusing for students. The design of this module aims to support students as they process sensitive or challenging passages. Across lessons, teaching notes call attention to specific passages that may be especially troubling for students and offer suggestions for helping students process the content of these passages with strength and compassion. Instructional decisions throughout the module, too, equip students with the literacy skills necessary to interpret the writers' choices and their development of themes around hope and perseverance.</p>
8th	Social Studies	<p><b>Were Nat Turner's actions justified?</b></p> <hr/> <p><b>Lesson Overview</b></p> <p>The actions of Nat Turner, an enslaved African American preacher, were shocking to many Americans. Beginning in the late summer of 1832, Turner led a band of enslaved people through the south, and they killed many white</p>

		<p>men, women, and children in the hopes of liberating other enslaved people. Were their actions a justified response to lives of toil, violence, mistreatment, and hopelessness?</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• <i>Were Nat Turner's actions justified?</i></li> </ul>																																	
8th	ELA	<p><b>CommonLit 360: Unit 2: Conveying Courage</b></p> <p><b>Essential Question:</b> What is courage? How do writers share their messages of courage?</p> <p>In some of our darkest moments, words can inspire the courage to forge ahead and change the world.</p> <p><b>Core Unit Texts</b></p> <p>All students engage with these texts throughout the unit.</p> <table border="1"> <thead> <tr> <th>Title, Author &amp; Genre</th><th>Lexile</th><th>Description</th></tr> </thead> <tbody> <tr> <td>"Letter from Frederick Douglass to Harriet Tubman" by Frederick Douglass (<i>Letter</i>)</td><td>1220L</td><td>In his letter to Harriet Tubman, Frederick Douglass juxtaposes his publicly acknowledged acts of courage with Tubman's secret courageous acts.</td></tr> <tr> <td>"Invictus" by William Ernest Henley (<i>Poem</i>)</td><td>Non-Prose</td><td>Henley explores the idea of courage as a choice between giving into fear or continuing on in spite of it.</td></tr> <tr> <td>"Sonnet" by James Weldon Johnson (<i>Poem</i>)</td><td>Non-Prose</td><td>Johnson uses juxtaposition to show that it is courageous to choose hope when it might be easier to give into despair.</td></tr> <tr> <td>"General Eisenhower's Order of the Day" by General Dwight D. Eisenhower (<i>Historical Document</i>)</td><td>860L</td><td>General Eisenhower motivates soldiers in World War II with the message that courage is doing what is right, even when it's dangerous.</td></tr> <tr> <td>"JFK's 'Race to Space' Speech" (excerpted) by President John F. Kennedy (<i>Speech</i>)</td><td>1350L</td><td>In this speech, Kennedy develops the idea that courage is taking risks that others have not taken before.</td></tr> <tr> <td>"A Litany for Survival" by Audre Lorde (<i>Poem</i>)</td><td>Non-Prose</td><td>Lorde demonstrates the courage a person needs to live their life while others attempt to diminish them.</td></tr> <tr> <td>"Still I Rise" by Maya Angelou (<i>Poem</i>)</td><td>Non-Prose</td><td>Angelou explores the idea that courage is having pride in yourself while staring down those who want you to be meek.</td></tr> </tbody> </table> <p><b>Choice Board Texts</b></p> <p>Students choose from these texts for a portion of this unit.</p> <table border="1"> <thead> <tr> <th>Title, Author &amp; Genre</th><th>Lexile</th><th>Description</th></tr> </thead> <tbody> <tr> <td>"The Miracle of Morning" by Amanda Gorman (<i>Poem</i>)</td><td>Non-Prose</td><td>In this video, Gorman recites a poem that she wrote during the coronavirus pandemic.</td></tr> <tr> <td>"The Danger of Silence" by Clint Smith (<i>Poem</i>)</td><td>Non-Prose</td><td>In this video, Smith recites a short, powerful poem about finding courage.</td></tr> </tbody> </table>	Title, Author & Genre	Lexile	Description	"Letter from Frederick Douglass to Harriet Tubman" by Frederick Douglass ( <i>Letter</i> )	1220L	In his letter to Harriet Tubman, Frederick Douglass juxtaposes his publicly acknowledged acts of courage with Tubman's secret courageous acts.	"Invictus" by William Ernest Henley ( <i>Poem</i> )	Non-Prose	Henley explores the idea of courage as a choice between giving into fear or continuing on in spite of it.	"Sonnet" by James Weldon Johnson ( <i>Poem</i> )	Non-Prose	Johnson uses juxtaposition to show that it is courageous to choose hope when it might be easier to give into despair.	"General Eisenhower's Order of the Day" by General Dwight D. Eisenhower ( <i>Historical Document</i> )	860L	General Eisenhower motivates soldiers in World War II with the message that courage is doing what is right, even when it's dangerous.	"JFK's 'Race to Space' Speech" (excerpted) by President John F. Kennedy ( <i>Speech</i> )	1350L	In this speech, Kennedy develops the idea that courage is taking risks that others have not taken before.	"A Litany for Survival" by Audre Lorde ( <i>Poem</i> )	Non-Prose	Lorde demonstrates the courage a person needs to live their life while others attempt to diminish them.	"Still I Rise" by Maya Angelou ( <i>Poem</i> )	Non-Prose	Angelou explores the idea that courage is having pride in yourself while staring down those who want you to be meek.	Title, Author & Genre	Lexile	Description	"The Miracle of Morning" by Amanda Gorman ( <i>Poem</i> )	Non-Prose	In this video, Gorman recites a poem that she wrote during the coronavirus pandemic.	"The Danger of Silence" by Clint Smith ( <i>Poem</i> )	Non-Prose	In this video, Smith recites a short, powerful poem about finding courage.
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10th	ELA	<p><b>English Language Arts:</b></p> <p><b><a href="#">How Do We Determine the Right Thing to Do? (Unit from Odell Education)</a></b></p> <p>How do we determine the right thing to do? Because we live in societies, many of our personal decisions affect others. Philosophers in the field of ethics have long attempted to craft frameworks for thinking about how to make those decisions ethically. In this unit, we will explore the concept of</p>																																	

