

**NEH Landmarks Africatown
Lesson Plan**

Instructor Name	Barb Kallin	State: Massachusetts
Date: July 8, 2021	Subject/Course and Grade Level: 10th grade ELA (special education class)	Duration: Approximately 8 class periods- approximately 2 weeks.
Standard(s) Addressed (include the written description): From the Massachusetts Curriculum Frameworks (English Language Arts & Literacy), approved March, 2017: <i>Grades 9-10 Reading Standards for Informational Text:</i> 7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized or deemphasized in each account. <i>Grades 9-10 Speaking and Listening Standards:</i> 5. Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <i>Grades 9-10 Writing Standards:</i> 9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9-10 standards of Reading Literature or Reading Informational Text, as needed.		
Lesson Title:	Oral Storytelling- Our Past & Our Present	
Behavioral Objective(s):	-Students will be able to describe the intersection between oral storytelling and the truth. -Students will be able to analyze various accounts of a subject told in different mediums and reflect on the relevance of details that are communicated to their own lives and experiences. -Students will create their own digital media presentations (podcasts), sharing a mystery or content they are hoping to learn more about; a short interview with someone who can teach them more; and their analysis of what they have heard. -Students will reflect on the relevance of their experiences completing Oral History podcasts to their lives and in terms of their futures.	
Introductory Activity: Differential	Bellringer: <i>Is there a person or are there multiple people in your family who pass on the history of your family by telling oral stories? Who are these people? What sorts of stories do they pass on?</i> <i>Are there any family mysteries in your history you would like to uncover and/or solve? Do you think you might be able to do that? What are your family mysteries? Why or why not might you be able to solve a family mystery? How</i>	

	<i>might you be able to do that? What might prevent you from doing that? Explain!</i> <i>What role does the past play in our lives today?</i> <i>What role does storytelling play in our lives today?</i>
Presentation/Direct Instruction: (Place different types of activities in numerical order.)	Day 1 Bellringer/Warm-up: (Writing for 5 minutes about the following prompt) <i>Is there a person or are there multiple people in your family who pass on the history of your family by telling oral stories? Who are these people? What sorts of stories do they pass on?</i> Day 1 Ed Puzzle: (Watching TED talk by Dr. Hasan Kwame Jeffries about confronting hard history, vs. nostalgia and answering questions within the platform) Day 1 Written Reflection: <i>Are there any family mysteries in your history you would like to uncover and/or solve? Do you think you might be able to do that? What are your family mysteries? Why or why not might you be able to solve a family mystery? How might you be able to do that? What might prevent you from doing that? Explain! (1 page.)</i> Day 2 Bellringer/ Warm-up: <i>Complete written reflection from Day 1 and/or share/ discuss.</i> Day 2: <i>View CBS News, 60 Minutes. "The Clotilda: Inside the wreck of the last ship known to have brought enslaved Africans to America." June 13, 2021. Interview with Anderson Cooper.</i> Day 2: <i>following 60 minutes clip, discuss barriers to uncovering the truth; strategies to uncover the truth; barriers to sharing out the truth; strategies to share out the truth (teacher takes notes on chart paper that will remain visible to students within the classroom during subsequent class meetings.)</i> Day 2 Exit Ticket: <i>3-2-1 (3 things I learned; two things I found interesting; 1 question I still have)</i> Day 3 Bellringer/ Warm-up: <i>What role does the past play in our lives today?</i> <i>Day 3 Follow-up discussion/ sharing of resources regarding Exit Tickets from Day 2.</i> Day 3 Introduction of Anchor Podcast Assignment. <i>Introduction to Anchor/ Anchor platform. (Audio podcast creation on Anchor clip)</i> Day 3 Exit Ticket: <i>3-2-1 (3 things I learned; two things I found interesting; 1 question I still have)</i>

	Day 4 Bell Ringer/ Warm-up: What role does storytelling play in our lives today? Day 4: Students complete <u>Interview Questions</u> assignment & <u>Reflection</u> assignment Day 5: Time in class to complete part 1 of <u>Anchor Podcast Assignment</u>. Part 2 will be completed at home. Day 6: Time in class to complete parts 2 (editing) & 3 of <u>Anchor Podcast Assignment</u>. Day 7: Podcasts are due. Time in class to complete <u>Written Reflection</u> assignment. Day 8: Sharing Podcasts and/or Written Reflections with one another.
Assessment: (Formative or summative and brief description)	<u>Ed Puzzle (formative):</u> through/ within the Ed Puzzle platform, students watch Dr. Jeffries TED talk about confronting hard history and answer questions about the difference between truth and nostalgia; whether or not they believe people in the U.S. have stopped doing the things that have resulted in inequality; what disrupting the continuum of hard history means, according to Jeffries; and whether or not they agree with Dr. Jeffries' perspective. <u>Reflection (formative):</u> 1-page written reflection. Are there any family mysteries in your history you would like to uncover and/or solve? Do you think you might be able to do that? What are your family mysteries? Why or why not might you be able to solve a family mystery? How might you be able to do that? What might prevent you from doing that? Explain! <u>Anchor Podcast Assignment (summative):</u> through/ within the Anchor app platform, students design their own podcast interviews in 3 parts (1. an introduction, presenting who they are, who they plan to interview, what they're curious about, and how that relates to them and/or research they're aware of - referencing at least one nonfiction text by name; 2. their interview, consisting of at least 2 relevant questions and one "follow-up"/ unscripted question, based on what they're hearing from their interviewee; and 3.) an analysis of their findings, a summary of whether or not they discovered what they were looking for, how that affected them and/or their thinking, and where they might "go from here" in terms of their research, potentially including other questions that may have arisen for them. <u>Interview Questions (formative/ summative):</u> At least 2 well-written questions drafted for the Anchor Podcast Assignment (above); also 1-5 sentences describing the connection between the proposed interview questions and an existing nonfiction text (also identifying the text).