		<p>ethical decision making. As a class, we begin by examining some ethical approaches, such as utilitarianism and rights, through analyzing traditional texts and interactive media. We will then form research teams to investigate how those frameworks can be used to inform our decision making in different realms of society, such as in sports, the environment, medicine, social justice, and identity. Our work will culminate in presentations from each research team and individual narrative reflections to demonstrate our understanding of the role ethical thinking can play in the decision making of our communities and personal lives.</p> <p><b>The Immortal Life of Henrietta Lacks</b>  For more than 50 years, almost nothing was known about Henrietta Lacks, one of the most influential persons in modern medicine, until Rebecca Skloot decided to tell her story in <i>The Immortal Life of Henrietta Lacks</i>. Skloot’s book was a New York Times Best Seller for more than six years and won numerous prestigious awards. We will examine the author’s techniques to uncover how a writer tells a complex story that unfolds over a century and involves the representation of multiple key people and perspectives. We will also examine how materials in other mediums—painting, poem, scientific journal, and film—portray Henrietta Lacks and the legacy she left with regard to class, race, ethics, and science. Through this study, we will examine the Central Question: How do we tell someone else’s story?</p>
11th	ELA	<p><b>CommonLit 360 Unit 2: Their Eyes Were Watching God</b></p> <p>Essential Question: How does one realize their authentic self in spite of societal norms and the expectations of others?</p> <p>In this 360 Unit, students read the iconic American novel <i>Their Eyes Were Watching God</i> by Zora Neale Hurston and consider why her work is considered a masterpiece and its continued relevance to life today. Students discuss themes related to self-determination, the way language affects how people see themselves, and how societal expectations about race and gender prevent people from realizing the lives they want. They also analyze Hurston’s masterful use of language. Through a Related Media Exploration, students learn about Hurston’s background as an anthropologist, factors that influence dialect, and how language can be used to celebrate a people. The supporting texts in the unit provide historical and cultural context that supports a deeper understanding of the novel and its themes.</p>

		<b>Core Unit Texts</b> All students engage with these texts throughout the unit.		
		<b>Title, Author &amp; Genre</b>	<b>Lexile</b>	<b>Description</b>
		<i>Their Eyes Were Watching God</i> by Zora Neale Hurston (Novel)	N/A	This classic American novel introduces readers to Janie, a young Black woman living in the Reconstruction South, and follows her on her quest for love and self-fulfillment. Through Janie's story, Zora Neale Hurston explores themes of self-determination, societal expectations, and the power of language.
		"Three Black Towns: An Excerpt from <i>Black Landscapes Matter</i> " by Kofi Boone (Informational)	1460	This informational text describes the creation of three Black towns after Emancipation and during the Reconstruction period in America. As they read, they analyze the interaction of complex ideas in a nonfiction text and apply their understanding of how an author's choices of setting affect the plot in fiction.
		"Craving Freedom, Japan's Women Opt Out of Marriage" by Mokoto Rich (Informational)	1290	This article explores why some young Japanese women are postponing or forgoing marriage. As students read, they trace how a central idea develops by drawing connections between a complex set of ideas.
		"Slowly: a plainsong from an older woman to a younger woman" by Judy Grahn (Poem)	N/A	By reading this poem, students gain an understanding of how society's view of older women affects women as they age. In this poem, they will consider how societal judgment of aging leads to an inner struggle for older women.

- g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.

Grade-level	Content Area(s)	Lessons/Resources
7th	Social Studies	<b>Economic Systems Lesson 4: How Cultural Values Affect Production Decisions</b>  <b>Driving Question:</b> <ul style="list-style-type: none"> <li>How do cultural values affect the way a society might answer the three basic economic questions?</li> </ul> <b>Enduring Understanding:</b> Cultural values, when applied to economic systems, include religious beliefs, governmental structures, and customs. Religious beliefs can heavily influence the production, allocation, and exchange of goods and services. For example, in an Amish economy, religion dictates how goods and services are produced. Culture also includes government structures and the degree to which government influences the decisions about production, distribution, and exchange. Because the American economic system is a mixed market system, there are instances of government intervention to protect property rights, ensure competition, promote equity in the distribution of goods and services, regulate businesses, provide public goods and services, and correct for externalities. Like religion and government structures, customs will also determine how goods are produced, distributed, and exchanged. Anyone who has ever ordered a favorite food while away from home and received a product that was not anything like what they expected has experienced how customs vary and influence the production of goods and services.  <b>Objectives:</b> <ul style="list-style-type: none"> <li>Understand how cultural values vary and influence production decisions.</li> </ul>

		<ul style="list-style-type: none"> <li>• Understand how cultural values change over time to affect the production decisions of various economic systems.</li> <li>• Read and analyze text for impacts of cultural values on production decisions.</li> </ul> <p><b>Economic Systems: Lesson 3 - Broad Social Goals</b></p> <hr/> <p><b>Lesson Overview</b> Students learn about the six broad social goals and create their own utopian society by rating these goals. Reading two student diaries, they make judgments about the goals that are valued most in command and in market economies and determine what type of economic system each student lives.</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• How do different economic systems value the broad social goals?</li> </ul> <p><b>Objectives</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the broad social goals of an economic system.</li> <li>• Explain how broad social goals are valued in a command and in a market economy.</li> </ul> <p><b>Enduring Understanding</b> The same basic problem confronts different economic systems. How each nation deals with the fundamental economic problem of scarce resources and unlimited wants is determined by its economic system. All economic systems strive to achieve a set of broad social goals, including economic efficiency, equity, freedom, growth, security and stability. How these goals are prioritized, and how successful an economy is at attaining these goals through its laws, public policies, and system of economic incentives, determines how well it improves the quality of life for its citizens. Different nations and types of economic systems tend to value some goals more than others. However, at the beginning of the 21st century, more and more nations are moving away from command economics and relying on market systems to allocate their scarce resources.</p> <p>Civics 2b: Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers. Civics 3a: Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How might civil and property rights protect citizens from the government? From each other?</li> <li>• How do rights help define and secure our freedom?</li> <li>• How might our freedom be threatened without civil and property rights?</li> </ul> <p>Students will learn that...</p>
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		<ol style="list-style-type: none"> <li>1. They must understand the following academic vocabulary to master this standard: civil rights, property rights, secure, civil rights help ensure that people are treated equally.</li> <li>2. Some civil rights protect citizens from discrimination. They also define and secure our political freedom.</li> <li>3. To be free in a political sense (political freedom) one should be able to exercise rights such as register to vote and vote without restrictions, run for any office, speak and write for or against public policies, support candidates of their own choosing, petition the government, contribute to a campaign, protest, join a political party, and receive a quality education that includes learning about the civil rights that one has.</li> <li>4. Property rights include the rights to acquire, own, use and dispose of property, and to exclude others from using that property.</li> <li>5. To be free in an economic sense, citizens should be able to acquire, own, use and dispose of their property in a manner of their own choosing.</li> <li>6. Civil and property rights are essential protections in a democratic society because both governments and majorities are capable of abusing powers in ways that bring harm to others and erode their freedom.</li> <li>7. Citizens are expected to exercise and defend civil and property rights, or they risk losing them.</li> </ol> <p>Rights possessed by citizens in any society help define their freedom by identifying what they are at liberty to say and do. Rights also secure citizens' freedom by prohibiting governments and others from taking actions that whittle away at what people are entitled to say and do. History is littered with examples of actions that deny individuals freedoms to attend schools, pursue occupations, serve in the military, marry, vote, purchase homes in certain neighborhoods etc. Those living in a free society who fail to exercise their rights (e.g., to speak out, petition, protest actions that threaten our liberty) risk an erosion or loss of their freedom.</p> <p><b>Our Nation's Report Card</b></p> <hr/> <p><b>Lesson Introduction:</b> In this lesson students will reflect on the principles upon which this nation was founded as well as the major events that have shaped this nation to address the question: to what extent have the American people lived up to the principles of the American political system? Students will assign the nation a grade based on their perceptions of the degree to which the people of the United States have lived up to their nation's fundamental principles.</p> <p><b>Delaware Social Studies Standard:</b></p>
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		<ul style="list-style-type: none"> <li>● <b>Civics Standard 2b [Politics]:</b> Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.</li> </ul> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>● To what extent have the American people lived up to the principles embedded in the nation’s founding documents?</li> </ul> <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● Students will understand that, while disparities have always existed between the realities of daily life and the ideals of American democracy, the preservation and improvement of American constitutional democracy depends largely on the efforts of each succeeding generation to live up to these principles and narrow the disparities.</li> </ul> <p><b>Are Three Generations Enough?</b></p> <hr/> <p><i>Estimated Time: 150 minutes</i></p> <p><b>Lesson Introduction:</b> In this lesson, the <i>Buck v Bell</i> Supreme Court decision and its effects will be used to help students understand why civil rights are essential protections for American citizens.</p> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>● Why are civil rights considered essential protections for United States citizens?</li> </ul> <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● Students will understand that, over the course of American history, people deemed “unfit” by the majority have been treated in ways now considered to be inhumane and in violation of the principles to which our nation is committed. This is one reason why civil rights are essential protections for American citizens.</li> </ul>
7th	ELA	<p><b>CommonLit 360: Unit 3: Brown Girl Dreaming</b></p> <p>This 360 Unit is centered on Jacqueline Woodson’s memoir <i>Brown Girl Dreaming</i>. In this unit, students examine Woodson’s early life in the 1960s</p>