	<u>Exit Ticket (formative/ summative):</u> 3-2-1 (3 things I learned; two things I found interesting; 1 question I still have) <u>Written Reflection (summative):</u> 1-2 paragraph (5-10 sentence) reflection on what was expected and unexpected about completing their interview podcasts. Is creating podcasts something students expect to do in the future?
Practice	Throughout this short unit, students will practice their reading, writing, listening, and speaking skills. Although they will complete individual podcasts and written reflections, they will have opportunities in class to respond to each other and to receive feedback from one another and from their teacher. The assignments listed above are designed to allow students to practice the skills identified in the standards.
Summary	At the conclusion of the unit, students will share their podcasts and/or the content of their <u>Written Reflections</u> with one another and retain these artifacts to share with any others they might choose to. The unit is designed to encourage students to connect the practice of oral storytelling with relevant digital media and their lives, passions, and interests, modeling the importance and relevance of this content by sharing the story of the Clotilda, descendants of those brought to the United States on the Clotilda, and the descendants and current residents of Africatown. Throughout the unit, students should be able to develop an appreciation for “truth” versus “nostalgia” and the benefits of identifying, accurately describing, and actively perpetuating the former.
Materials and Reference Materials	Ed Puzzle (TED Talk, Dr. Hasan Kwame Jeffries, “Why we must confront the painful parts of U.S. History.”) CBS News, 60 Minutes. “The Clotilda: Inside the wreck of the last ship known to have brought enslaved Africans to America.” June 13, 2021. Interview with Anderson Cooper. https://www.cbsnews.com/video/slave-ship-alabama-60-minutes-2021-06-13/#x Africatown, USA Timeline. https://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1tmyDTbMwAY7qBevL9D8mwvoBgrwCj5DrKCEKjkHLRI&font=Default&lang=en&initial_zoom=2&height=650 Slavery and the Making of America Timeline. https://www.thirteen.org/wnet/slavery/timeline/1641.html “Inside Historic Africatown with Descendants of Slave Ship Clotilda.” <u>The Birmingham Times</u>. June 20, 2019. https://www.birminghamtimes.com/2019/06/inside-historic-africatown-with-descendants-of-slave-ship-clotilda/

	<i>"Africa Town A Story Worth Knowing, A Community Worth Renewing."</i> Interview with Joe Womack. You Tube. Marks Media Cinematography. May 31, 2015. https://www.youtube.com/watch?v=3Y69JYVXkeo <i>"America's Cancerous Legacy for the Descendants of the Kidnapped Africans Who Arrived on the Last Slave Ship."</i> By Kevin Lee. <i>The Daily Beast</i>. Updated 2/3/2021. Published 1/31/21. https://www.thedailybeast.com/americas-cancerous-legacy-for-the-descendants-of-the-kidnapped-africans-who-arrived-on-the-last-slave-ship Clotilda Descendants' Association: https://theclotildastory.com/ CHESS: http://www.africatown-chess.org/ MCTS Alumni: http://www.mctswhippets.org/ MEJAC: http://www.mctswhippets.org/ MOVE Gulf Coast CDC: https://movegulfcoastcdc.org/ Audio podcast creation on Anchor: https://www.youtube.com/watch?v=LnQiCVW7YCQ
Questioning List: (Possible questions that could be used during the lesson)	<i>What role does the past play in our lives today?</i> <i>What role does storytelling play in our lives today?</i> <i>What role does forced assimilation play in our lives today?</i> <i>What is the difference between truth and nostalgia?</i> <i>How can we discover and pass on the truth?</i> <i>What are barriers to uncovering the truth? What are strategies for uncovering the truth?</i> <i>What are barriers to sharing out the truth?</i> <i>What are strategies for sharing out the truth?</i> <i>How does uncovering and sharing out the truth fit into our lives and/or our futures?</i> <i>What does saving a community look like? What does that mean?</i>