		<p>and 1970s and how the world around her influences her dreams for the future. Students participate in Related Media Explorations to build key background knowledge about this historic time period. They read interviews with two activists who participated in the nonviolent movement to protest segregation and analyze an iconic painting depicting important events of the time period. While students build this important historical knowledge, they consider how Woodson was influenced by the people and events in the world around her and share their ideas through discussion and writing.</p> <p><b>Core Unit Texts</b></p> <p>All students engage with these texts throughout the unit.</p> <table> <tr> <th>Title, Author &amp; Genre</th><th>Lexile</th><th>Description</th></tr> <tr> <td><i>Brown Girl Dreaming</i> by Jacqueline Woodson (Memoir)</td><td>990L</td><td>In <i>Brown Girl Dreaming</i>, Jacqueline Woodson tells the story of her childhood in the 1960s and 1970s. In beautiful poems, Woodson describes life growing up in South Carolina and New York. She writes of her growing awareness of the world around her, the influential figures in her life, and the joy of finding passion in storytelling. <i>Brown Girl Dreaming</i> has won multiple awards, including the Coretta Scott King Book Award and the National Book Award for Young People's Literature.</td></tr> </table> <p><b>Choice Board Texts</b></p> <p>Students choose from these texts for a portion of this unit.</p> <table> <tr> <th>Title, Author &amp; Genre</th><th>Lexile</th><th>Description</th></tr> <tr> <td>The First Time John Lewis and I Integrated the Buses by Bernard Lafayette Jr. (Interview)</td><td>970L</td><td>In this interview, Civil Rights Activist Bernard Lafayette, Jr. describes his experiences working with late Senator John Lewis to desegregate public buses in the South during the Freedom Rides.</td></tr> <tr> <td>Transcript of Full Joseph McNeil Interview by Newsday (Interview)</td><td>970L</td><td>In this interview, Joseph McNeil, a retired major general in the United States Air Force, describes his experience participating in the sit-in movement at a Woolworth's lunch counter in North Carolina.</td></tr> </table>	Title, Author & Genre	Lexile	Description	<i>Brown Girl Dreaming</i> by Jacqueline Woodson (Memoir)	990L	In <i>Brown Girl Dreaming</i> , Jacqueline Woodson tells the story of her childhood in the 1960s and 1970s. In beautiful poems, Woodson describes life growing up in South Carolina and New York. She writes of her growing awareness of the world around her, the influential figures in her life, and the joy of finding passion in storytelling. <i>Brown Girl Dreaming</i> has won multiple awards, including the Coretta Scott King Book Award and the National Book Award for Young People's Literature.	Title, Author & Genre	Lexile	Description	The First Time John Lewis and I Integrated the Buses by Bernard Lafayette Jr. (Interview)	970L	In this interview, Civil Rights Activist Bernard Lafayette, Jr. describes his experiences working with late Senator John Lewis to desegregate public buses in the South during the Freedom Rides.	Transcript of Full Joseph McNeil Interview by Newsday (Interview)	970L	In this interview, Joseph McNeil, a retired major general in the United States Air Force, describes his experience participating in the sit-in movement at a Woolworth's lunch counter in North Carolina.
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8th	Social Studies	<p><b>In Pursuit of Freedom in Delaware</b></p> <p><i>This lesson was developed from a grant funded project facilitated by the partnership of the Delaware Historical Society and Learning for Justice's Hard History Project.</i></p> <p><b>Lesson Objectives</b></p> <ul style="list-style-type: none"> <li>Students will build their knowledge of the historical context of this investigation by analyzing a textbook excerpt's account of American slavery.</li> <li>Using a socratic seminar format, students will analyze excerpts of national and Delaware laws to develop an understanding of the legal framework that empowered enslavers.</li> <li>Using a jigsaw method, students will examine sets of runaway ads in order to uncover the humanity and agency of freedom seekers who were enslaved in Delaware. Each ad set contains four elements: an enslaver's use of the public jail to capture freedom seekers, a child or teenage freedom seeker, a familial relationship among multiple freedom seekers, and a female freedom seeker.</li> </ul>															

		<p><b>Lesson Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. How did national and Delaware laws combine to empower enslavers?</li> <li>2. What can runaway ads teach us about the humanity and agency of people who were enslaved in Delaware?</li> </ol> <p><b>Were Nat Turner's actions justified?</b></p> <hr/> <p><b>Lesson Overview</b></p> <p>The actions of Nat Turner, an enslaved African American preacher, were shocking to many Americans. Beginning in the late summer of 1832, Turner led a band of enslaved people through the south, and they killed many white men, women, and children in the hopes of liberating other enslaved people. Were their actions a justified response to lives of toil, violence, mistreatment, and hopelessness?</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• <i>Were Nat Turner's actions justified?</i></li> </ul> <p><b>Did the Memphis Riot of 1866 spark the beginning, or foreshadow the end, of Reconstruction in the South?</b></p> <hr/> <p><b>Lesson Overview</b></p> <p>On May 6, 1866, the city of Memphis in Tennessee erupted in violence after a white police officer attempted to arrest a Black ex-soldier. In the three days that followed, African Americans living in the city were butchered by the white population, while their homes, schools and churches were burned down. In the riot's aftermath, public outrage allowed Radical Republicans to seize control of Congress, and enabled the rapid endorsement of the Fourteenth Amendment and other Reconstruction programs. At the same time, the riot underscored escalating racial tensions in the South that only grew over the course of Reconstruction, and revealed the determination of white Southerners to return to their previous way of life.</p> <p>Thus, this lesson looks for students to inquire into two different documents and to determine how the riots should be interpreted. Were they a spark needed to radically alter the identity of the United States? Or did they foreshadow the eventual inconclusive end of Reconstruction, as well as the continued violence against freed people of the period and after?</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• <i>Did the Memphis Riot of 1866 spark the beginning, or foreshadow the end, of Reconstruction in the South?</i></li> </ul>
8th	ELA	<p><b>English Language Arts</b></p> <p><b>Civil Rights and the Little Rock Nine: Curriculum Unit from Expeditionary Learning Education/EngageNY:</b></p>

		<p>In this module, students will study the U.S. civil rights movement, focusing particularly on The Little Rock Nine. They will consider the question “How can stories be powerful?” as they learn about segregation, the civil rights movement, The Little Rock Nine, and the role of the various mediums in shaping perceptions of events. As students read <i>A Mighty Long Way</i> by Carlotta Walls LaNier and a photo essay titled <i>Little Rock Girl 1957</i> by Shelley Tougas, they will consider the different ways in which the story of The Little Rock Nine has been told.</p> <p>In Unit 1, students will build background knowledge as they study the history of segregation and Jim Crow laws in the United States. They will begin by reading primary sources, such as the Plessy v. Ferguson Supreme Court decision and the dissenting opinion by Justice Harlan.</p> <p>In Unit 2, students will analyze the role of various mediums (photographs, speeches, television reports, newspaper articles, etc.) in depicting The Little Rock Nine and will write an informational essay in which they analyze how various mediums may illuminate a story or provide an inaccurate or incomplete picture of a story.</p> <p>Finally, in Unit 3, students will finish <i>A Mighty Long Way</i>. For their final performance task, students will present a song choice for a film soundtrack and four photographs from Little Rock Girl 1957 to lift up as key events in a film about The Little Rock Nine as they went to Central High School, based on the memoir <i>A Mighty Long Way</i>. Student presentations will include a description of each photograph and the song, and an argument for why the events depicted in each photograph should be highlighted in a film. (Note: Students will encounter the racially charged language of the Jim Crow South and the civil rights era)</p>
9th	Social Studies	<p><a href="#"><u>Equal protection under the law: The Civil Rights Act of 1964</u></a></p> <p>Essential Question:</p> <ul style="list-style-type: none"> <li>● How have American ideals of rights and equality changed over time?</li> <li>● How have interpretations of Constitutional amendments changed over time?</li> <li>● How did citizens use the First Amendment rights to expand liberties to previously disenfranchised Americans?</li> </ul> <p><b>Learning Objectives:</b>  <b>Substantive: <i>Students will/will be able to...</i></b></p> <ul style="list-style-type: none"> <li>● Identify the protections afforded to Americans under the Civil Rights Act of 1964</li> <li>● Identify the media’s role in highlighting the racial injustices occurring in the United States in the 1950s and 1960s</li> <li>● Describe how a free press was essential to the passage of the Civil Rights Act of 1964</li> </ul>
9th	ELA	<b>English Language Arts:</b>

		<p><b>Taking a Stand: Expeditionary Learning Education</b></p> <p>To Kill a Mockingbird is one of the most commonly taught books in American schools. Beloved by many readers and educators as a story of moral courage, it has also been criticized for its limited portrayal of Black characters, dated treatment of racism, and promotion of a “white savior” narrative. This complex novel can be the entry point for meaningful learning, but it demands a careful and intentional approach in the classroom.</p> <p>At a time when many in the United States and around the world are reckoning with systemic racism, responsibly teaching Mockingbird involves setting Harper Lee’s fictional story in its historical context, centering Black voices that are missing from the text, and examining the story and its messages with a critical lens.</p> <p>Students will continue to develop their ability to closely read text while studying the theme of taking a stand. During the first half of Unit 1, students will read two speeches reflecting examples of real people taking a stand. By reading these speeches they will build background knowledge about the module’s overarching theme, engage in a study of the speaker’s perspective, and analyze the craft of forming an argument. In the second half of Unit 1, students will read Part 1 of To Kill a Mockingbird by Harper Lee and continue to study the theme of taking a stand as it is revealed in the novel. Students will engage in a character study of Atticus by analyzing his actions and words, and what others say about him, to better understand him as a character. This analysis will provide details and evidence for students to use in their end of Unit 2 argument essay. In addition to reading and studying the text, students will view excerpts of the To Kill a Mockingbird film that strongly convey the novel’s themes, and they will analyze how the film remains true to the original text as well as how it veers from the original. In Unit 2, students will continue to study the theme of taking a stand as they finish the novel. They will develop their argument writing skills through scaffolded writing lessons, culminating in a literary analysis essay in which they argue whether or not it made sense, based on Atticus’s character, for him to have taken a stand and defend Tom Robinson. In Unit 3, having finished the novel, students will return to key quotes from the novel that relate to the themes of the Golden Rule and Taking a Stand. Final Performance task, after viewing “The Danger of a Single Story, students will form groups to create a Readers Theater text to illustrate the narrative from Tom Robinson’s point of view. Reader’s theater text will include references from the text and social issues Tom Robinson and his family would have encountered in the setting of To Kill a Mockingbird.</p> <p>Central Texts 1. Harper Lee, To Kill a Mockingbird (New York: Warner Books, 1982), ISBN: 978-0-446-31486-2. 2. Shirley Chisholm, “Equal Rights for Women,” speech made on May 21, 1969. 3. Sojourner Truth, “Ain’t I a Woman?” speech made in May 1851. 4. Lyndon Johnson, “The Great Society,” speech made on May 22, 1964. 5. To Kill a Mockingbird, film directed by Robert Mulligan (and starring Gregory Peck), 1962. 6. Robert Hayden, “Those Winter Sundays,” 1966. 7. Countee Cullen, “Incident,” 1925. 8. Ella Wheeler Wilcox, “Solitude,” 1883, Danger of A Single Story,</p>
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		Chimamanda Ngozi Adichie
10th	Social Studies	<p><b>Harlem’s Journey</b> This lesson follows the rise and fall of Harlem in New York City, New York, from the promise of the Harlem Renaissance in the 1920s to the neglect after WWII that led to declines in residents’ quality of life. Today, Harlem is experiencing a revitalization, and this lesson traces the evolution of its social, economic, and cultural history.</p> <p><b>Compelling Question</b> How did discrimination and wealth inequality contribute to the eventual decline of the Harlem Renaissance?</p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>● explain the importance of the Great Migration in transporting some of the brightest minds in America to Harlem in the early twentieth century,</li> <li>● analyze the contributions that a few individuals made in alerting the world to the Harlem Renaissance,</li> <li>● distinguish between the shining façade of the Harlem Renaissance and the grinding everyday life for average residents,</li> <li>● explain how the devastation of the Great Depression exacerbated the racial inequities in</li> <li>● America and initiated a rapid decline in the quality of life in Harlem, and</li> <li>● demonstrate how a revitalized interest in Harlem is creating economic challenges for longtime residents, including how to preserve the unique culture in the community.including how to preserve the unique culture in the community</li> </ul> <p><b>The Origins of Wealth Inequality in America</b> The economic collapse of the 1930s caused the U.S. government to develop new policies to put Americans back on their feet again. Many of these programs centered on growing the housing stock and providing tools for households to begin generating wealth. Discrimination did not allow for Black Americans to have an equal opportunity at building a middle-class lifestyle—the bedrock of the American Dream. These inequities began an ever-widening wealth gap that has impacted generations far removed from the original policies.</p> <p><b>Compelling Question</b> How did housing policies lead to the wealth gap between White and Black households?</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● recognize that a multitude of federal, state, and local government and private housing policies were initiated in the early twentieth century to keep Black Americans from</li> </ul>

		<p>homeownership,</p> <ul style="list-style-type: none"> <li>describe the use of redlining maps and the implications for Black American financial opportunities, and</li> <li>connect the government policies of the past to the significant wealth disparity that exists between White and Black households today.</li> </ul>																								
10th	ELA	<p><b>CommonLit 360 Unit 1: Coming of Age</b></p> <p>Essential Question: What experiences lead us from childhood into adulthood?</p> <p>This 360 Unit is anchored around five engaging short stories that illuminate both the exhilaration and the pain inherent in the transition from adolescence to adulthood: “Safety of Numbers,” “Through The Tunnel,” “American History,” “Eraser Tattoo,” and “Marigolds.” In their struggles to become independent, the protagonists in each of these stories often come to painful realizations about adults and the world around them. To help students further engage with the coming of age themes in the unit, students read “Growing Up: Key Moments,” an informational text about the pivotal experiences that we undergo during the transition from childhood to adulthood. Students also read an informational text about the impact of the assassination of John F. Kennedy to build background knowledge for the short story “American History.” Students work collaboratively during a Related Media Exploration featuring videos that explore the role of risk-taking and peer relationships in a person’s coming of age journey.</p> <p><b>Core Unit Texts</b></p> <p>All students engage with these texts throughout the unit.</p> <table border="1"> <thead> <tr> <th>Title, Author &amp; Genre</th><th>Genre</th><th>Description</th></tr> </thead> <tbody> <tr> <td>“Safety of Numbers” by Lucy Tan (<i>Short Story</i>)</td><td>890L</td><td>In this short story, a daughter learns surprising information about her mother’s past that informs the kind of future she wants for herself.</td></tr> <tr> <td>“Growing Up: Key Moments” by Jessica McBirney (<i>Informational</i>)</td><td>1090L</td><td>This informational text explores the pivotal events that contribute to our coming of age, such as realizing that the adults in our lives are not perfect and experiencing our first heartbreak.</td></tr> <tr> <td>“Through the Tunnel” by Doris Lessing (<i>Short Story</i>)</td><td>820L</td><td>This suspenseful short story describes one boy’s quest to follow a group of older boys and swim through a tight underwater tunnel. 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11th	Social Studies	<p><a href="#"><u>The Reconstruction Era and the Fragility of Democracy</u></a> from Facing History and Ourselves</p> <p><b><u>Essential Question</u></b></p> <ul style="list-style-type: none"> <li>What can we learn from the history of Reconstruction as we work to strengthen democracy today?</li> </ul> <p><b>Lesson 4: Healing and Justice</b></p> <p>In the previous lesson, students learned about two unresolved challenges facing the United States immediately after the Civil War: how to define freedom and how to reunite two parts of the country torn apart by a miserable and bitter war. In this lesson, students will look closely at the actions of President Andrew Johnson to resolve these dilemmas through his plan for Reconstruction, as well as the ensuing debate his plan provoked with Congress. In the process, they will reflect on deeper issues of healing and justice in the aftermath of both a devastating war and a profound transformation of society.</p> <p><b>Guiding Question</b></p> <ul style="list-style-type: none"> <li>After a civil war, how can a nation simultaneously heal and provide justice to all of its inhabitants?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Students will know that achieving the goals of healing and justice simultaneously after a civil war is a significant challenge for any country.</li> <li>Students will realize that in times of crisis, questions about belonging and power in a nation can become a significant source of conflict and reveal the fragility of democracy.</li> </ul> <p><b>Lesson 5: The Union as it Was</b></p> <p>In the last lesson, students learned about the opposing visions for Reconstruction offered by President Andrew Johnson and the Radical Republicans in Congress. In this lesson, students will examine documents that shed light on life in the South under the policies of Presidential Reconstruction in 1865 and 1866. In particular, they will see evidence of the reestablishment of the South “as it was,” a society based on white supremacy, which led many of Presidential Reconstruction’s opponents to wonder whether the Northern victory would bring about the changes in American society they desired.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What does it mean to be free?</li> <li>What rights and opportunities does one need in order to maintain and defend their freedom?</li> </ul> <p><b>Learning Objectives</b></p>
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		<ul style="list-style-type: none"> <li>• Students will understand that victory in a war does not necessarily mean that its underlying causes have been resolved.</li> <li>• Students will recognize that different groups sometimes have competing claims on justice. During Reconstruction, white Southern planters equated justice with protection of property they obtained in accordance with the laws at the time. Freedpeople equated justice with the right to possess land that they made valuable through their labor as slaves.</li> </ul> <p><b>Lesson 6: Radical Reconstruction and the Birth of Civil Rights</b>  In the previous two lessons, students analyzed the Reconstruction policies of President Andrew Johnson and learned about the conditions for freedpeople that emerged in Southern states under Presidential Reconstruction. In this lesson, they will learn about the responses to Johnson’s policies by Republicans in Congress. In particular, they will look closely at the Fourteenth Amendment that overturned Presidential Reconstruction. The Fourteenth Amendment introduced the concepts of national citizenship, civil rights, and equality into federal law and the US Constitution.</p> <p><b>Guiding Question</b></p> <ul style="list-style-type: none"> <li>• What can a nation’s laws reveal about that nation’s universe of obligation?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will acknowledge that one way a nation can define, both explicitly and implicitly, its universe of obligation is through its constitution and laws.</li> <li>• Students will recognize that a nation’s requirements for citizenship are one way that it uses laws to define who belongs, but nations do not always treat citizens as equals.</li> </ul> <p><b>Lesson 7: Expanding Democracy</b>  In the previous lesson, students examined the laws and amendments that were signal achievements of the Reconstruction era. While doing so, they reflected on the ways that nations determine who belongs and express who is included in their universe of obligation. In this lesson, students will explore the consequences of the laws passed as part of Radical Reconstruction, and they will reflect on how the revolutionary changes that occurred because of these laws in the late 1860s and early 1870s affected the strength of American democracy.</p> <p><b>Guiding Question</b></p> <ul style="list-style-type: none"> <li>• What are the consequences of who a nation determines is entitled to equal rights and freedoms?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will see that the success of a democracy is dependent</li> </ul>
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		<p>upon its definition of citizenship, how opportunities to participate in civic life are granted and protected, and how citizens choose to participate in its civic life.</p> <ul style="list-style-type: none"> <li>Students will understand that democracy can be understood as an aspiration that nations strive toward. At the same time, nations can successfully become more democratic without fully achieving the goals of equality and justice.</li> </ul> <p><b>Lesson 9: Equality for All</b></p> <p>In the previous two lessons, students examined the landmark legislation and amendments of the Radical Reconstruction era, and they learned about the debate over women’s rights that occurred then. In this lesson, students will learn about some of the limits to the transformation of American democracy at this time and about several groups who demanded that the promise of equality be made a reality for them.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>What does it mean to be equal?</li> <li>Is equality essential for democracy?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Students will understand that when some members of society attain new rights, others are often inspired in their efforts to achieve justice.</li> <li>Students will recognize that democracy is an aspiration that nations strive toward. Nations can successfully become more democratic without fully achieving the goals of equal.</li> </ul> <p><b>Lesson 10: Backlash and the KKK</b></p> <p>In the previous two lessons, students learned about the transformation of American democracy that occurred as a result of Radical Reconstruction, and they explored some of its limitations. In this lesson, students will learn about the violent response these changes provoked from Americans who were opposed to Radical Reconstruction and shocked by the attempt to overthrow white supremacy in Southern society. By learning about the violence and intimidation perpetrated by the Ku Klux Klan in the 1860s and early 1870s, students will reflect on the effects that violence and terror can have on the choices made by individuals in a democracy.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>How should a democratic society respond to violence and terror?</li> <li>What power do bystanders and upstanders have in the response?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Students will recognize that significant political and social change often provokes a backlash when portions of the population do not support the change.</li> <li>Students will learn that backlash is often rooted in people’s fear of</li> </ul>
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		<p>losing power and status, or in their belief that others have received undeserved power.</p> <ul style="list-style-type: none"> <li>• Students will acknowledge that acts of violence and terror are corrosive to democracy.</li> <li>• Students will understand that knowing the factors that make acts of violence and terror possible in a society is an important step to preventing such acts in the future.</li> </ul> <p><b>Lesson 11: Shifting Public Opinion</b></p> <p>In the previous lessons, students learned about Radical Reconstruction, the interracial democracy that grew out of its enactment, and the federal efforts to protect freedpeople from backlash by the Ku Klux Klan. The successes of Radical Reconstruction prompted many of its supporters to declare the process of Reconstruction complete by 1872, but the gains made in the movement for freedom and equality for Black Americans were far from secure. In this lesson, students will learn about a variety of factors that influenced white Northern public opinion to shift against Reconstruction, paving the way for future violence against freedpeople and the toppling of Republican governments in the South.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• Are laws enough to create and sustain change?</li> <li>• What might cause a nation to withdraw from actively protecting the rights and freedoms of a group of its people?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will understand that the changing priorities of both ordinary citizens and leaders can have a significant effect on how a democracy enforces its laws and protects the rights of individuals.</li> <li>• Students will recognize that public opinion is one significant factor that shapes the priorities of elected officials in a democracy. The words and actions of leaders can also shape public opinion.</li> <li>• Students will acknowledge that racism is a “convenient hatred” that changes to meet the needs of society and individuals to explain unpleasant political, economic, or social circumstances.</li> </ul> <p><b>Lesson 12: Political Violence and the Overthrow of Reconstruction</b></p> <p>In previous lessons, students learned about challenges to the achievements of Radical Reconstruction, including the first wave of violent backlash in Southern states and the factors that led many Northerners to turn against federal policies that protected freedpeople. In this lesson, students will confront a new, more decisive period of violence that spread across the South between 1873 and 1876. Students will reflect on the factors that led to the success of this violence in precipitating the defeat of Republican governments in the former Confederacy, and they will consider the choices available to individual citizens and government officials who did not support this campaign of violence and intimidation.</p> <p><b>Guiding Questions</b></p>
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		<ul style="list-style-type: none"> <li>• What makes democracy fragile?</li> <li>• What can be done to protect and strengthen democracy?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will know that the “in” groups and “out” groups that result from racism and other socially constructed divisions in society can leave citizens vulnerable to ostracism, intimidation, and violence.</li> <li>• Students will understand that violence and intimidation often silence the voices and votes of citizens, on which democracy depends.</li> </ul> <p><b>Lesson 13: The Unfinished Revolution</b>  In the previous lesson, students learned about the violence perpetrated by paramilitary groups to influence elections and return Southern states to rule by the Democratic Party. In this lesson, students will explore echoes of the Reconstruction era that reverberate today, and they will reflect on the idea of democracy as a continuous process rather than a fixed achievement. Finally, students will consider how they can best participate in the ongoing work of strengthening our democracy.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• Why has democracy been called a “work in progress”?</li> <li>• What can individuals do to help bring about a more just and equal society?</li> </ul> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will understand that the work of ensuring a democracy’s success is never complete; individuals and communities must constantly choose to act to defend and strengthen it.</li> <li>• Students will recognize that progress toward justice and equality does not always advance steadily but often experiences great leaps forward and disappointing steps backward.</li> </ul>
11th	ELA	<p><b>CommonLit 360: Unit 2 Their Eyes Were Watching God</b></p> <p>Essential Question: How does one realize their authentic self in spite of societal norms and the expectations of others? How does language affect the way we see ourselves and each other?</p> <p>In this 360 Unit, students read the iconic American novel <i>Their Eyes Were Watching God</i> by Zora Neale Hurston and consider why her work is considered a masterpiece and its continued relevance to life today. Students discuss themes related to self-determination, the way language affects how people see themselves, and how societal expectations about race and gender prevent people from realizing the lives they want. They also analyze Hurston’s masterful use of language. Through a Related Media Exploration,</p>

		<p>students learn about Hurston’s background as an anthropologist, factors that influence dialect, and how language can be used to celebrate a people. The supporting texts in the unit provide historical and cultural context that supports a deeper understanding of the novel and its themes.</p> <p><b>Core Unit Texts</b></p> <p>All students engage with these texts throughout the unit.</p> <table> <tr> <th>Title, Author &amp; Genre</th><th>Lexile</th><th>Description</th></tr> <tr> <td><i>Their Eyes Were Watching God</i> by Zora Neale Hurston (Novel)</td><td>N/A</td><td>This classic American novel introduces readers to Janie, a young Black woman living in the Reconstruction South, and follows her on her quest for love and self-fulfillment. Through Janie’s story, Zora Neale Hurston explores themes of self-determination, societal expectations, and the power of language.</td></tr> <tr> <td>“Three Black Towns: An Excerpt from <i>Black Landscapes Matter</i>” by Kofi Boone (Informational)</td><td>1460</td><td>This informational text describes the creation of three Black towns after Emancipation and during the Reconstruction period in America. As they read, they analyze the interaction of complex ideas in a nonfiction text and apply their understanding of how an author’s choices of setting affect the plot in fiction.</td></tr> <tr> <td>“Craving Freedom, Japan’s Women Opt Out of Marriage” by Mokoto Rich (Informational)</td><td>1290</td><td>This article explores why some young Japanese women are postponing or forgoing marriage. As students read, they trace how a central idea develops by drawing connections between a complex set of ideas.</td></tr> <tr> <td>“Slowly: a plainsong from an older woman to a younger woman” by Judy Grahn (Poem)</td><td>N/A</td><td>By reading this poem, students gain an understanding of how society’s view of older women affects women as they age. In this poem, they will consider how societal judgment of aging leads to an inner struggle for older women.</td></tr> </table>	Title, Author & Genre	Lexile	Description	<i>Their Eyes Were Watching God</i> by Zora Neale Hurston (Novel)	N/A	This classic American novel introduces readers to Janie, a young Black woman living in the Reconstruction South, and follows her on her quest for love and self-fulfillment. Through Janie’s story, Zora Neale Hurston explores themes of self-determination, societal expectations, and the power of language.	“Three Black Towns: An Excerpt from <i>Black Landscapes Matter</i> ” by Kofi Boone (Informational)	1460	This informational text describes the creation of three Black towns after Emancipation and during the Reconstruction period in America. As they read, they analyze the interaction of complex ideas in a nonfiction text and apply their understanding of how an author’s choices of setting affect the plot in fiction.	“Craving Freedom, Japan’s Women Opt Out of Marriage” by Mokoto Rich (Informational)	1290	This article explores why some young Japanese women are postponing or forgoing marriage. As students read, they trace how a central idea develops by drawing connections between a complex set of ideas.	“Slowly: a plainsong from an older woman to a younger woman” by Judy Grahn (Poem)	N/A	By reading this poem, students gain an understanding of how society’s view of older women affects women as they age. In this poem, they will consider how societal judgment of aging leads to an inner struggle for older women.
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**h. Black figures in national history and in Delaware history.**

Grade-level	Content Area(s)	Lessons/Resources
7th	ELA	<p><b>CommonLit 360 Unit 5: Influential Voices</b></p> <p>In this 360 Unit, students learn about the techniques effective speakers use to appeal to and engage their audiences. This unit features a wide range of speeches: from Sojourner Truth’s well known “Ain’t I a Woman?” speech on women’s rights, to Oprah Winfrey’s eulogy for Rosa Parks, to Steve Jobs’s inspirational commencement address at Stanford University. Students read and watch videos of speeches and analyze the speakers’ rhetoric. Writing lessons focus on summarizing evidence and analyzing tone. In preparation for the unit’s Culminating Task, students independently read and watch a video of a speech they select from a curated set. Students demonstrate their mastery of the unit’s reading and writing skills by writing an explanatory essay about how that speaker uses rhetoric to persuade their audience. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.</p>

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8th	Social Studies	<div> <div>In Pursuit of Freedom in Delaware</div> <div> <p><i>This lesson was developed from a grant funded project facilitated by the partnership of the Delaware Historical Society and Learning for Justice's Hard History Project.</i></p> <div>Lesson Objectives</div> <ul style="list-style-type: none"> <li>Students will build their knowledge of the historical context of this investigation by analyzing a textbook excerpt's account of American slavery.</li> <li>Using a socratic seminar format, students will analyze excerpts of national and Delaware laws to develop an understanding of the legal framework that empowered enslavers.</li> <li>Using a jigsaw method, students will examine sets of runaway ads in order to uncover the humanity and agency of freedom seekers who were enslaved in Delaware. Each ad set contains four elements: an enslaver's use of the public jail to capture freedom seekers, a child or teenage freedom seeker, a familial relationship among multiple freedom seekers, and a female freedom seeker.</li> </ul> <div>Lesson Essential Questions</div> </div> </div>																																	

		<ol style="list-style-type: none"> <li>1. How did national and Delaware laws combine to empower enslavers?</li> <li>2. What can runaway ads teach us about the humanity and agency of people who were enslaved in Delaware?</li> </ol> <p><b>Were Nat Turner's actions justified?</b></p> <hr/> <p><b>Lesson Overview</b>  The actions of Nat Turner, an enslaved African American preacher, were shocking to many Americans. Beginning in the late summer of 1832, Turner led a band of enslaved people through the south, and they killed many white men, women, and children in the hopes of liberating other enslaved people. Were their actions a justified response to lives of toil, violence, mistreatment, and hopelessness?</p> <p><b>Driving Question</b></p> <ul style="list-style-type: none"> <li>• <i>Were Nat Turner's actions justified?</i></li> </ul>
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## Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

*List the date and description of the in-service training sessions provided to meet this requirement.*

Date	Description of Professional Learning
Jan 2026	POCS PD Guide to HB 198 Implementation: What is it? Why is it Important